



 Department of Public Health,  
Nutrition & Wellness

# MASTER OF PUBLIC HEALTH PROGRAM FINAL SELF-STUDY

*Prepared for the Council on Education for Public Health*

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 Andrews  
University

School of Health  
Professions

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## History of Andrews University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination’s first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts & Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. In 1993, the Department of Architecture became the Division of Architecture and is now the School of Architecture, Art and Design. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school has been renamed as the School of Distance Education & International Partnerships. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. All of the colleges and schools offer both undergraduate and graduate degrees.

The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with eight schools and several graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in the new century. The mission of this distinguished institution, however, remains the same—to serve God and humankind in the spirit of generous service while truly ushering in a New Andrews for a New Century.

In response to the need for qualified health professionals, Andrews University started a School of Health Professions in 2012. While the school is new, it consists of existing departments with programs in Public Health, Nutrition & Wellness; Medical Laboratory Sciences; Nursing; Physical Therapy; and Speech-Language Pathology & Audiology. The online Master of Public Health (MPH), which was started in 2013, is offered in the department of Public Health, Nutrition & Wellness, and currently has 35 students enrolled in the program welcoming students from all over the world. The MPH program, offered at a 50 percent tuition scholarship, is the first and the only online MPH program in Nutrition & Wellness in the country.

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## List of Abbreviations

AAA = Adventist Accreditation Association  
APHA = American Public Health Association  
ASPH = Association for Schools of Public Health  
AUGSA = Andrews University Graduate Student Association  
BOT = Board of Trustees  
BT = Bloom's Taxonomy  
CEPH = Council on Education for Public Health  
CTC = Counseling & Testing Center  
CV = Curriculum Vitae  
ERF=Electronic Resource File  
ESPH = Essential Services of Public Health  
FTE = Full-time-equivalent  
GC = Graduate Council  
MASSWG = MPH Accreditation Self-Study Working Group  
MDiv = Master of Divinity  
MPH = Master of Public Health  
MSSWC = MPH Self-Study Writing Committee  
MVGO = Mission, Values, Goals and Objectives  
NCHEC = National Commission for Health Education Credentialing  
ORCS = Office of Research & Creative Scholarship  
PDC = Program Degree Council  
PDRC = Program Development and Review Committee  
PHNW = Department of Public Health, Nutrition & Wellness  
Adventist = Seventh-day Adventist  
SHP = School of Health Professions  
SRC = Scholarly Research Council



# Criterion 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 mission of the Andrews University (Andrews) Master of Public Health (MPH) Program is to prepare highly competent public health professionals to prevent disease and restore health in local, national and global communities. This mission is accomplished through excellence in graduate teaching, and through public health research to develop or implement evidence-based lifestyle solutions to improve health while addressing public health problems from a holistic perspective.

We offer a distinctive program with a concentration in Nutrition & Wellness providing a unique emphasis in vegetarian nutrition.

*b. A statement of value that guides the program.*

Andrews University online MPH program is intended to provide an interactive learning environment under the guidance of competent faculty members. In this environment, students are able to share their experiences as they learn to positively impact the health of diverse communities with a special focus on the following values:

- **Wholeness:** We promote wholeness through healthy living based on the NEWSTART<sup>1</sup> principles of the Seventh-day Adventist (Adventist) Christian philosophy to achieve longevity and a harmonious development of the mind, body, spirit and social dimensions.
- **Inquiry:** We support a culture of inquiry, encouraging individuals to ask questions, as a means to develop critical thinking, and a culture of research leading to evidence-based solutions that will address public health problems, promoting lifelong learning, and professional development.
- **Service:** We equip graduates with public health skills and knowledge for service to humanity through practicum experiences and service learning activities. At Andrews, serving humanity demonstrates service to God.
- **Excellence:** We pursue the highest scholastic standards professionally, academically and ethically with continual evaluation of program goals, objectives and outcomes.

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<sup>1</sup> NEWSTART: N (Vegetarian Nutrition), E (Regular Exercise), W (Pure Water), S (Sunlight in moderate amounts), T (Temperance in all things), A (Fresh Air), R (Daily and weekly Rest), T (Trust in God)

- **Transformation:** We educate graduates to transform their communities by protecting and promoting health and wellness as both a value and moral responsibility. This transformation will be achieved by educating students and in turn the public to make informed decisions that can lead to one’s full health potential. As a result, human suffering will be lessened, and the sanctity of life regarded.
- **Diversity:** Andrews University is ranked second in campus ethnic diversity in the United States and seventh in most international students<sup>2</sup>. Through exposure and formal public health training, students will develop cultural competency to help serve a global community, which is composed of a wide spectrum of cultures, races, religions and demographics.

*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.*

Teaching Goal

Prepare highly competent public health professionals with knowledge and skills of MPH core competencies and its Nutrition & Wellness concentration.

Research Goal

Promote faculty and student research that will prepare MPH graduates to collaborate and engage in innovative research, evaluate peer review literature, and/or perform evidence-based professional practice consistent with our mission and values to advance public health and prevention of disease.

Service Goal

Students and faculty will provide health educational services to various communities in vegetarian nutrition education, and wellness programs to improve health.

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

Teaching Objectives

1. At least 80% of the students will pass the Comprehensive Examination annually with a passing grade of  $\geq 70\%$ .
2. At least 80% of graduating MPH students will report satisfaction with the MPH program by responding “Agree” [Good] or “Fully Agree” [Excellent] to  $\geq 70\%$  the exit survey questions.

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<sup>2</sup> U.S. News Report (2014–2015): <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>

3. At least 80% of the students will meet the satisfactory “Met” criteria for competencies at the final practicum evaluation as determined by preceptors.
4. At least 80% of the responding employers will rate MPH program performance positively by responding “Agree” [Good] or “Strongly Agree” [Excellent] to  $\geq 70\%$  of the Employer Survey questions.
5. At least 30% of courses taught in the MPH program will include activities within the syllabi that will enhance MPH student competencies to meet the health needs of diverse populations.

#### Research Objectives

1. 80% of students will obtain a  $\geq 70\%$  rating or higher for their Research-based capstone Oral Presentation.
2. At least 10% of the students will collaborate with faculty in research activities with the potential for manuscript submission for publication.
3. At least 75% of MPH faculty member will engage in one of the following annually: research presentations, grant proposal/submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice.

#### Service Objectives

1. At least 75% of students will be rated positively, “Agree” [Good] to “Strongly Agree” [Excellent], in their evaluation of service performance activities by those served.
2. At least 25% of faculty members will deliver health and wellness training, services or activities to diverse populations in public health agencies, community organizations, and/or educational institutions annually.

*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.*

#### Development of the Andrews MPH Mission, Values, Goals, and Objectives (MVGOs)

The MPH Program Mission, Values, Goals, and Objectives (MVGOs) were originally developed by the School of Health Professions, and MPH faculty in the academic year 2012-2013. The MVGOs were based on Andrews University expectations along with CEPH and national guidelines. The MVGOs were further developed in fall 2014 and spring of 2015 during the MPH Program self-study for CEPH accreditation.

In an effort to develop the MPH program with clear MVGOs, an MPH Self-Study Writing Committee (Writing Committee) was established under the guidance of the chair of the Department of Public Health, Nutrition & Wellness, and the MPH program director in fall 2014. The Writing Committee is composed of MPH faculty and a graduate assistant. After extensive discussions, and thoughtful evaluation of the program's purpose and University values, the Writing Committee developed the first draft of the MVGOs which were in alignment with the University's mission and CEPH requirements.

The Writing Committee held frequent meetings to develop the first draft of the MPH program's MVGOs incorporating information from the following key public health stakeholder groups and resources: 1) The Council on Education for Public Health (CEPH) document on Accreditation Criteria for Public Health Programs; 2) Telephone consultations with CEPH staff; 3) Guidelines of the Ten Essential Services of Public Health (ESPH); and 4) National Commission for Health Education Credentialing (NCHEC). Additionally, the Writing Committee solicited feedback from students, university faculty, and community members by posting the self-study on the Andrews website and direct emails, allowing them the opportunity to review and provide feedback as the MVGOs were formulated.

The first draft of the MVGOs was modified and strengthened by the newly developed MPH Accreditation Self-Study Working Group (MASSWG) in spring of 2015, which was established under the guidance of the Dean of the School of Health Professions and Chair of the Department of Public Health, Nutrition & Wellness. The MASSWG is composed of the MPH faculty, department chair, dean and associate provost of the School of Graduate Studies, and the assistant provost for Institutional Effectiveness. MASSWG was established to create a process for continuous development and evaluation of MVGOs established earlier by the self-study group.

MASSWG met monthly to review and provide valuable feedback and revisions on the Mission, Values, Goals and Objectives. The Writing Committee had follow-up meetings to implement the suggestions of MASSWG. A revised and updated version of the MVGOs was submitted to the dean, department chair, MPH faculty and MASSWG for final review prior to sending the document to internal and external stakeholders as discussed in Section 1.2d. in summer 2016. The most recent draft of MVGOs was developed and revised by the program director and MPH faculty based on the feedback provided by the university faculty that included Dr. Dwaine McBride, Chair of the Behavioral Sciences, Dr. Thomas Shepherd, Professor of the theological seminary, Lynn Merklin, Assistant Provost Office of Institutional Effectiveness, Patricia Sprangler, Editorial Manager, and Janine Lim, Associate Dean for the School of Distance Education.

- f. Description of how 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.*

Publishing the MVGOs: The MVGOs are made available on the Public Health, Nutrition & Wellness (PHNW) department website, MPH Student Handbook, and Andrews bulletin (official course catalog).

Monitoring and revising the MVGOs: MPH faculty plan to review the MVGOs every other year. Relevant modifications and updates will be made based on market trends, emerging health issues, along with student and advisory Council feedback, which will be in compliance with regulating authorities and the accrediting body.

The MVGOs will also be evaluated periodically and modified based on institutional requirements, Association for Schools of Public Health (ASPH) and NCHEC requirements, student performance, student national certification scores, as well as compliance with governing agencies, as needed. Revisions will be made in collaboration with the MPH program director, and MPH faculty in consultation with PHNW department chair, faculty, and relevant University committees.

- 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.*

Criterion 1.1 is met.

Strengths: The department chair attended the 2014 CEPH summer workshop in Washington, D.C. This workshop provided essential information and direct feedback to begin the framework for the MVGOs and entire self-study for compliance with CEPH's mandate "to enhance health in human populations through organized community effort."

The MPH program has a well-defined mission, values, goals, and objectives for instruction, research, and service and is the only online program in the United States offering an MPH in Nutrition & Wellness with a unique focus on vegetarian nutrition and disease prevention. The self-study was also reviewed monthly by the MASSWG which was established to assist in the review and development of this document.

The program MVGOs are in full agreement with the mission of Andrews. The University is an institution accredited by the Higher Learning Commission and by the Accrediting Association of Adventist Schools, Colleges, and Universities (AAA)—the accrediting body of the global Adventist education system. Andrews is the leading educational institution of the Seventh-day Adventist Church with global outreach, currently serving students from over 110 countries. The MPH program intentionally serves a global constituency in addition to the general public.

Weaknesses & Plans: The Andrews MPH program is young, emerging, and will go through ongoing revisions. As the program continues to grow and evolve, changes may provide both challenges and opportunities. Furthermore, starting the first student cohorts while developing the self-study document, is in itself challenging yet also has created opportunities for reflection.

## 1.2 Evaluation

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

- a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.*

<b>Goals &amp; Objectives</b>	<b>Data Source</b>	<b>Responsible Parties</b>
<b>Teaching Goal</b> Prepare highly competent public health professionals with knowledge and skills in MPH core competencies and Nutrition & Wellness concentration.		
<b>Teaching Objectives</b>		
1. After successful completion of a Practicum and Capstone Project, at least 80% of the students will pass the Comprehensive Examination annually with a passing grade of >70%.	Report of Comprehensive Exam Result form in Electronic Resource File (ERF) 2.7, Comprehensive Exam Results	MPH Program Director, MPH Faculty, Department Chair
2. At least 80% of graduating MPH students will report satisfaction with the MPH program by responding “Agree” [Good] or “Fully Agree” [Excellent] to ≥70% the exit survey questions.	Exit Survey (ERF, section 2.7 MPH Student Exit Survey)	MPH Program Director, MPH Faculty, Department Chair
3. At least 80% of the students will meet the satisfactory “Met” criteria for competencies at the final practicum evaluation as determined by preceptors.	Preceptor Final Evaluation (ERF, section 2.4 Preceptor Evaluation Forms)	MPH Program Director, MPH Faculty, Department Chair
4. At least 80% of the responding employers will rate MPH program performance positively by responding “Agree” [Good] or “Strongly Agree” [Excellent] to ≥ 70% of the Employer Survey questions.	Employer Survey (ERF, section 2.7 Employer Survey Results)	MPH Program Director, MPH Faculty
5. At least 30% of courses taught in the MPH program will include activities within the syllabi that will enhance MPH student competencies to meet the health needs of diverse populations.	Course Syllabi (ERF, Section 2.1 Concentration courses and 2.3 Syllabi Core Courses)	MPH Program Director, MPH Faculty

<b>Table 1.2.1. MPH Program Goals and Objectives with Data Systems and Responsible Parties</b>		
<b>Goals &amp; Objectives</b>	<b>Data Source</b>	<b>Responsible Parties</b>
<b>Research Goals</b>		
Promote faculty and student research, which will prepare MPH graduates to collaborate and engage in innovative research, evaluate peer-reviewed literature, and/or perform evidence-based professional practice consistent with our mission and values to advance public health and prevention of disease.		
<b>Research Objectives</b>		
1. At least 80% of students will obtain a $\geq 70$ % rating for their Research-based capstone Oral Presentation.	Student rubric	MPH Program Director, MPH Faculty, Department Chair
2. At least 10% of the students will collaborate with faculty in research activities with the potential for manuscript submission.	Faculty Annual Report and student exit survey	MPH Program Director, MPH Faculty, Department Chair
3. At least 75% of MPH faculty member will engage in one of the following annually: research presentations, grant proposal/submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice.	Faculty Annual Report	MPH Program Director, MPH Faculty, Department Chair

<b>Table 1.2.1. MPH Program Goals and Objectives with Data Systems and Responsible Parties</b>		
<b>Goals &amp; Objectives</b>	<b>Data Source</b>	<b>Responsible Parties</b>
<b>Service Goal</b>		
Students and faculty will provide health educational services to various communities in vegetarian nutrition education, and wellness programs to improve health.		
<b>Service Objectives</b>		
1. At least 75% of students will be rated positively, “Agree” [Good] to “Strongly Agree” [Excellent], in their evaluation of service performance activities by those served.	Student portfolio	MPH program director, student, department chair
2. At least 25% of faculty members will deliver health and wellness training, services or activities to diverse populations in public health agencies, community organizations, and/or educational institutions annually.	Faculty Annual Report	MPH program director, department chair

*Class Climate* is a survey software used at Andrews University for assessment purposes. We use the software to administer evaluation surveys to MPH students, field practicum preceptors, and MPH graduates employers. The Office of Institutional Effectiveness (OIE) at Andrews University uses the software for student evaluations of teaching Faculty. Department chairs and program directors get the results of the assessments each semester, so that they can make improvements to their courses, as warranted by the data. All the

evaluation surveys included in the ERF are available in *Class Climate*. Several summary reports included in the ERF were generated in Class Climate.

*Class Climate* is managed by the Office of Institutional Effectiveness (OIE). OIE gives access to departments and programs to allow them to set up their own surveys or rubrics within the system for ease of aggregating data. Each department is responsible for analyzing their own data. Departments or programs can call upon OIE to help them with their analysis if the occasion arises for additional analysis. Class Climate provides aggregated reports along with the ability to export raw data into Microsoft Excel and SPSS statistical software. SPSS is used for deeper analysis. For the MPH program the department and OIE are the only departments that have access to the data being collected.

We also use *WEAVE* to assess the program in the context of overall accreditation for Andrews University. This online assessment management system is used to store data for monitoring and assessing learning outcomes as compared to the measures recorded in it. This is the system we use to track the MPH assessment results. *Weave* is managed by (IOE), who give access to each program, for the program to report and house their assessment information that they have already aggregated and analyzed. Programs use Weave to report their outcomes, measures, targets, findings and action plans. This allows the University as a whole know and be able to track how each program is doing. The department of Public Health, Nutrition, and Wellness has access to each program that their department offers to be able to oversee what the programs are reporting. A selected MPH faculty member will assist in management and analysis of data. The MPH Program Director and Department Chair will annually review weave reports for program improvements and future action plans.

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

Monthly Faculty Meetings and Advisory Council: MPH faculty meets monthly to discuss various aspects of the program such as planning, policies, & procedures, evaluation of student applications, adjunct faculty appointments, self-study and curriculum review. (see ERF 1.5 Committee Meeting Minutes to find meeting agenda & minutes).

The Advisory Council meets 1-2 times a year to review the results of the evaluation process of the MPH program. (see ERF 1.5 Advisory Council Meeting Minutes to find meeting agenda & minutes).

Monitor: The faculty monitors results of the evaluations for Criterion 1.2.a by regularly reviewing student records, student class evaluations, faculty feedback during faculty meetings, and comparing of student assignments with class syllabi, along with student preceptor evaluations and employer evaluations of MPH graduates when available.

Analyze: Faculty compare current evaluations of the MPH program with previous trends and predetermined target criteria set in the objectives indicated in Criterion 1.1.d to determine if the MPH program is meeting preset objectives.

Communicate: The MPH Faculty are expected to communicate the results of our analysis of the MPH program performance to faculty, administrators, MPH Advisory Council and MPH Student Advisory Council to receive their input in order to fine tune and adjust the MPH program accordingly.

Annual Faculty Retreat: Faculty will meet annually, typically in the summer, to discuss and review data (i.e. comprehensive exam, surveys, and preceptor evaluation) to make necessary changes to address the MPH program's outcomes.

Enhance quality: If faculty finds negative discrepancies between actual MPH program performance indicators and the predetermined target criteria set in the objectives from Criterion 1.1.d, we will use the ongoing evaluation process to make relevant adjustments in order to enhance the quality of the MPH program. We will monitor the market trends in public health to update the program.

- c. Data regarding the program's performance on each measurable objectives described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (eg, 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.***

<b>Table 1.2.2. Outcome Measures for Previous Years 2013–2017</b>					
Outcome Measure	Target	Year 1 2013–2014	Year 2 2014– 2015	Year 3 2015– 2016	Year 4 2016– 2017
At least 80% of the students will pass the Comprehensive Examination annually with a passing grade of $\geq 70\%$ .	80%	No data	2/2 100% <b>Met</b>	2/3 67% <b>Not Met</b>	No data
At least 80% of graduating MPH students will report satisfaction with the MPH program by responding “Agree” [Good] or “Fully Agree” [Excellent] to $\geq 70\%$ the exit survey questions.	80%	No exit surveys administered	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
At least 80% of the students will meet the satisfactory “Met” criteria for relevant competencies at the final practicum evaluation as determined by preceptors.	80%	No field practicums performed	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
The responding employers will rate graduates’ program performance as “Agree” or “Strongly Agree” on $\geq 70\%$ of the questions on the Employer Survey.	80%	No Employer Surveys administered	2/2 100% <b>Met</b>	1/1* 100% (2 recent graduates) <b>Met</b>	No data
At least 30% of courses taught in the MPH program will include activities within the syllabi that will enhance MPH student competencies to meet the health needs of diverse populations.	30%	Outcome not set at the time	Outcome not set at the time	40% <b>Met</b>	40% <b>Met</b>
Students will obtain a score of $\geq 70\%$ for their Capstone Project Oral Presentation.	80%	No capstone oral presentations performed	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
Students will collaborate with faculty in research with potential for manuscript submission for publication	10%	Expectation not set at this time	5/20 25% <b>Met</b>	5/31 16% <b>Met</b>	No data

\*One graduate is not employed by choice.

<b>Table 1.2.2. Outcome Measures for Previous Years 2013–2016</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>
MPH faculty members will engage in one of the following annually: research presentations, grant proposal submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice. (See 3.1)	75%	Criterion not developed at that time	75% <b>Met</b>	75% <b>Met</b>
At least 75% of students will be rated positively, “Agree” to “Strongly Agree”, in their evaluation of service performance activities by those served.	75%	Evaluation from not developed at that time	Evaluation from not developed at that time	Evaluation from not developed at that time
Faculty will deliver health and wellness training, services or activities to diverse populations in public health agencies, community organizations, and/or educational institutions annually. (See 3.2)	50%	Criterion not developed at that time	100% <b>Met</b>	100% <b>Met</b>

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

Development of the MPH Self-Study

The Writing Committee held frequent meetings to develop the self-study document by integrating information from the following key areas:

1. After attending the CEPH accreditation workshop in Washington, D.C. (August 2014), the department chair briefed the MPH faculty on the workshop highlighting special aspects of CEPH accreditation requirements.
2. The MASSWG was established by the Dean of the School of Health Professions and the Chair of the PHNW Department in order to review and enhance the self-study.
3. The Council on Education for Public Health (CEPH) document on Accreditation Criteria for Public Health Programs.
4. Telephone consultations with CEPH staff.
5. MPH Advisory Council, student advisory board, and stakeholders.
6. Guidelines of the Ten Essential Services of Public Health (ESPH).

The current MPH program director assumed the position at the end of summer 2014. The dean and department chair decided that the director, with the MPH Writing Committee comprised of MPH faculty, would take the lead in writing the self-study. From mid-fall 2014 to summer 2015, the MPH Writing Committee led in the development of the MPH self-study. The Writing Committee held several, daily meetings—six to nine hours per week, that included phone conversations with CEPH staff to clarify issues and answer questions. The Writing Committee used TeamViewer® and DropBox virtual tools to work on the self-study in “real-time” even at a distance. Frequent meetings were held to create working drafts of the MPH Self-Study following CEPH Self-Study guidelines on Accreditation Criteria for Public Health Programs.

Although the Writing Committee drafted the majority of the self-study, regular meetings were held with MASSWG resulting in valuable contributions by MASSWG during the spring semester of 2015. MASSWG guided the self-study’s progress with a focus on enhancing its efficiency and effectiveness while providing insightful feedback drawn from their expertise. Furthermore, the MPH Advisory Council, Student Advisory Board, and SHP dean all contributed to the development of the self-study document.

To ensure the criteria were being met, members of the Writing Committee further consulted with NCHEC. The self-study draft was shared with external public health practitioners and administrators to receive their input. Students were encouraged to provide feedback, addressing the alignment of the MPH program with designated program MVGOs. Once all the feedback was gathered, the MPH writing committee incorporated relevant feedback into the final document before being released to CEPH.

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

Criterion 1.2 is met.

Strengths: The MPH program has a strong process for annual review of outcome measures during faculty meetings. The program has also established an MPH Advisory Council and MPH Student Advisory Board to review various aspects of the program, including program outcome measures. Each of the primary MPH faculty members has a terminal degree, making program faculty well qualified to evaluate the outcome measures. We have developed instruments to assess the quality of the program through exit, employer, current student survey, and alumni surveys (See those instruments ERF Section 2.7).

Weaknesses and Plans: Not identified.



### 1.3 Institutional Environment

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

- a. A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.*

Andrews University is a Seventh-day Adventist University located in Berrien Springs, Michigan. It was founded in 1874 in Battle Creek, Michigan and moved to its current location in 1901. The University consists of eight schools/colleges (for more information visit: <https://www.andrews.edu/academics>). The enrollment at Andrews University is approximately 3,300 students. The University is accredited by the Higher Learning Commission and by the Accrediting Association of Seventh-day Adventist (AAA) Schools, Colleges, and Universities. The University is considered the 2nd most ethnically diverse and 7th with most international students of all nationally ranked U.S. universities.

The Andrews University Master of Public Health program is housed in the Department of Public Health, Nutrition & Wellness. The department is one of the 5 academic programs within the School of Health Professions.

The Mission of the University is stated in the bulletin as follows:  
Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

The students are challenged to:

- be inquisitive
- think clearly and communicate effectively
- explore the arts, letters, and sciences within the context of a Christian point of view
- develop competencies in their chosen fields of study
- prepare for a meaningful position in the workplace
- respect ethnic and cultural diversity
- embrace a wholesome way of life
- heed God's call to personal and moral integrity
- nurture life in the Spirit, and
- affirm their faith commitment

The PHNW department currently has two accredited programs with the Academy of Nutrition and Dietetics and is seeking accreditation for a third program in Fitness and Exercise Science through ACSM. Also, Andrews has over 30 accredited programs with multiple accrediting organizations from the United States and internationally as indicated below:

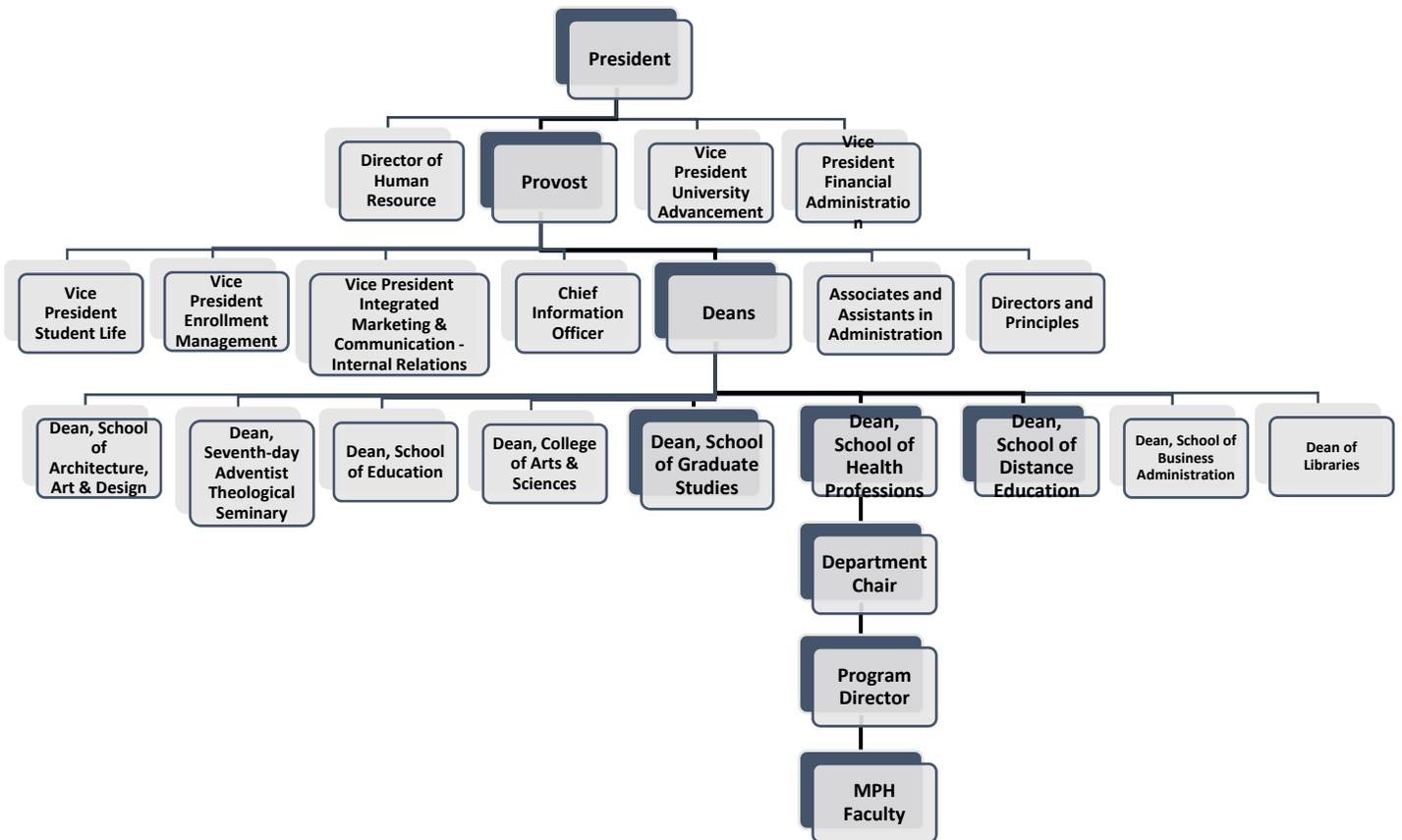
- Accredited by The Higher Learning Commission
- Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.
- International Association of Counseling Services, Inc. (IACS)
- Federal Aviation Administration (FAA)
- American Chemical Society (ACS)
- Computing Accreditation Commission of ABET, <http://www.abet.org>
- Engineering Accreditation Commission of ABET, <http://www.abet.org>
- National Association of Schools of Music (NASM)
- Council on Social Work Education (CSWE)
- National Architectural Accrediting Board (NAAB)
- International Assembly for Collegiate Business Education (IACBE)
- Accrediting Commission of the Distance Education and Training Council (DETC)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Council for Accreditation of Teacher Education (NCATE)
- Specialized Professional Associations (under NCATE):
  - American Council on the Teaching of Foreign Languages (ACTFL) In process
  - Association for Childhood Education International (ACEI) In process
  - Council for Exceptional Children (CEC) In process
  - Educational Leadership Constituent Council (ELCC) Recognized
  - National Association of School Psychologists (NASP) Recognized
  - National Council for the Social Studies (NCSS) Recognized with conditions
  - National Council of Teachers of English (NCTE) In process
  - National Council of Teachers of Mathematics (NCTM) Recognized
  - National Association of Schools of Music (NASM) Recognized
  - National Science Teachers Association (NSTA) Recognized
  - Teachers of English to Speakers of Other Languages (TESOL) In process
- North American Division Office of Education
- National Association of School Psychologists (NASP)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Accreditation Commission for Education in Nursing (ACEN)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- The Commission on Accrediting, Association of Theological Schools in the U.S. & Canada (ATS)

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

Figure 1.3.1 presents the Andrews organizational chart. The MPH program director reports directly to the department chair who reports to the dean of the School of Health Professions. The dean of the School of Health Professions reports directly to the University provost.

For technology and instructional support, the MPH program director and MPH faculty consult with the School of Distance Education & International Partnerships.

**Figure 1.3.1. Andrews University Organizational Chart**



*c. Description of the program's involvement and role in the following:*

***Budgeting and resource allocation, including budget negotiation, indirect course, distribution of tuition and fees and support for fundraising.***

The funding mechanism for the MPH program is the same for all academic departments and academic programs at Andrews University. University Financial Administration recommends budget assumptions to Financial Management Committee for approval. The assumptions are based upon enrollment projections and include fee adjustments and tuition rates. Upon the recommendation of the Financial Management Committee, the budget assumptions, fees and tuition rates for the on-campus and off-campus programs are then approved by Andrews University Board in preparation for the budget process.

Each department prepares an annual operating budget using projected enrollment and budget assumptions. MPH Director identifies program resources needed for the projected MPH enrollment and submits the MPH budget request to PHNW Chair. Upon consultation with MPH Director, PHNW Chair submits to the SHP Dean the PHNW department budget which includes MPH budget. The SHP Dean, in consultation with PHNW Chair, makes any necessary adjustments before submitting the department budget to the provost and the vice president for Financial Administration. Once the total university budget has been reviewed by university administration, if adjustments are necessary, the Dean in consultation with Department Chair, reviews the department budget and prioritizes according to the needs. The Dean then submits the adjusted Department budget for approval. The university budget goes to the Financial Management Committee and the Board of Trustees (BOT) for final approval.

The Andrews BOT, approves the final University budget on an annual basis. All university departments prepare an annual operating budget and expenditure plan using an incremental approach, primarily based on planned enrollment. The Andrews internal budget allocation process dictates the administrative procedures involved in determining the budgetary allocation for the MPH program.

Fundraising Statement: MPH program director and/or department chair will work with the university's Office of Development and Office of Administration to discuss plans for fundraising activities.

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

Personnel Recruitment and Selection of Faculty: Policies for the recruitment of personnel are regulated by Andrews' Office of Human Resources and are posted on their website (<http://www.andrews.edu/services/hr/>). Also, these policies are included in the MPH policies manual. (See the ERF Section 1.5 Policy Manual).

When the need for new faculty arises and the budget allows for the addition of new faculty, the MPH program director requests the faculty position through the PHNW chair.

The PHNW chair discusses this request with the Dean of SHP. If approved, a job description is posted on the Andrews' Human Resources website ([andrews.edu/admres/jobs](https://andrews.edu/admres/jobs)). Interested individuals are to submit an online application to the Office of Human Resources, which is sent to PHNW (specifically the Department Chair, MPH Director and Administrative Assistant). A search committee is formed by the dean of SHP in collaboration with the department chair. The search committee selects the candidates for interview. The candidates for MPH faculty position are interviewed by the search committee, the PHNW chair, the SPH dean, and the provost. After the interviews, have been completed, the search committee issues its recommendation to the SPH dean who will initiate and oversee the hiring process and will offer the position based on the recommendation of the search committee.

Personnel Recruitment and Selection of Staff: Available positions are posted on the Andrews' Human Resources website ([andrews.edu/admres/jobs](https://andrews.edu/admres/jobs)). Each individual application is received by the PHNW department chair from Andrews' Human Resources. A preliminary review of the applicants and those who qualify are called for an interview with the PHNW faculty or the MPH faculty. The PHNW department chair and the MPH faculty will then interview the applicants by using a standardized form. Upon the deliberations on the strengths and weaknesses of each applicant, a recommendation to hire is made to the PHNW chair who will offer the position to the selected candidate.

Advancement of Staff: Not applicable

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

The MPH Program is responsible for setting and monitoring its own academic standards and policies in accordance with the university's academic standards and policies. Whenever there is a need to develop new policies for the MPH program, the MPH faculty committee initiates and discusses the new policies and then recommends them for review and approval by the PHNW department faculty. New programs, concentrations and substantive changes to the program must be approved by the Graduate Council (GC) after receiving a recommendation by the Program Development Committee (PDRC). The changes are then approved by Graduate Council (GC). MPH Program assessment is monitored by Institutional Effectiveness Office. (Refer to the following link for further details:

[https://www.andrews.edu/services/effectiveness/programreview/course\\_action\\_approval\\_quicksheet\\_flowchart.pdf](https://www.andrews.edu/services/effectiveness/programreview/course_action_approval_quicksheet_flowchart.pdf))

Establishment and Oversight of Curricula: The MPH program course descriptions, admission standards and other substantial curriculum issues are established and overseen by the MPH faculty, MPH program director, and the PHNW chair. Also, these policies are included in the MPH policies manual. (See the ERF Section 1.5 for the MPH Policy Manual)

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

Not applicable.

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

Not applicable.

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

Criterion 1.3 is met.

Strengths: The MPH program is part of Andrews University accredited by the Higher Learning Commission and by AAA. Andrews has a well-organized chain of command and well-established policies and procedures. The MPH program is fully integrated into the governing, academic, educational and service structure of the PHNW department, SHP and Andrews University. The MPH program director and MPH faculty are directly involved in hiring new faculty and determining the MPH curriculum and academic procedures. The MPH program is fully compliant with Andrews University standards and policies for graduate programs.

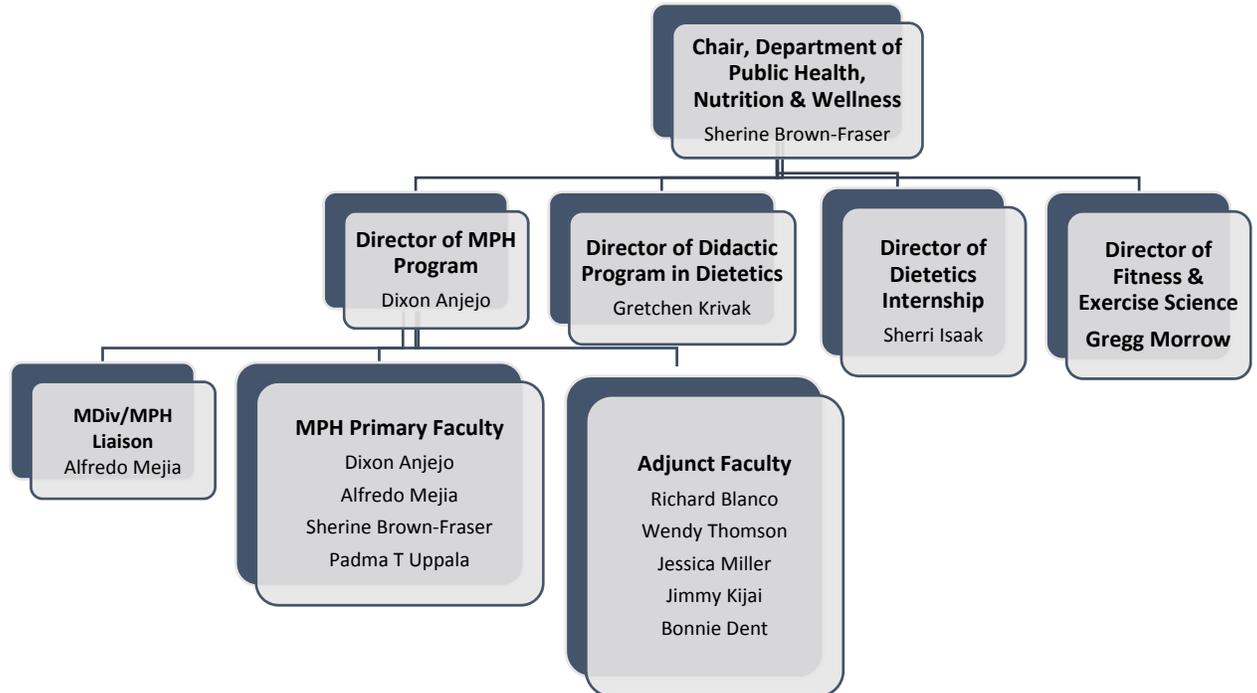
Weaknesses and Plans: No identified at the moment.

## 1.4 Organization and Administration

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

- a. *One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.*

Figure 1.4.1. Department of Public Health, Nutrition & Wellness Organizational Chart



Chair, Department of Public Health, Nutrition & Wellness: The PHNW chair is responsible for providing leadership and direction for the department, interpreting the needs of the programs within the scope of the University policies, advocating for the PHNW faculty within the University, managing the budget and monitoring the accreditation processes. The PHNW chair should also encourage the faculty to participate in research and service activities that uphold the mission and values of the department and respective programs.

Work duties will include, but are not limited to:

Department Leadership/Management:

- Interprets school and University administrative policy in light of the needs of the education programs in the Department of Public Health, Nutrition & Wellness
- Establishes department policy in consultation with program directors and faculties
- Evaluates the performance of core faculty and staff to aid in determining raises and to establish personal goals for their professional development in teaching, scholarly and service activities, tenure and promotion
- Evaluates the performance of adjunct and supporting faculty
- Generates timely reports relating to credentials, tenure and advancement in rank
- Works with the dean of SHP and Financial Administration to ensure adequate financial resources for the security and sound operation of viable public health, nutrition and wellness education programs for Andrews University
- Establishes the department annual budget proposal in consultation with the program directors and faculty
- Monitors departmental and program budgets
- Approves travel and expense reports
- Works with the Health Professions Marketing Coordinator and Enrollment Management to develop an annual marketing plan
- Produces department bulletin copy

Accreditation

- Monitors accreditation issues
- Assigns appropriate responsibilities to assure compliance
- Monitors accreditation standards for the programs

Communication/Collaboration

- Acts as faculty advocate to higher administration
- Serves as liaison to professional organizations, state agencies and other educational entities

### Scholarship/Academic

- Supervises the admissions process and administers student admissions policies
- Develops and upgrades department and student handbooks
- Monitors and adjusts academic standards and curriculum content
- Schedules courses and assigns faculty teaching loads
- Encourages faculty research and publications
- Determines annual teaching load as agreed upon with the SHP dean
- Schedules classes, laboratories, and other program functions
- Evaluation of outcomes and student learning
- Student advising

Director of MPH Program: The MPH director will be responsible for providing leadership and direction for the MPH program, implementing and evaluating the program with an emphasis on measuring outcomes using data and best practices; regularly prioritizing program objectives and activities. The MPH program director will be forward thinking, a proactive leader with excellent analytical, interpersonal, organizational and writing skills; willing to develop relationships throughout the public health field and across other sectors; strong public speaking and presentation skills; as well as discretion, sound judgment. In addition, the director should encourage grant writing, fundraising, a grasp of community capacity building and a knowledge/understanding of racial equity and determinants of health.

Work duties will include, but are not limited to:

### Accreditation

- Develop and effectively direct program activities to ensure MPH program accreditation at Andrews University, through CEPH.
- Lead the writing of the MPH program self-study in collaboration with the chair of the Department of Public Health, Nutrition & Wellness, MPH faculty, and dean of the School of Health Professions.

### Program Direction/Management

- Develop and effectively direct program activities to ensure timely completion of deliverables.
- Ensure program excellence through development and implementation of performance and outcomes measures.
- Monitor national initiatives in the field of public health as well as program innovations and best practices.
- Lead the MPH program evaluation for academic content and design.
- Participate in regular and yearly performance assessments on an ongoing basis.

### Communication & Collaboration

- Maintain regular communication with the appointed CEPH representatives, Department Chair, and Dean.
- Collaborate with the Dean, Department Chair, and MPH faculty to assess the needs and development of the MPH program.
- Participate in the production of reports for various purposes.
- Work collaboratively across sectors with diverse, strong, and influential partners to achieve common goals.

### Scholarship/Academic

- Advise student.
- Contribute to the development and publication of official publications.
- Seek and develop funding relationships to write and submit successful grant proposals.
- Follow the school's academic calendar.

Master of Divinity (MDiv)/MPH Liaison: The MDiv/MPH liaison is the lead faculty member for the MPH portion of the dual degree. He/she is to facilitate communication, organization, and direction for the MDiv/MPH program. Additionally, the MDiv/MPH liaison is to regularly inform, update and consult with the MPH director regarding plans and matters pertaining to the MDiv/MPH program.

Work duties will include, but are not limited to:

### Program Direction/Management

- Marketing of the MDiv/MPH program
- Attendance at key meetings and assemblies in the Seventh-day Adventist Theological Seminary for the MDiv program

### Communication & Collaboration

- Inform, update and consult with MPH program director
- Frequent communication with the Seventh-day Adventist Theological Seminary
- Communication with the various Adventist Conferences

### Scholarship/Academic

- Advise MDiv/MPH students

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

Andrews University MPH program addresses interdisciplinary coordination, cooperation and collaboration through the university's seven strategic pillars that include: (1) quality, (2) leadership, (3) community engagement, (4) service, (5) growth, (6) faith commitment

and (7) financial resilience. The MPH program is built within the framework of the overall strategic planning of Andrews University that includes these seven strategic pillars. The university's strategic plan can be located on the website at ([https://www.andrews.edu/board/docs/strategic\\_plan\\_web\\_version.pdf](https://www.andrews.edu/board/docs/strategic_plan_web_version.pdf)).

The five strategic pillars relevant to the MPH program are leadership, quality, service, community engagement and faith commitment.

MPH graduate students are given opportunities to engage in interdisciplinary coordination, cooperation, and collaboration through global community engagement internships that support public health learning and service. Briefly, the incorporation of the university's seven strategic pillars occurs through:

*Leadership:* The University trains leaders for local, regional and global communities as well as the Seventh-day Adventist Church which provides public health services globally. Andrews University organizes two main faculty development programs annually which provide opportunities for interdisciplinary cooperation in research and service: (1) **Faculty Institute** which aims to build the capacity of the faculty to improve teaching effectiveness. The institute also provides an opportunity to build collegiality among faculty and an opportunity to present research, (2) **Teaching and Learning Conference:** At this conference faculty have the opportunity to present highlights of their teaching experiences, learn from other faculty's teaching experiences, listen to keynote speakers and other presenters on issues pertaining to curriculum development, evaluation procedures and best practices in teaching methods,

*Quality:* In assuring its quality, the University models a learning community supported by a system of assessment that drives planning and decision making. Andrews University Assessment Office has been instrumental in providing feedback to the academic quality of the MPH program through different assessment procedures and maintenance of the outlined goals and objectives.

*Service, Community Engagement, and Faith Commitment:* Andrews University expects each employee, student and graduate to be known as an individual engaged in a life of service, which also reflects their commitment to faith. Through its academic and co-curricular programs, the university encourages the development of lifelong attitudes of compassion and care. In its priorities, the university will model a community where service to others is vital to its operation. Students engage in community services through their practicum experience and extracurricular activities. As an example, several students, participate in their local churches and organizations delivering health education services.

Interdisciplinary collaboration opportunities at the School of Health Professions (SHP): SHP is an interdisciplinary school that includes five departments: PHNW, Medical Laboratory Sciences, Nursing, Physical Therapy and Speech-Language Pathology & Audiology. This allows the different departments easy avenues for interdisciplinary collaborations in areas such as research, the annual Health & Fitness Expo, educational films, clinical simulations, and field practicums with other institutions. Two MPH faculty

members direct the planning and delivery of the university's health and wellness initiatives which coordinate nutrition & wellness activities at Andrews. MPH students engage in these activities through their internship opportunities.

Department of Public Health, Nutrition & Wellness: PHNW is an interdisciplinary department that oversees four programs: 1) MPH, 2) Nutrition Science and Dietetics 3) Dietetic Internship and 4) Fitness & Exercise Science. This allows PHNW faculty members to work closely with other professionals in the fields of public health, nutrition, and wellness on interdisciplinary projects.

Interdisciplinary collaborations of the Master of Public Health Program: Andrews MPH program is unique in that it is an affiliate of the global Seventh-day Adventist church. Most of the MPH students belong to this global church organization and engage in various interdisciplinary collaborative opportunities at the global level through community engagement. An example is the Adventist Development and Relief Agency (ADRA), which is similar to the Peace Corps. In addition, the MPH program collaborates with the Seventh-day Adventist Theological Seminary to bring Adventist health ministries into the Nutrition & Wellness concentration.

MPH faculty are involved in various research and service projects in collaboration with other disciplines and other universities. Most notably is the Sorter Research Project conducted in Benton Harbor, Michigan, in collaboration with Lakeland Health Care, Massachusetts Institute of Technology (MIT), National Institute of Health (NIH) and Sorter High School to assess the relationship between Omega-3 fatty acids, behavior, food deserts and incidence of violence in at-risk school settings.

Three faculty are members of the Cancer Research Group at Andrews University. The MPH faculty members are interested in exploring the role of lifestyle and nutraceuticals as a preventive and adjunct therapy for cancer.

MPH faculty has collaborated in research and service activities with the Andrews University School of Education, *University of Montemorelos, Universidad de Hidalgo, Mexico, and the Department of Health of the State of Tamaulipas, Mexico for the prevention of obesity in school age children in the State of Tamaulipas, Mexico.* This interdisciplinary team is composed of psychologists, fitness and exercise science experts, curriculum designers, medical doctors, nutritionists, statisticians and public health experts. This project offers collaboration for the MPH faculty at Andrews University with external institutions as well as internal collaboration within the university by partnering with the MPH program, Fitness & Exercise Science and the School of Education faculty.

MPH faculty collaborate with researchers from Weimar Institute, California, and the University of Montemorelos, Mexico in assessing the effectiveness of nutrition and wellness programs delivered to their clients in those institutions. This multidisciplinary team is composed of medical doctors, statisticians, public health professionals, and other health professionals. Weimar offers lifestyle medicine interventions for patients that are relevant for our faculty and students. This unique partnership with Weimar Institute

provides a venue for field practicums and/or research capstone projects that can be of interest for MPH students and faculty. MPH faculty also collaborate with researchers from Loma Linda University in an environmental nutrition project to assess the impact of diet on climate changes in a cohort of 98,000 subjects that are part of the Adventist Health Study. This multidisciplinary research team is constituted by epidemiologists, public health professionals, nutrition experts and environmental science experts and life cycle assessment experts.

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

Criterion 1.4 is met.

Strengths: Our organizational structure allows us to optimize teaching, research and service to uphold our program's mission and goals. A dual-degree with the Seventh-day Adventist Theological Seminary allows students the opportunity to gain interdisciplinary knowledge. This facilitates both dual-degree and stand-alone students from various backgrounds to learn in an interdisciplinary environment. Our academic leadership is strong, with focused committees for our MPH program. Interdisciplinary collaboration is strongly supported and many faculty members collaborate, both internally and externally, with individuals in different disciplines. The MPH faculty are represented in various committees of the school and the University.

Weaknesses and Plans: The MPH program is growing and finding innovative ways to expand in collaborative research. As we mature and consolidate our collaborative research and service, we are working in creating research and service agendas that are helping the students to engage in collaborative research. As an example: one of our collaborative projects includes assessing the effectiveness of wellness interventions in diverse health centers. One of our students in Sweden has completed a project on evaluating the outcomes of a Norwegian health center, another MPH student evaluates the effectiveness of a similar program in California, a third student will evaluate the same outcomes of a wellness program in Tennessee, and another student will evaluate a similar program in Mexico. We also plan to create stronger ties with organizations and institutions that are located closer to our students to create an environment for collaborative work. The University is working on the planning and construction of a Wellness Center, within which the PHNW Department and the MPH program have the opportunity to take the lead role on research and service activities.



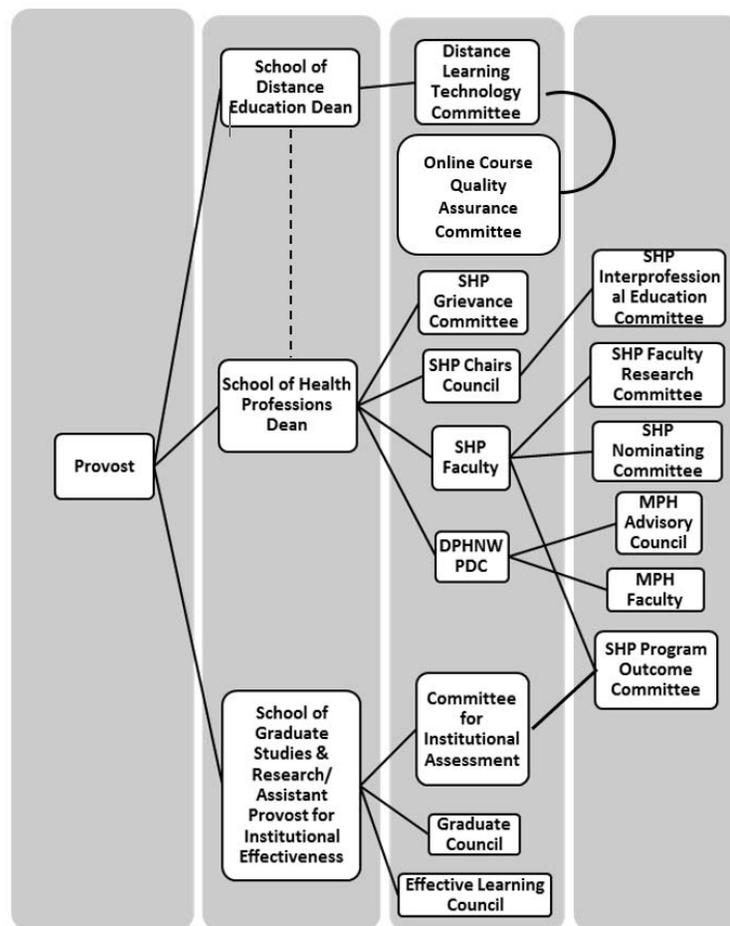
## 1.5 Governance

*The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies.*

*Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.*

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

Figure 1.5.1. Standing Committees



The MPH program is overseen and supported by committees and councils at the University, school, department, and program level. Currently, there are three standing committees within the MPH program. These committees are the MPH Advisory Council, the MPH Student Advisory Council and the MPH Faculty Committee.

MPH Advisory Council: The purposes of the Advisory Council are to

1. Promote the program among various constituencies both on and off campus,
2. Give advice to the program's faculty regarding curriculum and program activities such as field experiences, and to students regarding their professional needs, and
3. Assist with identifying and acquiring external program resources.
4. Provide feedback and guidance regarding the MPH outcome progress reports.

Potential members are nominated by faculty and invited to participate. Currently, three community members and six Andrews University faculty members serve as MPH Advisory Council members. Current members are:

1) Nicki Britten, Berrien County Public Health Department, (Community); 2) Vicki Griffin, Health Director, Michigan Conference, (Community); 3) Evelyn Kissinger, Wellness Consultant (Community)

1) Dwayne McBride, Chair of Behavioral Sciences Department, Andrews University; (AU faculty); 2) Fernando Ortiz, MDiv Director, (AU faculty); 3) Sherine Brown-Fraser, Chair Department of PHNW, (MPH faculty); 4) Maximino Mejia, (MPH faculty); 5) Padma Uppala, (MPH faculty); 6) Dixon Anjejo, (MPH Program Director and MPH faculty).

There are two MPH student representatives on the Board: 1) Soraya Fish and 2) Lindsey Mills

Community members represent various public health core areas and practice settings and have demonstrated interest and commitment to community/public health education and training. These core areas include Environmental Health; Epidemiology; Health Behavior; Health Policy and Management; and Biostatistics/Research. The practice settings include community/public health agencies, health care, schools, and worksites. The PHNW chair and MPH program director serve as academic members of the board.

The MPH Advisory Council currently meets face-to-face. Members who are outside of the Andrews University area have the option to join the meeting either by phone or video conferencing platforms.

MPH Student Advisory Council: The Student Advisory Council is composed of six students. The council has a President and a Secretary. The purposes of the Student Advisory Council are to: (1) promote the program among various constituencies both on- and off-campus, (2) provide feedback to the MPH faculty on the needs of the students, and (3) assist with identifying and acquiring external program resources.

Potential members are nominated by the MPH faculty and invited to participate. This council is open to both local as well as international students. Students who are local will meet on campus and are joined by the international students via Zoom.

The MPH Student Advisory Council meets via video conferencing software.

MPH Faculty Committee: The MPH program is initiated at the department level by the MPH Faculty Committee under the leadership of the program director with the guidance of the chair of the department and the dean of the School of Health Professions. The members of the MPH Faculty Committee are Sherine Brown-Fraser, Dixon Anjejo, M. Alfredo Mejia, and Padma Uppala (previous member, Jasel McCoy). The MPH Faculty Committee is responsible for:

- Participating in program accreditation activities, annual and interim reports
- Participating in strategic planning for the MPH program
- Developing and revising the MPH curriculum
- Developing and revising program policies and procedures (e.g. admissions, good standing, etc.)
- Developing, revising, and monitoring program evaluations (e.g. surveys)
- Developing, revising, collecting and analyzing Graduate Academic Learning Compacts
- Developing, revising and monitoring the Comprehensive Examination
- Participating in program, departmental and University governance
- Collaborating with the department chair and another faculty on matters pertaining to students and the development and dissemination of program materials
- Assessment of student/outcome achievement

The MPH faculty also takes part in ad hoc committees that aid in the completion of specific projects. Currently, there are two ad hoc committees. These committees are the MPH Self-Study Writing Committee and the MPH Accreditation Self-Study Working Group.

These two committees meet face-to-face.

MPH Self-Study Writing Committee: This committee is composed of the MPH faculty and the chair of the department of Public Health, Nutrition, and Wellness. The MSSWC is tasked with the collection and compilation of information needed for the Self-Study Accreditation document. The members meet regularly to write and edit the document as well as meet with different individuals outside of the MPH program in order to gather necessary information. The members include the MPH program director, one MPH faculty member, and the MPH graduate assistant. The MPH Self-Study Writing Committee meets face-to-face.

MPH Accreditation Self-Study Working Group: This committee is composed by the dean of the school of graduate studies and research and also by the director of institutional effectiveness, the chair of the department of Public Health, Nutrition and Wellness and the MPH faculty. The MASSWG is in place to review the document brought forth by the MSSWC. The members meet regularly in order to revise the Self-Study Accreditation

document so that it is prepared for distribution to stakeholders as well as submission to CEPH. The members include the dean of the School of Graduate Studies, the associate provost for institutional effectiveness, the PHNW chair, the MPH director, MPH faculty, and the MPH graduate assistant. The MPH Accreditation Self-Study Working Group meets face-to-face.

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

***General program policy development***

MPH program policies are developed and approved through the following process: The MPH faculty develops internal policies and brings them to the Departmental Faculty Meeting for discussion and approval. The approved policies are incorporated into the MPH Policy Manual. At times, we may consult with other offices on campus as needed (ie OIE).

***Planning and evaluation***

The MPH faculty, program director, and PHNW chair are responsible for MPH program planning and evaluation. This occurs in multiple ways. Both planning and evaluation are discussed during yearly faculty summer retreats, MPH faculty and department meetings, and MPH Advisory Council and MPH Student Advisory Council meetings. This process is also done at the end of each semester through student evaluations and at SHP meetings.

***Budget and resource allocation***

Budget and resources allocation begins at the departmental level with the PHNW Chair gathering budget information from each program director in order to create an annual department budget. The department budget is then discussed at the PHNW faculty meeting. The final department budget proposal is submitted to the Dean of SHP for approval.

***Student recruitment, admission and award of degrees***

Recruitment: At the school level, SHP has a full-time recruiter who visits different learning institutions in order to recruit students for the different programs within the SHP. Arrangements to attend public forums and conferences in order to market the MPH program are made through the PHNW chair. The MPH program director, MPH faculty and Integrated Marketing department of the university are also involved in actively marketing the MPH program and creating the advertisements that are sent out to different agencies, organizations, and media.

Admission: Students apply online to Andrews University. Once the Office of Graduate Enrollment has collected all of the required documents, the application is sent to the MPH program director. The MPH program director, the MPH faculty and the PHNW chair discuss each applicant to make a decision on whether or not to admit the applicant. The decision is submitted to the dean of SHP who drafts a Letter of Acceptance or Denial, which is sent to the Office of Graduate Enrollment to be sent to the applicant.

Award of Degree: Degrees are awarded by the president of the University after the candidates have been presented by the dean of the School of Health Professions. Except for honorary degrees, which are voted by the faculty, degrees shall be conferred on persons who (a) have completed all the requirements for the degree by announced deadlines; (b) have been advanced to degree candidacy; and (c) have been approved for degrees by the faculty of the MPH program.

***Faculty recruitment, retention, promotion and tenure***

Recruitment: Once a position is available within the MPH program, a request for a new primary faculty position is initiated by the MPH program director and MPH faculty. The request is then submitted to the departmental chair. The departmental chair takes this petition to the dean of the School of Health Professions who approves the job posting. The request is sent to Human Resources which in turn posts the job announcement on the University web page. The dean, in collaboration with the PHNW Department chair, assigns a multidisciplinary search committee that includes MPH faculty, selected faculty from other departments and the dean of Graduate Studies. This committee is in charge of screening and recommending the most suitable candidate for the MPH program. Based on the recommendation of the search committee and department chair, the dean ratifies the hiring of the new faculty. The MPH program director initiates the hiring of contract or adjunct faculty in consultation with the MPH faculty and the department chair.

Retention: Retention is based on Andrews' policy through tenure along with salary and benefits. A list of the benefits offered to faculty can be found at [andrews.edu/services/hr/current\\_employees/benefits/overview/](http://andrews.edu/services/hr/current_employees/benefits/overview/).

Promotion: Every year the MPH faculty completes a report in January called the "January Report" to document their teaching, scholarly and service activities. The January Report indicates the progress of the faculty members towards academic advancement. The department chair reviews each faculty member's January Report by comparing them with the goals and objectives set by each faculty in the previous year along with supporting evidence. Andrews University faculty creates a portfolio documenting service activities, research and publications and teaching performance to seek promotion and tenure. The department chair and the MPH faculty review the MPH faculty portfolio documenting the teaching, scholarship and service activities of the MPH faculty member. Upon recommendation, the faculty portfolio is reviewed by the Committee for Academic Advancement of the University which decides to approve or deny the academic advancement request.

Tenure: Tenure is an employment status assigned by the vote of the Board of Trustees (BOT) to a full-time faculty member based on the recommendation of the president. This follows after a peer review process has been completed and it has been established that the person has met the criteria for tenure. Tenure is assigned by the BOT and normally follows a recommendation of the University Rank and Tenure Committee that has been endorsed by the president.

Advancement of Faculty: For advancement, there is a yearly faculty evaluation by the PHNW chair. The PHNW chair evaluates each faculty member in three areas: teaching, research, and service, based on the goals set by the faculty members at the beginning of the year. Every five years, faculty members who are on the tenure track have the opportunity to present their application for academic advancement. Academic advancement is contingent on the analysis of the previous teaching, research and service records of the faculty member. Each faculty member must demonstrate a particular strength in any two of the three areas of evaluation. The Rank and Tenure Committee then recommends the advancement of the faculty members.

***Academic standards and policies, including curriculum development***

The academic standards and policies, including curriculum development, for the MPH program, follow those set forth by the university academic policies for graduate studies which can be found at <http://bulletin.andrews.edu/content.php?catoid=9&navoid=1719>. The MPH faculty serve as members of the various program, departmental, school and University standing committees in order to give recommendations for the University academic standards and policies.

***Research and service expectations and policies***

The MPH program does not have a separate committee structure to address research and service expectations. Faculty workload is set by the Andrews Working Policy found at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf). Research and service are considered to be a part of faculty responsibilities as outlined in the Working Policy. The tenured faculty is required to undergo periodical evaluation as outlined in the Working Policy ([andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)). The tenure status review assesses research and service expectations through professional development and University and community service.

- c. ***A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.***

The MPH program does not have bylaws or other policies that discuss the rights and obligations in governance but instead use the policies set by Andrews University. The links provided show the policies set by Andrews that determine the rights and obligations of administrators, faculty, and students in governance.

Administrators:

[http://www.andrews.edu/board/docs/working\\_policy\\_2013\\_administration\\_w\\_index.pdf](http://www.andrews.edu/board/docs/working_policy_2013_administration_w_index.pdf)

Faculty:

[http://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://www.andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

Students: <http://bulletin.andrews.edu//content.php?navoid=1054&catoid=10>

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

<b>Table 1.5.1. Faculty Service on University Committees</b>	
<b>Faculty Member</b>	<b>2015—University Committees</b>
Sherine Brown-Fraser	<ul style="list-style-type: none"> <li>• Public Health, Nutrition &amp; Wellness Professional Degree Council</li> <li>• Professional Recommendation Committee</li> <li>• Undergraduate Council</li> <li>• University’s Health &amp; Wellness Committee</li> <li>• Facilities Master Plan Committee</li> <li>• SHP Chairs Council</li> <li>• SHP Faculty Research Committee</li> <li>• SHP Nominating Committee</li> <li>• SHP Policy &amp; Curricula Committee</li> </ul>
Dixon Anjejo	<ul style="list-style-type: none"> <li>• Distance Learning Technology Committee</li> <li>• Public Health, Nutrition &amp; Wellness Professional Degree Council</li> </ul>
Alfredo Mejia	<ul style="list-style-type: none"> <li>• Online Course Quality Assurance Committee</li> <li>• Public Health, Nutrition &amp; Wellness Professional Degree Council</li> <li>• Effective Learning Council</li> </ul>
Padma Tadi Uppala	<ul style="list-style-type: none"> <li>• Rank and Tenure</li> <li>• PHNW Professional Degree Council</li> </ul>

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

Andrews University Graduate Student Association (AUGSA): All graduate students registered in regular or provisional status in all the schools and colleges of the University shall be voting members of the AUGSA.

The purposes of the AUGSA are:

1. To work together more diligently for the common good within the University's working policies
2. To maintain and uphold the objectives and purposes of the University and its sponsoring denomination
3. To promote awareness of the skills, capabilities and services available to graduate students in all disciplines
4. To maintain academic integrity, research, responsibility, and privileges
5. To promote a clear understanding of the peculiar needs, challenges and responsibilities of graduate students
6. To provide a means of training for leadership and service to God and humanity

Program Functioning: The MPH program students play a key role in the evaluation of program functioning and do so at different levels.

1. As a group, MPH program students evaluate each of the faculty members at the end of each course. The evaluations are collected by the School of Distance Learning & International Partnerships and given to the Office of Institutional Effectiveness. The Office of Institutional Effectiveness gives this information to the PHNW chair, SHP dean and individual faculty members who are encouraged to use it to improve their courses. Personnel policies, however, prevent the information from being shared in a public manner. Online course evaluations are available to students after completion of 20 percent of the course and at the end of the course. There is also an Exit Survey that the students are requested to complete before their graduation.
2. Some of the MPH students are members of the MPH Student Advisory Council and play a key role in advising the MPH faculty in the market trends and where there is a need for improvement within the program.
3. The MPH students are represented and have direct access to the MPH program director. The MPH program director is available to students during office hours, by appointment, or other mechanisms (i.e. email, phone and Zoom meeting) to respond to students' concerns and/or suggestions.

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

Criterion 1.5 is met.

Strengths: Andrews University has clearly defined rights and responsibilities concerning governance and academic policies. The PHNW chair and the MPH program director oversee the program's integrity and compliance to the policies set by the University. The MPH faculty has formal opportunities for input in decisions affecting student recruitment, admissions and progress, resource allocation, faculty recruitment and promotion, curriculum design and evaluation, research and service activities, and degree requirements. Program faculty are members of multiple University committees and councils and are able to represent the MPH program's views and interests within the University. Students are also given opportunities for formal and informal input to govern and improve the program. This is done through multiple evaluations and the Student Advisory Council. Students are also able to have a voice in the governance at the university level through the AUGSA.

Weaknesses and Plans: No weaknesses have been identified at this time.



## 1.6 Fiscal Resources

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

- a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact on the fiscal resources available to the program.***

Andrews University is a higher learning institution of the General Conference of Seventh-day Adventists. The General Conference provides subsidies in the form of grants and contracts for graduate programs. This is a source of funding for the MPH program at approximately \$90 per credit. Other sources of funding include tuition, University funds (course development and graduate grants), endowment scholarships and gifts.

The budgetary and allocation process begins with the MPH program director. The director outlines the needs of the program with the PHNW chair. The PHNW chair then brings the requests to the attention of the dean of SHP. The dean of SHP takes the budget to financial meetings with the BOT and the provost. The final approval of budgets is decided on by Andrews University Administration and BOT.

While Andrews is limited in the amount of funding they are able to provide for each department and program, more funding is available to growing programs that show potential within the specific marketplace and the Adventist global church.

The target set by Andrews University Financial Administration for indirect cost recovery for each school is 45% to support administrative overhead and facilities. As a Seventh-day Adventist General Conference (GC) institution, Andrews University receives an annual GC subsidy for support of graduate programs. The GC subsidy is distributed to each school proportionate to their number of graduate programs and credits generated. During the startup phase of a new graduate program, the School of Health Professions (SHP) appropriates \$120 per graduate credit generated for program support until the program is well established. Once the MPH program meets the 45% contribution target, the GC support to the MPH program will be decreased to \$90 per credit generated. The MPH program is projected to reach this target when total program enrollment reaches 55+ students.

- b. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in a table format as appropriate to the program. See CEPH Data Template 1.6.1.*

University Financial Administration took responsibility for the deficit of the MPH program during the first two years due to the newness of the program. The General Conference of the Seventh-day Adventist church, which owns the University, also subsidized the deficit of the program for the same period of time.

Once the MPH program meets the 45% indirect cost recovery target, excess funds at the end of each year will be carried over and used to support new public health programs and concentrations.

Table 1.6.1 Sources of Funds and Expenditures by Major Category, 2013 to 2018					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Source of Funds</b>					
*Tuition & Fees	77,330	118,139	191,195	256,013	370,967
University Funds	30,400	33,100	36,867	53,300	45,000
Grants/Contracts (GC subsidy)	15,840	20,566	40,200	50,040	68,640
Endowment	0	2,156	0	1,000	1,000
Gifts					
Other (explain)					
Other (explain)					
Other (explain)					
<b>Total</b>	<b>123,570</b>	<b>173,961</b>	<b>268,262</b>	<b>360,353</b>	<b>485,607</b>
<i>* Reflects 50% tuition discount approved for this program</i>					
<b>Expenditures</b>					
Faculty Salaries & Benefits	138,128	142,542	236,916	274,650	276,714
Staff Salaries & Benefits	8,366	12,286	12,410	12,410	12,410
Operations	8,460	9,588	12,245	19,375	19,583
Travel/Conferences	2,969	7,966	8,616	5,500	5,500
Student Support	0	11,261	13,262	18,500	18,500
Other (explain)					
Other (explain)					
Other (explain)					
<b>Total</b>	<b>157,924</b>	<b>183,644</b>	<b>283,449</b>	<b>330,435</b>	<b>332,707</b>

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

Not Applicable

- d. *Identification of measureable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program’s performance against those measures for each of the last three years. See CEPH Outcome Measures Template.*

<b>Table 1.6.2. Outcome Measures for Program Fiscal Resources 2013–2016</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>
There are faculty resources to meet the instructional need	3 FTE	All MPH courses offered as planned by qualified instructors	All MPH courses offered as planned by qualified instructors	All MPH courses offered as planned by qualified instructors
All MPH primary faculty have offices with computers	100%	100% (Met)	100% (Met)	100% (Met)
At least 1 graduate assistant per year	1	1 (Met)	1 (Met)	1 (Met)
Travel funds available for faculty presenting and/or attending conferences	Available travel fund	Met	Met	Met
Provide scholarships for students	Minimum 2 students	Met	Met	Met

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

Criteria 1.6: is met

Strengths: The MPH program has had the available funds to provide qualified instructors to deliver course content to our students, support faculty travel, provide necessary funds for instructional support and software, employ a graduate assistant, and to provide scholarships to the MPH students.

Weaknesses and Plans: Not identified at this moment.



## 1.7 Faculty and Other Resources

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

- a. *A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.*

Concentration	Year 1 2013–2014	Year 2 2014–2015	Year 3 2015–2016	Year 4 2016–2017
Nutrition and Wellness	2	3	3	4

- b. *A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations.*

	HC Primary Faculty	FTE <sup>1</sup> Primary Faculty	HC <sup>2</sup> Other Faculty	FTE <sup>3</sup> Other Faculty	HC Total Faculty	FTE Total Faculty	HC <sup>4</sup> Students	FTE <sup>5</sup> Students	SFR by Primary faculty FTE	SFR by Total faculty FTE
2013–2014	2	1.25	4	1.3	6	2.55	15	15	7.5	6
2014–2015	3	2.5	6	2	9	4.5	25	25	8	6
2015–2016	3	2.5	6	2	9	4.5	31	31	10	7
2016–2017	4	3	5	1.7	9	4.7	40	40	10	9

1. FTE faculty (Full-Time Equivalent) = 1 FTE. Primary Faculty (PF) is equivalent to teaching 3 courses or more with 2 to 3 credits each + student advising and programmatic administration. 0.5 FTE is teaching less than 3 courses and student advising and programmatic administration.
2. HC Other Faculty = 1 FTE PF equals 3 adjunct or contract faculty
3. 1 Other faculty FTE= 5 adjuncts teaching 3 credits each = HC Other Faculty/3
4. HC Students = cumulative number of students enrolled at the specified academic year.
5. One FTE is defined as a student who takes at least 16 credits per year. (1 FTE students= 16 graduate credits completed per academic year. Assumption each registered student takes 18 credits/year. Calculation=(No# Students x 18)/16 = FTE student equivalent).

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

<b>Table 1.7.3 Department Staff Support</b>		
	<b>Headcount</b>	<b>FTE<sub>3</sub> Effort for MPH Program</b>
<b>PHNW Staff</b>		
Administrative/Secretarial Staff	1	.3
<b>SHP Staff</b>		
Recruiting Office	1	.25
Dean's Office	2	.25
School of Distance Education Support Staff	2	.2

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

The MPH Nutrition and Wellness program are completely online, serving students from all over the world, hence no space is needed for them within the department. However, space is available for the MDiv/MPH Nutrition and Wellness students and MPH primary faculty in the form of offices, classrooms, student common spaces and a student computer working area.

Offices: All four MPH faculty members have their own office space on the third floor of Marsh Hall, which allows for student meetings and course planning. The department's administrative assistant's office space is located in the department's main office suite connected to the department chair's office.

Classrooms: There are two classrooms available for the MPH program to use. Both are located on the third floor of Marsh Hall.

Common space for students: There is one common space (lounge) on the third floor of Marsh Hall that is available for undergraduate and graduate students.

Student computer working area: The department has a designated area in the student lounge with three computers for student use.

Virtual Space: Students interact via LearningHub, Emails, Zoom and Skype to maintain academic and social interactions.

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

Not applicable.

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<sup>3</sup> For staff at Andrews, 1 FTE is equivalent to 1,872 hours per year.

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

University Computer and Online Support:

- **Information Technology Services (ITS):** It is the mission of ITS to “meet the information technology needs of Andrews University by providing reliable access, with responsive service and support, to the IT resources.”  
[andrews.edu/services/its/](http://andrews.edu/services/its/)
- **Department of Digital Learning & Instructional Technology (DLiT):** This department provides “instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLiT serves the main campus, online campus, and off-campus programs. DLiT also oversees the operations of the Consortium of Adventist Colleges and Universities.”  
[andrews.edu/distance/dlit/](http://andrews.edu/distance/dlit/)

Students: MPH students, whether online or on-campus, are required to have a personal computer. There are three desktop computers with all programs needed for the MPH program located in the PHNW department’s common area.

Faculty: Each faculty member is provided with one laptop, docking port, and widescreen monitor that they are able to use in their office, classrooms, home or any location in order to continue their work. Each department within the University has their own network G:Drive, which is regularly used for storing documents that can be accessed at any time.

Administration: The PHNW department chair is provided with one laptop, docking port, and widescreen monitor allowing for use in their office, classrooms, home or any location in order to continue their work.

Staff: The PHNW administrative assistant is provided with one desktop computer located on their desk located in the department office.

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

Digital Content: The James White Library (JWL) has an online database that allows students to search databases relevant to their area of interest, including nutrition/dietetics.

- Online Database: <http://www.andrews.edu/library/merged.html>
- Nutrition: <http://libguides.andrews.edu/wellness>

Andrews University is also part of MeLCat (<http://elibrary.mel.org/search>), the Michigan eLibrary that provides Michigan residents with free access to online articles, books, digital images and other research information. MeLCat also provides an interlibrary loan program free of charge for Michigan residents from participating Michigan libraries.

Access Mechanisms: The JWL uses both EndNote and SelectedWorks to help students store and organize the online documents they wish to use for their research or assignments. Endnote can be downloaded where the JWL has also provided tutorials on how to use the program.

- Endnote Download: <http://libguides.andrews.edu/endnote>
- SelectedWorks (SW): <http://works.bepress.com/andrews/>
- SW Guide: <http://libguides.andrews.edu/content.php?pid=472029&sid=3872798>.

Training Opportunities: All online courses have a link that takes them to a training webinar showing students how to use the online library database. Campus faculty and students may also request training opportunities at the JWL. All faculty and students have access to the online help and support tools that are available on the JWL website. MeLCat also provides training videos on their website to help users understand how MeLCat works.

- JWL Online Support Tools: <http://www.andrews.edu/library/index.cgi>
- MeLCat Training Videos:  
<http://mel.org/index.php?P=MeLGateways&ParentId=1029>

Document-Delivery Services: The JWL has a delivery system for students who live more than 100 miles from Andrews. If a student is unable to find the material they need through the online database, they are able to place requests through the Interlibrary Loan program. Books are delivered to the students through the mail within 3–4 days and articles are delivered to the student’s university email immediately.

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

Not applicable.

***i. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years. See CEPH Outcome Measures Template.***

1. The MPH program will consistently have a minimum of three faculty members who have 50% of their time dedicated to the program
2. The MPH student to faculty ratio (SFR) will be equal or less than 15:1 each academic year. Note: CEPH recommends the SFR to be typically 10:1 or lower. Due to the online nature of this MPH program, we determined to have a 15:1 ratio was acceptable for learning and student engagement.
3. At least one full-time staff will be dedicated to the MPH program each academic year.
4. The MPH program director will receive a minimum of 25% assigned time for program administration, monitoring, and development.

<b>Table 1.7.4. Outcome Measures for Resources 2013–2017</b>					
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>	<b>Year 4 2016-2017</b>
Minimum primary faculty	3	2 <b>Not Met</b>	3 <b>Met</b>	3 <b>Met</b>	4 <b>Met</b>
Student to primary faculty ratio	15:1	7.5:1 <b>Met</b>	8:1 <b>Met</b>	10:1 <b>Met</b>	11:1 <b>Met</b>
Support staff	One full-time staff who contributes at least 33% to the MPH program	1/3 full-time person <b>Met</b>	1/3 full-time person <b>Met</b>	1/3 full-time person <b>Met</b>	1/3 full-time person <b>Met</b>
Assigned time for program director role	At least 25% time	1 course release per semester <b>Met</b>			

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

Criterion 1.7 is met.

Strengths: The MPH program has adequate office space, classrooms, common student space, computer facilities and library resources. All MPH program concentration courses are taught by full-time, tenure-track faculty. MPH program core courses are taught by adjunct faculty who have obtained a doctoral degree and have professional experience in the areas they teach. The program has an administrative Assistant who shares time assisting the MPH program, in addition, we have a graduate assistant who has and will continue to support the administrative efforts of the growing MPH program.

Weaknesses and Plans: Not identified at the moment.



## 1.8 Diversity

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

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

***i. Description of the program's under-represented populations, including a rationale for the designation.***

The Andrews University MPH program aims to have its student, faculty and staff population mirror the diverse population we serve. We designate and identify diversity in our program based on: 1) gender and 2) race/ethnicity. Because most of our MPH students are women designate male as underrepresented population in our program.

Under-Represented Population 1: Male:

The Association of Schools and Programs of Public Health indicates that 72% of applicants to public health programs are female (ASPPH Annual Report 2015). For the past four years, the MPH program has 88% female students and 12% male students. This difference is explained by the higher rate of female applicants than male applicants. Males are currently underrepresented among the students because more female students have traditionally applied to the AU MPH program.

Description of Program's Race/Ethnicity. Race/Ethnicity currently not Underrepresented:

The MPH program's student body reflects a wide range of racial, ethnic and cultural diversity. For the past four years, over 50% of the student population were black and Hispanic combined. As for the current student population, 35% are black, 20% are Hispanic, and 10% are Asian, with 35% as non-Hispanic white. The MPH faculty are also very diverse in gender and racial/ethnicity. Among primary faculty, two are identified as black (one black of Hispanic background), one as white Hispanic and one as Indian Asian. Fifty percent are male and 50% are female.

*Please Note:* Andrews University is one of the most diverse campuses in the U.S. according to U.S. News & World Report's 2016 edition of "America's Best Colleges." Andrews tied 2nd in campus ethnic diversity with Stanford, St. John's and the University of Houston. In addition, Andrews tied 7th in most international students with University of San Francisco and Northeastern University. For more information, see: [https://www.andrews.edu/news/2013/12/Census\\_Day\\_2013.html](https://www.andrews.edu/news/2013/12/Census_Day_2013.html)

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

The MPH faculty is committed to achieving diversity and cultural competence within the program. The four diversity goals listed below have been developed by the MPH faculty.

These goals are consistent with Andrews University's commitment to diversity as demonstrated through the University mission, vision, goals, strategies, values and its commitment to community-based learning.

Master of Public Health diversity goals:

The goals for achieving diversity and cultural competence within the program are:

- To have at least 25% of the MPH students be male
- To have at least 25% of MPH students of unrepresented minorities (Black/African-American, Hispanic, Native American, Pacific Islander, Asian).
- To have at least 25% of MPH faculty of unrepresented minorities (Black/African-American, Hispanic, Native American, Pacific Islander, Asian).
- To have at least 15% of MPH students from outside the health profession

Andrews University Mission Statement:

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

*Andrews University students will:*

Seek Knowledge as they...

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they...

- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to...

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church.

The Andrews Affirmative Action Plan's Policy of Nondiscrimination states the established policy of Andrews to select the most qualified persons available for University positions without discriminating upon the basis of race, color, creed, ethnic background, country of origin, age, sex, height, weight, physically challenged, marital status, sexual orientation, political preference, or past military service. (Hereinafter, persons so discriminated against are referred to as women, minorities and physically challenged.)

The MPH program's diversity plan is consistent with the University's Affirmative Action Plan in the recruitment of faculty, staff, and students.

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

(<https://bulletin.andrews.edu/content.php?catoid=10&navoid=1109>)

Andrews University MPH student handbook aligns with university-wide policies on discrimination and harassment. The policies support an environment free of discrimination and harassment. Andrews University affirms that every human being is valuable in the sight of God. Students, employees, and guests are expected to treat each other with respect and dignity. Students have the right for a supportive learning environment and peaceful residential setting.

#### Discrimination:

Andrews University prohibits discrimination against any student on the basis of race, color, national origin, sex, religion, disability or any other legally protected characteristics. Andrews University makes a distinction between sexual orientation and sexual behavior consistent with the principles of the Seventh-day Adventist church. Students cannot be discriminated based on sexual orientation, but certain sexual behaviors are prohibited in the Universities code of student conduct.

#### Harassment:

Andrews University prohibits harassment of any kind on-campus, off-campus or in cyberspace. Harassment occurs when a person or a group engage in unwelcome conduct to a level that it interferes with an individual's working or residential environment.

#### Sexual Harassment:

Sexual harassment of any kind including examples of sexual favors for some benefit or creating a hostile environment that interferes with an individual's work or academic performance is strictly prohibited.

### Stalking:

All forms of stalking behaviors are strictly prohibited. Stalking is a form of harassment that may initially seem harmless but can dramatically influence the life of the person stalked both physically and psychologically.

### What do with Discrimination and Harassment?

Andrews University MPH Student Handbook suggests steps be taken if suspicious about discrimination or harassment. These steps include confronting the offender, documenting the incident, and submitting a report to the academic advisor. A process exists in the handbook for the investigation to be conducted and where necessary to take corrective action.

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

The MPH program follows Andrews policy to support a climate for working and learning that is suitable for diverse students and faculty. Andrews prohibits discrimination:

“Andrews University strives to maintain a workplace free of unlawful discrimination or harassment because it wants its employees to enjoy a work environment which is conducive to achieving the highest levels of productivity and performance. The policy of Andrews University prohibits unlawful discrimination against an employee on the basis of race, color, sex, national origin, age, disability, or any other legally protected status under Michigan or federal law.” Policy 2:155.1

([https://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_\\_w\\_index.pdf](https://www.andrews.edu/board/docs/working_policy_2013_faculty__w_index.pdf))

Andrews’ teachers are expected to teach responding to teach the special needs of diverse students. “Builds Relationships With Students: An effective teacher demonstrates a nurturing attitude towards students while building and maintaining appropriate relationships with a diverse student body”. Policy 2:308:1:1

([https://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](https://www.andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf))

Andrews’ students are expected to develop competencies to work with diverse populations. “The ultimate goal of assessment at Andrews University is the improvement of student learning. This includes not only competence and skills in one’s field, but also goals relating to spiritual and ethical development, service, and the ability to work with people of diverse backgrounds.” Policy 2:440:1.

([https://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_\\_w\\_index.pdf](https://www.andrews.edu/board/docs/working_policy_2013_faculty__w_index.pdf))

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

The MPH program students acquire competencies in diversity through class activities and field practicum experience. The faculty includes activities in the objectives of the syllabi

in relevant courses that promote cultural competencies to serve diverse populations. In addition, the MPH students may have the opportunity to do their field practicum in sites that serve diverse populations.

The curricula of the MPH program is developed by the MPH faculty. Within the MPH program, students address and build competency through service learning in the following courses, as reflected in their respective syllabi: Vegetarian Nutrition and Disease Prevention (FDNT 520), Current Issues in Nutrition and Wellness (FDNT 565), Program Planning and Evaluation (PBHL 545), Field Practicum (PBHL 580), Integration of Spirituality in Health Care (PBHL 646), Capstone Program Project (PBHL 697), and Research-based capstone (PBHL 698).

The MPH faculty plans to develop, review and maintain curricula and other opportunities involving service learning through the Yearly Faculty Summer Retreat and the monthly MPH faculty meetings. As part of their responsibility, the MPH Advisory Council and MPH Student Advisory Board are also part of the review of the MPH program to ensure diversity and cultural competency are integrated into the curriculum. We encourage stakeholders and students to review the syllabi in order to ensure diversity and cultural competency is incorporated in the program.

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

MPH program at Andrews University seeks to recruit, develop, promote and retain diverse faculty. Currently, Andrews University is ranked second for campus ethnic diversity and tied for seventh in highest percentage of international students the US according to the U.S. News & World Report 2016. The diversity on campus is further strengthened due to the University's affiliation with the culturally and racially diverse world Seventh-day Adventist Church, which is affiliated with 110 sister universities around the world. This facilitates the recruitment of diverse faculty in our MPH graduate programs. Currently, we have highly qualified, talented and diverse faculty who graduated from top ranking universities in the US. This includes two male and two female faculty representing Black, Hispanic White, and Asian Indian race/ethnicities. Andrews University policies ensure the recruitment, development, and promotion of a diverse faculty.

The MPH program is committed to recruiting and retaining diverse faculty consistent with the diversity policies of the University and the world SDA church. When faculty positions become available in the MPH program, the Equal Opportunity Employment (EOE) recruitment plans and policies are closely followed by the search committee and hiring officials. A diverse search committee that includes the MPH faculty and faculty from other University departments is appointed by the Dean of the School of Health Professions. The MPH program uses a wide variety of recruitment and outreach efforts to advertise job openings to ensure diversity of applicants. Recruitment strategies include but are not limited to, the use of professional networks, electronic media, and advertisements. All job announcements are posted at the Andrews University website also at the North American Division of the Seventh-day Adventist Church official website as well as the official magazine that circulates and reaches the wide diversity of

church members in North America and the world. The list of applicants for the MPH faculty is carefully analyzed by the search committee. Based on qualifications, the search committee invites the three most promising candidates for interviews. Whenever there are applicants with similar qualifications, an effort is made to recruit diverse faculty by the search committee (Search committee Policy 2:142:4).

[https://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](https://www.andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

To develop and promote newly hired diverse faculty, each new faculty undergoes an orientation in the department by the chair of the department and the MPH program director. Junior faculty receive a one-week orientation about University policies by Human Resources. This orientation encompasses issues such as benefits, academic resources, and advancement and diversity issues. The MPH faculty also undergo an orientation session with the School of Distance Education & International Partnerships about the use of technology for online instruction. Junior faculty are invited to participate in multiple training sessions that include curriculum development, course evaluation, academic advancement, use of technology and mentoring.

The MPH program adheres to the Affirmative Action and Nondiscrimination policies upheld by Andrews University. Those policies facilitate the recruitment and retention of diverse faculty. Andrews University organizes multiple activities to promote faculty development, which includes the Annual Faculty Institute, Teaching and Learning Conference and encourages faculty to enroll in free classes (Free classes Policy 2:310:1:7).

[https://www.andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](https://www.andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

### Affirmative Action

The diversity of the MPH faculty is further strengthened by the Affirmative Action about nondiscrimination policy as articulated by Andrews University policy which affirms that “Christian principles are not compatible with various forms of discrimination, which have encrusted and divided modern societies. Andrews University further affirms that all persons are of equal worth in the sight of God and that they should be so regarded by all of His people. The University is committed to teaching and observing the Biblical principles of equality.”

<https://bulletin.andrews.edu/content.php?catoid=9&navoid=1783>

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

The School of Health Professions is committed to recruit, develop, promote and retain a diverse staff. The MPH program is supported by the staff of the Department of Public Health, Nutrition and Wellness, the School of Health Professions and a Graduate Assistant. Currently, the race/ethnicity of staff that provides support services to the MPH program includes Hispanic-white, non-Hispanic white and black.

When staff positions become available, the Equal Opportunity Employment (EOE) recruitment plans and policies are closely adhered by the hiring personnel. The University uses recruitment and outreach efforts to advertise job openings to ensure a range of diverse applicants. Strategies include, but are not limited to, the use of professional networks, electronic media, and advertisements within our world religious organization. All job announcement posted at the Andrews University website are also posted by the North American Division of the Seventh-day Adventist Church on their official website and their official magazine that circulates and reaches the wide diversity of church members in North America. The MPH program will use standard training procedures used by Human Resources to train and retain the MPH staff.

The following is the policy for the staff of Andrews. The MPH program will adopt the policy found on the link below to retain a diverse staff (Policy 2:110).  
[https://www.andrews.edu/sed/resources/faculty/policy/au\\_equal\\_rights\\_for\\_.pdf](https://www.andrews.edu/sed/resources/faculty/policy/au_equal_rights_for_.pdf)

Decisions for the promotion of employees are based upon evaluation and the qualifications of the individual as related to the requirements of the position for which the employee is being considered, and shall be done with the input of peers as outlined in ([https://www.andrews.edu/services/hr/current\\_employees/policies/pro\\_salaried.html](https://www.andrews.edu/services/hr/current_employees/policies/pro_salaried.html))

#### Affirmative Action

The diversity of the MPH staff is further strengthened by the Affirmative Action about nondiscrimination policy as articulated by Andrews University policy which affirms that “Christian principles are not compatible with various forms of discrimination, which have encrusted and divided modern societies. Andrews University further affirms that all persons are of equal worth in the sight of God and that they should be so regarded by all of His people. The University is committed to teaching and observing the Biblical principles of equality.”

<https://bulletin.andrews.edu/content.php?catoid=9&navoid=1783>

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

The MPH program is committed to recruit, admit, retain and graduate students from diverse backgrounds. Andrews University is ranked second for campus ethnic diversity and tied for seventh in highest percentage of international students in the US according to U.S. News & World Report 2016.

Our plans to maintain diversity in the MPH program focus on two areas: gender, and race/ethnicity. As stated previously, the Andrews University MPH program defines diversity based on gender and race/ethnicity. Male students have been underrepresented in our MPH program; therefore, they will be the focus of our recruitment, admissions, and retention efforts.

Furthermore, the MPH program developed a dual program MDiv/MPH. In 2016-2017, the dual program has increased the proportion of males in the MPH program.

Recruitment:

- The School of Health Professions has several approaches to attain a diverse student population. The MPH program Director regularly discusses strategies for improving recruitment and mentoring of students from underrepresented groups in the University's Diversity Council.
- The School of Health Profession has a full-time recruiter that travels extensively throughout the U.S. to recruit diverse students for the MPH program from many campuses affiliated with Andrews University.
- Students actively recruit fellow students and friends to the MPH program.
- The MPH director follows up with prospective students who inquire about the program and those who have started their application process.
- The MPH faculty recruit at conferences and community/church health events.
- We have marketed the MPH program at the General Conference Sessions of the Seventh-day Adventist Church, which represents over 150 countries where we distributed 4000 promotional materials.
- Andrews University website is the most frequently used recruitment tool used in conjunction with an email for follow up and respond to questions of potential MPH candidates from under-represented communities.

Retention. In order to facilitate retention of new MPH students into the program, at the start of the program, the students attend an orientation workshop via videoconference. At orientation, they receive an overview of the MPH program, instructions about logistic issues with distance education, and an overview of the MPH Student Handbook that serves as a roadmap for successful navigation through the program until graduation. The academic advisors mentor the students throughout the MPH program.

The MPH program fosters a sense of community among the student body by creating a student-centered learning environment and real-time videoconferences. If a student is challenged in a particular course or policies issues, the academic advisors are available to help the student earlier on to ensure that they have the opportunity to be successful. Every class has an early evaluation at the 20 percent mark of the course to monitor and correct any potential problems.

Finally, maintaining faculty that are both gender and racially/ethnically diverse will support the recruitment, admission and retention of a diverse student population.

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

The achievement of student diversity goals and objectives in the MPH Program is evaluated yearly at the MPH Advisory Council meeting. We analyze the data from the *Current Student Survey* to assess if the MPH criteria for diversity, gender and

race/ethnicity is achieved. In addition, the diversity of staff and faculty are discussed. If the diversity goals and objectives are not met, corrective plans need to be put in place. Such plan may include additional recruitment and retention strategies.

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

Mission, Goals, and Objectives: The MPH program shows a commitment to diversity through our program values and objectives. The MPH program's value of Diversity states: Through exposure and formal public health training, students will develop cultural competency to help serve a global community which is composed of a wide spectrum of cultures, races, religions and demographics.

The MPH program has three categories of objectives. Each category includes one objective that relates to diversity. The Teaching Objective states: At least 50% of the courses taught during one academic year will include information that will enhance their competencies to meet the health needs of diverse populations.

The Research Objective indicates that each MPH faculty member will engage in one of the following annually: research presentations, grant proposal/submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice. The Service Objective states: At least 50% of faculty will deliver health and wellness training, services or activities to diverse populations in public health agencies, community organizations and/or educational institutions.

Syllabi and Other Course Materials: As noted in Criterion 1.1.b, the program's mission, goals, and objectives reflect the values of diversity operationalized through our curriculum. Course syllabi contain statements of the MPH program mission and goals. In addition, a number of courses specifically address diversity and cultural competence issues (i.e., FDNT 565, PBHL 546, PBHL 646, and PBHL 545)

Student Experience in Diversity: Students are exposed to diverse communities while they are forming their field practicum experience. This field practicum experience takes place in different parts of the world and within diverse field practicum sites. Students also bring their personal and professional background and experience with them into the classroom setting to enrich the learning environment.

Faculty and Student Diversity: Currently, Andrews is the second most diverse campus in the United States<sup>4</sup>. The diversity shown at the university level is also reflected in the MPH program. The primary faculty is 50% female/50% male, 25% Hispanic/75% Black, and 25% Permanent Resident/75% U.S. citizen with one of the faculty members being granted citizenship after moving to the United States from Mexico.

The MPH students also represent the diversity that is demonstrated at the University level. Currently, the MPH student population is:

- 15.78% male vs 84.21% female
- 10.52% non-Adventist vs 89.47% Adventist
- 31.57% non-U.S. citizen vs 68.42% U.S. citizen
- 47.36% non-White vs 52.63% White
- 42.1% 20–29 year old vs 31.57%
- 30–39 year old vs 26.31% 40–49 year old

Faculty Research and Service Projects in Diverse Communities: The MPH program is engaged in community-based research and service projects with diverse populations. We have programs with minorities within Michigan, Scandinavian countries and Mexico.

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

Diversity plans within the MPH program were developed through discussions with the MPH faculty and discussions with the assistant provost of Andrews University. The MPH faculty also incorporated Andrews' mission and policy in the courses that are taught within the MPH program. The MPH faculty decided on the online option for the MPH Nutrition and Wellness program to attract global applicants, which in turn would increase the diversity of the program's adjunct faculty, student body and practical experience available to the MPH students. The diversity plans are discussed and amended, if needed, yearly at the MPH Advisory Council Committee meeting.

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

The MPH program adheres to the policies of Andrews University. Andrews Institutional Research gathers diversity data of all students. The information for the MPH students is made available to the MPH program director by request. Andrews reviews policies periodically with potential changes being brought to the University faculty for approval. Upon approval by faculty, recommendations are forwarded to the Andrews Board of Trustees (BOT) for final approval.

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<sup>4</sup> U.S. News Report (2014–2015): <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>

*e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program’s definition of under-represented populations in Criterion 1.8.a.*

Table 1.8.1. Summary Data for Faculty, Students, and Staff							
Category/Definition	Method of Collection	Source	Data Target	Year 1 2013– 2014	Year 2 2014– 2015	Year 3 2015– 2016	Year 4 2016– 2017
<b>Student:</b> Male	Self-Report	Institutional Research	25%	2/15 13% Not Met	3/13 23% Not Met	2/11 18% Not met	4/10 40% Met
<b>Student:</b> Black, Hispanic, Native American, Pacific Islander, or Asian	Self-Report	Institutional Research	40%	10/15 66% Met	7/13 54% Met	5/11 45% Met	8/10 80% Met
<b>Faculty:</b> Black, Hispanic, Native American, Pacific Islander, or Asian	Self-Report	Institutional Research	50%	1/2 50% Met	3/3 100% Met	3/3 100% Met	4/4 100% Met
<b>Staff:</b> Black, Hispanic, Native American, Pacific Islander, or Asian	Self-Report	Institutional Research	25%	1/2 50% Met	1/2 50% Met	1/2 50% Met	1/2 50% Met

The MPH student calculations are based on cohort.

Staff includes Administrative Assistant and Graduate Assistant.

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

Criterion 1.8 partially met.

Strengths: Andrews is the main higher education institution for the Adventist church, which has a presence in all of the countries of the world, except ten. This allows Andrews and the MPH program to have a global reach when recruiting diverse faculty and students. Our proportion of male students have increased in our MPH students.

Weaknesses and Plans: No identified at this time.



## Criterion 2.0: Instructional Programs

### 2.1 Degree Offerings

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

- a. An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's, and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.*

	Academic	Professional
<b>Master's Degrees</b>		
Specialization/Concentration/Focus Area		Degree
Nutrition and Wellness		MPH
<b>Dual Degrees</b>		
2 <sup>nd</sup> (non-public) area		Degree
Master of Divinity (MDiv)		MDiv/MPH

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

School of Health Professions: The SHP's bulletin can be found at <http://bulletin.andrews.edu/content.php?catoid=11&navoid=1136>. This bulletin lists the emeriti, faculty, and staff for each of the School of Health Professions departments.

Seminary: The Adventist Theological Seminary bulletin can be found at <http://bulletin.andrews.edu/content.php?catoid=11&navoid=1137>. This bulletin lists the emeriti, faculty, and staff of the Adventist Theology Seminary departments.

MPH in Nutrition and Wellness: The MPH in Nutrition and Wellness bulletin can be found at [http://bulletin.andrews.edu/preview\\_program.php?catoid=10&poid=4284](http://bulletin.andrews.edu/preview_program.php?catoid=10&poid=4284). This bulletin shows the degree requirements, courses that are required for the concentration, a description of the courses, a description of the culminating experience, and the admissions requirements for the program.

Master of Divinity/Master of Public Health (MDiv/MPH) in Nutrition and Wellness:

The bulletin for the MDiv/MPH program can be found at [http://bulletin.andrews.edu/preview\\_program.php?catoid=10&poid=5633](http://bulletin.andrews.edu/preview_program.php?catoid=10&poid=5633). This bulletin shows the program description, course requirements for the MPH and MDiv degrees, course descriptions, certification information, admissions requirements, and program objectives.

The MDiv/MPH dual degree taken by the MDiv students includes the standard MPH Nutrition and Wellness curriculum offered by the PHNW department. The MDiv/MPH program meets the requirements of CEPH, and no modifications have been done to accommodate the MDiv students. See Tables 2.3.1; 2.3.2; and 2.3.3 to see the coursework taken by MDiv/MPH students.

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

Criterion 2.1 is met.

Strengths: All the MPH programs seeking accreditation are published in the Andrews bulletin. The MPH program is a professional degree that provides the mastery of the material in the core and the Nutrition and Wellness concentration.

Weaknesses and Plans: No identified weaknesses at this moment.

## 2.2 Program Length

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

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

One semester credit hour at Andrews University is earned through academic work during a period of fifteen weeks; averaging three hours per week in undergraduate courses and four hours per week in graduate courses. Academic work contributes to established intentional learning outcomes and is verified by evidence of student achievement.

Academic work includes:

1. A minimum of 50 minutes per week of direct faculty-student contact
2. Out-of-class student work during the remaining time
3. For a three-credit graduate class:
  - 5.5 hours a week contact time ((15 weeks x 1 hour direct contact time x 3 credits) / 8 weeks)
  - 16 hours a week homework time ((15 weeks x 3 hours homework time x 3 credits) / 8 weeks)
  - The total amount per week is equal to 21.5 hours.
  - For intensives or other classes that do not meet for fifteen weeks, an equivalent amount of direct faculty-student contact and out-of-class student work is required.

Methods/Examples of for Courses Delivery to Define Credits & Contact Hours:

- Interactive Online: Contact hours are defined for interactive online with live asynchronous faculty presentations and other faculty-directed learning activities combined with various student-participation strategies<sup>5</sup>
- Direct faculty-student contact: 75% or more of contact time is accomplished with online faculty-directed learning activities (*such as synchronous audio or video meetings; or regular substantive interaction in an online asynchronous learning community*) totaling 15 hours per semester credit hour

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<sup>5</sup> Interactive online courses use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include: The Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and substantive interaction between students and the instructor. (This matches the federal definition for distance education.)

- Out-of-class student work: Learning activities as needed to reach 45 hours per semester credit hour in programs for which the regular semester class load is higher than 12 semester credit hours, and 60 hours in programs for which the maximum semester class load is 12 semester credit hours
- Attendance: Only as requested by faculty or agreed upon between faculty and students
- An equivalent total amount of academic work is also required in activities such as laboratory, independent study, practicum, studio, distance, distributed, tours and other learning modalities. More time may be expected for co-op work, internships and similarly applied learning experiences where learning may take longer to be achieved.

***b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.***

Students will complete all outstanding prerequisites and required program coursework of 42-semester credits. The coursework includes the core courses and the concentration courses as outlined in Tables 2.3.1; 2.3.2 and 2.3.3. In addition to completion of coursework students are required to complete culminating activities.

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

Not applicable.

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

Criteria 2.2 is met.

Strengths: The MPH program conforms to commonly accepted standards regarding program length and content.

The MPH Nutrition & Wellness concentration consists of 42 semester credit hours and takes approximately three years (nine semesters) of part-time study to complete.

The MDiv/MPH program consists of 42 semester credit hours and takes approximately two years (six semesters) of full-time study to complete.

Weaknesses and Plans: No identified weaknesses at this moment.



## 2.3 Public Health Core Knowledge

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

- a. Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competences in the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each program.*

Andrews University offers one online MPH program with a concentration in Nutrition and Wellness. This concentration is offered as a stand-alone program. Andrews University also offers the same concentration as part of the dual MDiv/MPH program.

A detailed overview of the MPH in Nutrition and Wellness concentration is shown in the following link and tables:

[http://bulletin.andrews.edu/preview\\_program.php?catoid=10&poid=4284](http://bulletin.andrews.edu/preview_program.php?catoid=10&poid=4284).

The Andrews MPH program provides the necessary depth and breadth of public health training for graduates to achieve a successful career in public health by offering six courses that cover the five core areas of public health. There are six required core courses for all MPH students. Although the program allows transfer of credits from core courses from another accredited university, the program does not allow waivers of any of these core classes. This totals 17-semester credits of coursework as shown in Table 2.3.1.

<b>Table 2.3.1. Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree</b>		
<b>Core Knowledge Areas</b>	<b>Course Number and Title</b>	<b>Credits</b>
Introduction to Public Health	PBHL 500 Introduction to Public Health	2
Biostatistics	PBHL 511 Biostatistics	3
Epidemiology	PBHL 521 Principles of Epidemiology	3
Environmental Health Sciences	PBHL 525 Principles of Environmental Health	3
Social & Behavioral Sciences	PBHL 531 Principles of Health Behavior	3
Health Services Administration	PBHL 535 Principles of Health Administration	3

<b>Table 2.3.2 MPH Concentration Required Courses for the Nutrition and Wellness Concentration</b>	
<b>Course Number and Title</b>	<b>Credits</b>
FDNT 520 Vegetarian Nutrition and Disease	3
FDNT 565 Current Issues in Nutrition and Wellness	3
PBHL 545 Program Planning and Evaluation	3
FTES 510 Fitness and Health Promotion	2
PBHL 540 Grant Writing	2
PBHL 580 Field Practicum	2
FDNT 560 Health Research Methods	3
PBHL 698 Research-based capstone	4
FDNT 680 Research Seminar	1
PBHL 646 Integration of Spirituality in Health Care	2

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

Criterion 2.3 is met.

Strengths: The MPH program delivers a strong knowledge-based instruction of core and concentration courses in public health. Those courses provide a strong foundational knowledge to design and deliver public health interventions to prevent chronic diseases and promote wellness. The students will demonstrate expertise in coursework in public health practice during the field practicum and culminating experiences.

Weaknesses and Plans: No weaknesses identified at the moment.

## 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 the student's areas of specialization.*

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

**Overview:** The purpose of the field practicum is to allow students to develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' area of specialization with the guidance of a preceptor and an academic advisor.

The field practicum consists of 200 hours of supervised experience. The field practicum is planned, supervised and evaluated, and serves as the practice experience. A student qualifies for practicum after he or she has: (1 completed all the coursework or concurrently during their last semester of coursework on a case-by-case basis, (2 completed Program Planning and Evaluation (PBHL 545), and (3 MPH faculty has discussed and approved the readiness of the student.

**Requirements:** Practicum requirements must be completed prior to graduation either on a full-time or part-time basis. Completing the practicum experience on a full-time basis in a concentrated block of time is ideal but not always feasible. Students must plan accordingly and discuss their readiness with an academic advisor. Practicum requirements are the same for those students who complete the requirement in a part-time or full time basis, which is 200 hours of supervised experience. Part-time practicum needs to be finished within one year. Details of the practicum experience can be found in the course syllabus (PBHL 580) and the Student Practicum Handbook p. 4.

Students may begin their practicum experience after the public health and nutrition and wellness core courses have been completed. Generally, this will be at the end of the spring semester of the second year. Students should plan accordingly and discuss their readiness with an academic advisor. Practicum requirements must be completed prior to graduation. For further details, see criteria 2.7.a.

The MPH students will have a field experience to meet their competency requirements and professional skills through real-life supervised work experience in public health agencies, institutions or relevant organizations. Students with a concentration in Nutrition and Wellness admitted prior to fall 2014 will be required to complete 400 hours of field practicum and those admitted during or after fall 2014 will be required to complete 200

hours of field practicum. This change was made based on CEPH recommended best practices and standard hours required by most CEPH accredited public health institutions.

**Site Selection:** MPH students will gain their practice experience in the United States or abroad. Students planning to complete their practicum experience in the United States should consult with the MPH program director to find out if we have a reciprocity agreement with their state. Field practicums can take place in a variety of agencies and organizations and include local and state public health agencies as well as local, state, national and international non-governmental agencies and organizations. Students in the MPH program partner with selected regional and national sites to provide ongoing practice site options for students. An affiliation agreement and professional liability protection are provided whenever are required by the organization or the state.

The site selection is student initiated with the guidance of the adviser. Students contact sites for their practicum and inquire about opportunities for the field practicum experience in those organizations. Having students select practicum sites early in their academic planning may provide added benefits as it can allow for their data to be used in their Capstone Project. The site selection is determined by the MPH practicum coordinator and faculty in agreement with the MPH program director.

After students submit their potential practicum site to the MPH practicum coordinator, MPH faculty will meet to review the suggested site and approve or deny the site for the practicum experience. The criteria for selecting sites is based on the student's recommendation, contacts with the sites and faculty outreach, and relationships with the site as stated in the Practicum Handbook and Policy Manual.

**Methods for approving preceptors:** Since the field practicum is a supervised practice experience, a qualified preceptor with a minimum of a master's degree in public health (or related field) is required to supervise and evaluate the professional competence of the student. A secondary preceptor with similar qualifications may be necessary for cases where the primary preceptor's presence on the site is limited. The preceptor and secondary preceptor can be recommended by either the agency or the student. The practicum coordinator will evaluate the competencies of the potential preceptor by reviewing their Curriculum Vitae (CV). After reviewing the potential preceptors' CVs, a list of qualified preceptors will be brought to the MPH faculty for final approval. Approved preceptors will be contacted by the practicum coordinator to formally invite them to serve as the MPH student preceptor of the practicum experience. If the preceptor accepts the invitation, he/she signs an MPH Practicum Learning Contract to confirm their commitment.

**Preceptor mid and final student evaluations:** The preceptor evaluates student work performance and fulfillment of MPH competencies by completing a midterm and final evaluation form. For more details, see the forms in the Practicum Handbook (ERF Section 2.4, Student Practicum Handbook), and a sample of completed forms in the ERF Section 2.4, Preceptor Evaluation Forms (completed). The outcome of the evaluations is to be used by the MPH program to make necessary adjustments to the

MPH curriculum in order to address recommendations or systematic deficiencies raised by the preceptors.

**Successful completion of practicum:** Preceptors evaluate the student's practicum performance at midterm and at the end of the practicum. They provide feedback about the student's performance in public health competencies as established by our MPH program. (See the completed Preceptor Mid-Evaluation and Preceptor Final Evaluation forms, as well as the summative Mid and Final Preceptor Evaluation results for two students in ERF Section 2.4, Preceptor Evaluation Forms folder). The preceptor evaluation forms also rate students on their professionalism, teamwork, communication, and quality of work. Open-ended questions are also asked to identify areas of improvement within the MPH program. The feedback from preceptors is shared with the student and is factored into their practicum grade. This process enables faculty to receive feedback from preceptors regarding the students' ability to apply the concepts learned throughout their program.

**Opportunities for Orientation and Support for Preceptors:** New preceptors (and practicum sites) will be oriented to our MPH program with an overview of the needs and expectations of practicum sites and preceptors through (1) the MPH Student Handbook highlighting practicum requirements, (2) email correspondence, and (3) video conferencing. After the student has interviewed with the practicum site and the site is contracted with the MPH program, preceptors will be instructed to go over the important information about the practicum experience, such as the expectations that the practicum site has for each student during their practicum experience. Preceptors will be given the practicum coordinator's contact information to answer questions via phone, email or video conference. The practicum coordinator acts as a liaison for the MPH program requiring meetings with the preceptor either on-site or through video conferencing to answer any questions as the practicum progresses. At the end of the semester, preceptors who are in close proximity to the University will be invited to campus to hear student presentations and provide feedback to both students and faculty. For preceptors that are unable to attend in person, we will have a Zoom conference for each presentation and the preceptor will be invited to attend.

**Approaches for Faculty Supervision of Students:** All students are expected to enroll in the Field Practicum (PBHL 580) course. The practicum coordinator is responsible for students' supervision during a weekly video conference scheduled at a time that will be decided by the students and the practicum coordinator. During this time, the students will be able to speak about their current work and obtain insight and advice from both the practicum coordinator and other students. If the student should request one-on-one supervision for any reason, they will be able to contact the practicum coordinator to schedule.

### **Means of Evaluating Student Performance**

*Student Log:* As documented in the Field Practicum Handbook, students are required to keep daily logs of their assignments (see ERF Section 2.4, Practicum Handbook—

Appendix E, Daily Activity Log). The students will email their daily logs to the practicum coordinator weekly, prior to the supervision videoconference. The practicum coordinator and the MPH director will review the student logs on a weekly basis to ensure appropriate fieldwork experience and progression toward completing each competency.

*Student Evaluations:* The preceptor will complete evaluations for each student they supervise at mid-term and the end of the semester. Copies of the preceptor's evaluation will be given to the student, practicum coordinator, MPH faculty, director and department chair. After reviewing evaluations, faculty will gather a list of recommendations for each student. The practicum coordinator will then schedule an individual video conferencing appointment with each student to go over the recommendations set forth by the practicum coordinator, MPH faculty, director and department chair.

**Means of Evaluating Practice Placement Sites and Preceptors Qualifications:** At the end of the semester, students will complete an evaluation of their practicum experience. Each student will evaluate their practicum site experience as well as the supervision experience they received from their preceptor. Student evaluations will be reviewed by the practicum coordinator. Copies of the student evaluations of both the site and preceptor are provided to the practicum coordinator and MPH director. If needed, the results of the student evaluation will be discussed with the student, preceptor, and/or program faculty. Future placement at each site will be guided by the evaluation of the students on the quality and appropriateness of the experience they received. Occasional arranged site visits will occur to evaluate the appropriateness of the site.

**Criteria for Waiving, Altering or Reducing the Experience:** Requests for waivers or reduction of practicum hours will be rare, with considerations made on a highly selective case-by-case basis. Waivers may be considered if previous experience involves public health work that entails organized community-based efforts. Clinical experience involving individual patient care or general health administration is not considered a relevant public health experience. However, clinical or health administration experience with a clear public health application and focus may be considered.

Waivers may only be considered on a case-by-case basis for students with professional degrees or practical work related to the specific competencies of the individual MPH concentrations. This will be very limited.

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

Students identified agencies for their practicum experience. Preferred agencies were submitted to the MPH practicum coordinator and approved after careful review. Each student submitted the signed preceptor agreement to the MPH practicum coordinator.

<b>Table 2.4.1. 2015-2016 Agencies &amp; Preceptors for MPH Practicum Sites</b> <i>(listed in alphabetical order)</i>	
<b>Agencies</b>	<b>Preceptors</b>
Andrews University Department of Agriculture, Smith Hall Berrien Springs, MI 49104-0550	Garth Woodruff, MA in Environmental Leadership, Asst. Professor of Horticulture & Landscape Design. Advisor for Horticulture, Landscape Design & International Agriculture Development.
Andrews University Seventh-day Adventist Theological Seminary Berrien Springs, MI 49104-1525	Thomas Shepherd, MPH, DrPH, MA, PhD
Berrien County Health Department 2149 E. Napier Ave PO Box 706 Benton Harbor, MI 49022	Nicki Britten, MPH, Deputy Health Officer.
Caribbean Public Health Agency (CARPHA) 16-18 Jamaica Boulevard Federation Park St. Clair Port of Spain Trinidad & Tobago Tel: +1(868) 299-0820; 299-0895; 622-4261	Dr.Lisa Indar, Head of the Tourism, Health, and Foodborne Disease Unit
Graham Pediatrics of Woodstock 105 Mirramont Lake Dr. Woodstock, Ga. 30189	Fitzroy H. Graham MD, FAAP. General Pediatrician. Pediatric Infectious Diseases Consultant. Dual board certification by The American Board of Pediatrics
Health Ministries Department Inter-European Division Seventh-day Adventist Church Bern, Switzerland	Bernard Davy, MD, MPH
LifeStyle TV Sunnhetsbladet, Sweden	Per de Lange, DrPH
Michigan Conference of SDA Health Ministries Department 320 West St Joseph St Lansing, MI 48933	Evelyn Kissinger, MS, RD, IBCLC
Jim Meyer Comprehensive Health Care Longview, Texas	Keshia Harris, Master of Social Work
St. Helena Hospital St. Helena, California	Lynda Byer, RN, BSN, MPH
University of the Southern Caribbean Department of Family & Consumer Science Port of Spain, Trinidad, West Indies	Claudette Mitchell, RD, PhD
Walla Walla County Department of Community Health Walla Walla, Washington	Susann Bassham or Harvey Crowder, MPH DVM, MS

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

Not applicable.

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

Not applicable.

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

Criterion 2.4 is met.

Strengths: Faculty is actively engaged in the planning, supervision, and evaluation required for a successful practicum experience. Our international pool of students are establishing relationships with agencies both overseas and within the United States, providing the opportunity for the competencies learned to be applied in a variety of public health settings globally and nationally. This program will continue to open doors for diverse practicum placement opportunities for future students who may be interested in experiencing practicums abroad. Waivers are highly selective with strict criteria if allowed.

Weaknesses and Plans: No weakness identified at the moment.

## 2.5 Culminating Experience

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

- a. Identification of the culminating experience required for each professional public health degree program. If this is common across the program's professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance with each.*

**Overview:** To obtain the MPH degree at Andrews, students will successfully complete a culminating experience, which includes a 1) practice-based capstone or a research-based capstone and a 2) passing grade in the comprehensive examination. The combination of the two components of the culminating experience is aimed at meeting all the competencies in the MPH program.

MPH students have the option to engage in and complete either a practice-based capstone or a research-based capstone.

**Practice-Based Capstone:** In the practice-based capstone, the student will apply proven methods to monitor the health status of the community, investigate unusual occurrences of diseases or other conditions and implement preventive control measures based on current understanding of public health sciences. Students will also collect and analyze health data for the purpose of protecting the health of a particular community. The benefits and risks are experienced by the participants in the participating community only.

**Research-Based Capstone:** In the research-based capstone project, the student will test new unproven treatments or strategies that are not known to be efficacious. Thus, the research report will include the design of the study, rigorous monitoring of health outcomes and unexpected consequences to human subjects in the application of new experiments/interventions. In research-based projects the student will collect and analyze data for the purpose of generating knowledge. This knowledge will benefit the general population beyond the participants in the participating community.

The outlines of reports for practice-based capstone and research-based capstone are provided in the Table 2.5.1 below.

<b>Practice-Based Capstone</b>	<b>Research-based capstone</b>
<ul style="list-style-type: none"> <li>▪ Title</li> <li>▪ Abstract/Summary</li> <li>▪ Introduction</li> <li>▪ Project purpose, goals, objectives</li> <li>▪ Literature review</li> <li>▪ Methods</li> <li>▪ Results</li> <li>▪ Discussion</li> <li>▪ Conclusions</li> <li>▪ Recommendations</li> <li>▪ Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title</li> <li>▪ Abstract</li> <li>▪ Introduction indicating the Project Goal(s) and Objectives/Purpose/Hypothesis</li> <li>▪ Literature review</li> <li>▪ Methods</li> <li>▪ Results</li> <li>▪ Discussion</li> <li>▪ Conclusions</li> <li>▪ Recommendations</li> <li>▪ Bibliography</li> </ul>

\*Practice-based capstone project or capstone projects may deviate from the above format to adjust relevant research methodologies, such as qualitative research designs.

MPH students will plan and develop their practice-based capstone project or capstone research proposal during the last year of their academic program under the supervision of their capstone research advisor. The culminating experience will address all the core and concentration competencies of the MPH program, which allows the student to demonstrate their synthesis of the core and concentration-specific public health knowledge and skills gained throughout the curriculum. While the comprehensive exam assesses all the competencies, practice-based capstone project or the research-based capstone only covers relevant competencies in depth that will vary depending on the project and practicum experience. See the table below:

<b>Table 2.5.1.a Core Courses by Which Core Competencies are Met — Primary (P); Reinforcing (R); Introduction (I)</b>			
<b>Core Competencies</b>		<b>PBHL 698 Research-based capstone*</b>	<b>PBHL Comprehensive Exams</b>
Biostatistics	1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question	P	P
	2. Interpret results of statistical analyses found in public health studies	P	P
	3. Apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences	P	P
Epidemiology	4. Describe and summarize public health problems in terms of magnitude, person, time and place	R	P
	5. Calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports	R	P
	6. Create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data	R	P
Environmental Health Sciences	7. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety	R	P
	8. Describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities	R	P
Social and Behavioral Sciences	9. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice	R	P
	10. Identify and assess the causes of social and behavioral factors that affect the health of individuals and populations	R	P
	11. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions	R	P
Health Administration, Policy & Management	12. Apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives	R	P
	13. Demonstrate and compare leadership skills for building partnerships	R	P

<b>Table 2.5.1.b Nutrition and Wellness Concentrations Competencies Where by Competencies are Met — Primary (P) Reinforcing (R)</b>		
<b>Concentration Competencies</b>	<b>PBHL 698 Research-based capstone</b>	<b>PBHL Comprehensive Exams</b>
Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing vegetarian nutrition.	R	P
Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity.	R	P
Design and develop a holistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions. [BT4, BT6]	R	P
Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health.	R	P

P=primary, R=Reinforcement.

**Field Practicum Sites:** The practice-based capstone project or capstone project can be done in a wide variety of settings such as in communities, agencies, churches, etc. Most practice-based capstone project or capstone projects require a collection and analysis of either primary or secondary data. The students can gather data, either archived or original from a community or relevant agency, such as church organizations, health departments, local, state, federal and international governmental human service agencies, non-governmental human service agencies, community-based organizations (CBOs), advocacy organizations, community clinics, community centers, community coalitions, hospitals, nursing homes, and other long-term care facilities, schools, childcare and daycare centers, international non-governmental organizations (NGOs), etc. The students can collect data for the practice-based capstone project or capstone project concurrently at the same site and time while completing the field practicum. If this is not possible, the student can choose an organization or agency with which to conduct his/her practice-based capstone project or research-based capstone.

**Practicum Expectations:** The students are expected to design, carry out and present a scholarly project through a paper and a PowerPoint or poster presentation. Upon approval of the practice-based capstone project or capstone research proposal by the Capstone Research Committee and the IRB Committee, the student will be able to pursue the full implementation of his or her research-based capstone. This approved practice-based capstone project or research-based capstone will be submitted and archived into the MPH program record system. See the ERF Section 2.5, Practice-based and Capstone Research Handbook page 11 to find a list of potential alternatives for practice-based capstone project or capstone projects. The student has to enroll for the PBHL 698 Research-based capstone for a total of four credits. The first part of the project, which is one credits, is to develop a research proposal. The second part, which is also three credits, is used to develop the final research project that includes data collection and analysis as well as the final draft.

**Guidance for capstone projects:** The capstone director provides academic and administrative oversight of the entire capstone process. The students will have the opportunity to choose a capstone supervisor that best suits their needs and research interests, otherwise, the director may assign each student a capstone advisor who is a faculty member.

The MPH program offers guidance for completion of culminating activities, namely the Practice-based capstone project or research-based capstone and the Comprehensive Examinations. MPH students receive structured instruction to complete their capstone project while taking PBHL 698 Research-based capstone. They take two credits of PBHL 698 Research-based capstone to develop their research proposal and two credits to complete their research-based capstone. There is ongoing personalized feedback from the instructors with each student as they progress in their project. The Practice-based capstone project or Research-based capstone Handbook page 15 contains a structured set

of activities and deadlines to develop and complete the Research-based capstone (The Capstone Research Handbook can be found at the ERF section 2.5 Culminating Activities, Research-based capstone Handbook).

**Reporting** - Practice-based capstone project or Research-based capstone: Students must submit a written report for the final practice-based capstone project or research-based capstone in the standard format used by scientific/scholarly publications as well as the rubric provided by the capstone advisor. In this report, the student will demonstrate the application of research skills and theoretical concepts as applied to public health practice and relevant analysis of data. The report is evaluated on professionalism, scientific merit, and thoroughness. The capstone written report will cover relevant competencies and it will be evaluated by the MPH faculty using a rubric to ensure its quality (see MPH Capstone Rubric in the Practice-based capstone project or Research-based capstone Handbook page 31).

**Oral Presentation** - Practice-based capstone project or Research-based capstone: A video conference or face to face presentation modality is used to conduct a formal oral presentation on the capstone project and outcomes followed by questions and discussion by faculty, project coordinator and peers. This presentation provides an opportunity to showcase projects to MPH faculty and students and student preceptors and members of the community. The capstone oral presentation will be evaluated with a rubric to ensure it meets relevant MPH competencies (See rubric in the MPH practice-based capstone project or Research-based capstone Handbook page 32).

**Comprehensive Exam:** The comprehensive examination is designed to evaluate a student's competencies in public health. Students are evaluated on their ability to integrate knowledge, apply theory to practice, think logically and communicate effectively. In summary, the exam is aimed to assess all the competencies outlined in table 2.6.1.a. and will be scheduled during a student's last semester of coursework.

Each instructor of the core and concentration courses will collaborate to create questions and grading criteria for the comprehensive exam to cover the competencies related to his/her class.

The comprehensive exam has two parts: the first part focuses on competencies related to the core courses and the second part mainly focuses on the competencies related to the concentration courses. The first part contains multiple choice and short answers and the second part contains application questions which that are assessed using a rubric found in the MPH Student Handbook, page 32). A student must score 70 percent or above in the comprehensive exam. MPH students present the results of their capstone research to MPH faculty and MPH students. MPH students receive guidance to prepare themselves for comprehensive exams.

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

Criterion 2.5 is met.

Strengths: A culminating experience is a requirement for all MPH students to demonstrate professional skills and integration of knowledge. This is accomplished through the successful completion of public health projects, oral presentations, written reports and the comprehensive exam. The MPH faculty will evaluate the students' mastery of competencies using standard rubrics. The comprehensive exam results allow faculty to examine specific content areas requiring more thorough instruction to assure all students master MPH program competencies.

Weaknesses and Plans: No weaknesses identified at the moment.

## 2.6 Required Competencies

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

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

The MPH program carries out its mission through organized interdisciplinary efforts that address the physical, mental, social and environmental public health concerns of communities and populations at risk. Therefore, our program has developed MPH competencies to guide the curriculum development process as a key measure to assess student achievement.

Students in the MPH program will be able to develop knowledge and skill competencies adapted from Core Master's Degree in Public Health Core Competency Development Project Version 2.3 of the Association of Schools of Public Health (ASPH). We have also incorporated Bloom's Taxonomy (BT) domains to ensure that MPH students are engaged in multiple levels of learning.

Competencies required for MPH students to achieve and demonstrate upon graduation:

### Biostatistics Competencies

1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question [A.7.] [BT3]
2. Interpret results of statistical analyses found in public health studies [A.9.] [BT5]
3. Apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences [A.8., A10 Adapted] [BT3, B4]

### Epidemiology Competencies

4. Describe and summarize public health problems in terms of magnitude, person, time and place [C.3 adapted.] [BT1, BT6]
5. Calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports [C.7., C10] [BT3, BT5]
6. Create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data [C.6. & C.9. Adapted] [BT5 BT6]

### Environmental Health Sciences Competencies

7. Specify approaches for assessing, preventing and controlling environmental hazards that pose risk to human health and safety [B.5] [BT5]
8. Describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities [B.2. Adapted] [BT1]

### Social and Behavioral Sciences Competencies

9. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice [E.1] [BT1]
10. Identify and assess the causes of social and behavioral factors that affect the health of individuals and populations [E.2 Adapted] [BT1, BT5]
11. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions [E.8] [BT3, B4, B5]

### Health Administration, Policy and Management Competencies

12. Apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives [D.5. Adapted] [BT3]
13. Demonstrate and compare leadership skills for building partnerships [D.10. Adapted] [BT3, BT6]

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

Andrews University offers an MPH degree with a concentration in nutrition and wellness as well as a dual MPH/MDiv degree with the same concentration. Both, the standalone MPH degree and the MPH that is part of the dual degree are identical. In the following section can be found the four competencies for the nutrition and wellness concentration. Those competencies incorporate principles of the Bloom's Taxonomy (BT) domains to ensure various levels of learning within the program.

#### Nutrition and Wellness Competencies:

There is a unique set of courses required for the Nutrition and Wellness concentration. Those courses include Current Issues in Nutrition, Vegetarian Nutrition, Diseases Prevention, Fitness and Health Promotion and Integration of Spirituality in Health Care. The combination of those courses provides the foundational knowledge in vegetarian nutrition, exercise, and spirituality in order to develop evidence-based wellness initiatives for the prevention of chronic diseases that are associated with diet and exercise from a holistic perspective. The Program Planning and Evaluation course enable students to design, develop, implement and evaluate nutrition and wellness programs aimed at

addressing the health problems in communities. Courses on Health Research Methods, Research Seminar, and Research-based capstone prepare the students to evaluate the quality of research presented in the literature; design, and implement research protocols; develop instruments for evaluations and analyze as well as to present research outcomes.

The MPH degree with nutrition and wellness concentration competencies includes:

1. Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing vegetarian nutrition. [BT3, BT6]
2. Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity. [BT3, BT6]
3. Design and develop a holistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions. [BT4, BT6]
4. Develop and evaluate research designs using public health methodology, biostatistics and/or epidemiology to address research questions in public health. [BT4]

**Table 2.6.1.a Core Courses by Which Core Competencies are Met — Primary (P); Reinforcing (R); Introduction (I)**

Core Competencies		PBHL 500 Introduction to Public Health	PBHL 511 Biostatistics	PBHL 521 Principles of Epidemiology	PBHL 525 Environmental Health	PBHL 531 Principles of Health Behavior	PBHL 535 Principles of Health Administration	PBHL 698 Capstone Research Project*	PBHL 580 Field Practicum**	PBHL Comprehensive Exams
Biostatistics	1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question		P	R				P	R	P
	2. Interpret results of statistical analyses found in public health studies		P	R	R		R	P	R	P
	3. Apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences		P					P	P	P
Epidemiology	4. Describe and summarize public health problems in terms of magnitude, person, time and place	I	R	P		R		R	R	P
	5. Calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports	I	R	P				R	R	P
	6. Create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data			P				R	R	P
Environmental Health Sciences	7. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety	I			P			R	R	P
	8. Describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities	I			P			R	R	P
Social and Behavioral Sciences	9. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice	I				P		R	P	P
	10. Identify and assess the causes of social and behavioral factors that affect the health of individuals and populations	I				P		R	P	P
	11. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions	I				P		R	P	P
Health Administration Policy & Management	12. Apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives	I			R		P	R	P	P
	13. Demonstrate and compare leadership skills for building partnerships	I				R	P	R	P	P

c. *A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b. are met. If these are common across the program, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree or specific area. See CEPH data template 2.6.1.*

**Table 2.6.1.b Nutrition and Wellness Concentrations Competencies Where by Competencies are Met — Primary (P) Reinforcing (R)**

Concentration Competencies	FDNT 520 Vegetarian Nutrition & Disease Prevention	FTES 510 Fitness & Health Promotion	PBHL 540 Grant Writing	FDNT 565 Current Issues in Nutrition	FDNT 680 Research Seminar	PBHL 646 Integration of Spirituality in Health Care	PBHL 545 Program Planning & Evaluation	PBHL 580 Field Practicum	PBHL 698 Capstone Research Project	PBHL Comprehensive Exams
Design evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing vegetarian nutrition.	P	R	R	P	R	R	P	R	R	P
Design a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity.	P	P	R	R	R	R	P	R	R	P
Plan a health and wellness education initiative/program to inform, educate, and motivate people about health.	P	R	R	R	R	R	P	R	R	P
Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health.	P	R	R	R	R	R	P	R	R	P

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

Faculty meetings were held to discuss the core curriculum and concentration areas to ensure alignment with program competencies. Specific revisions made to the curriculum were based on the input provided by MPH faculty members in areas of expertise, the advisory board, dean of the School of Health Professions, dean of the School of Graduate Studies, and the assistant provost for Institutional Effectiveness, along with a General Conference vice president\* of the Seventh-day Adventist Church.

The department chair attended a University-wide workshop sponsored by the Department of Digital Learning & Instructional Technology. The workshop was designed to revise one course by spending a day focused on course “needs assessment, alignment of goals and learning activities, increasing interaction and engagement, and utilizing LearningHub enhancements.” The workshop section on “alignment of goals and learning activities” discussed “Blooms Taxonomy Learning Domains” as a tool to measure learning. MPH faculty decided to assess MPH competencies using BT to ensure that all learning levels were incorporated for a comprehensive education experience.

After reviewing the MPH core curriculum and concentration areas, with national and international online student population, we determined that students would greatly benefit from an introductory course in public health. Therefore, the course PBHL 500 Introduction to Public Health was developed and introduced as the first course taken by all MPH students as an overview of public health. This addition to the curriculum has been positively received by the students, as evidenced in their course evaluations.

During program meetings, course syllabi, curriculum, student handbook and course credits are regularly reviewed with changes made as needed. They will also be reviewed during faculty retreats. This is to ensure that the integration of competencies are reflected and maintained throughout the curriculum.

*\* Mark Finley, vice president of evangelism at the General Conference of the Seventh-day Adventist Church, reviewed our curriculum. Finley is a member of and chairs several committees related to health education initiatives of the Adventist Health Care System (AHS). After reviewing our curriculum, he provided valuable suggestions for potential field practicum sites and practicum experiences available in the AHS that would aid the students in meeting selected competencies.*

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

Development: A purposeful and intentional process was used to develop the Andrews University MPH program competencies. This process began in 2013 when CEPH approved Andrews University's request to begin the accreditation process for its Public Health program. Thorough consideration was given to the development of both core and

concentration competencies to ensure alignment with the overarching MVGOs of the program. MPH faculty and MASSWG developed the competencies based on core and concentration areas recommended by the National Commission for Health Education Credentialing (NCHEC), ASPH MPH Core Competency Development Project, Blooms Taxonomy's Learning Domains, the MPH Program MVGOs, along with elucidating concepts from the Council on Linkages between Academia and Public Health Practice. The Writing Committee incorporated feedback from the MASSWG and stakeholders such as the Advisory Council (faculty, community and student members).

Use of competencies: The competencies guide course development, content delivery, and learning outcomes. Competencies also guide the development of content and learning experiences for MPH students in the field practicum, comprehensive exam, and final capstone projects. The competencies are instrumental in assisting students to understand the areas of knowledge and skills they are expected to demonstrate by graduation. The learning outcomes and competencies also provide guidance to MPH faculty in the ongoing review of curriculum.

Availability to students: The competencies can be found in the 1) course syllabi and LearningHub, 2) MPH Student Handbook, 3) MPH website and 4) student self-assessment on the exit survey. Students are also exposed to MPH competencies during orientation.

***f. Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competences for its educational programs.***

The MPH program uses a variety of methods to periodically assess the changing public health practice or research needs:

- The MPH faculty monitor publications and discussion boards of national public health organizations and periodically review updated trends in the field of public health from various organizations.
- MPH faculty regularly attends national public health conferences, such as the APHA and the Academy of Nutrition & Dietetics (AND) to stay abreast of changing trends and research, practice, and education.
- MPH faculty receive regular feedback about performance on the competencies of our MPH students from public health practitioners who serve as preceptors for practicum and capstone project at multiple organizations. Evaluations of our MPH students from the preceptors is used by faculty to identify potential areas of improvement and to revise the competencies of the MPH program.
- The MPH Advisory Council provides feedback to core faculty to address potential changing priorities in public health regionally and globally.
- During regular MPH faculty meetings, relevant information is reported and discussed with the objective to provide necessary recommendations for changes (or amendments) to course content and competencies. These changes would be evaluated and implemented after receiving input from colleagues.
- Employer surveys provide information about how well the program prepares graduates as public health professionals.

***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.***

Criterion 2.6 is met.

Strengths: The MPH program has well-defined and measurable competencies that are relevant to the core areas of public health and the MPH concentration on Nutrition and Wellness. We designed our competencies following guidelines from national organizations and our MPH program's mission. These competencies were developed using critical evaluation, reflection, and attentive analysis. The competencies are made available to students in a variety of ways. By 2015–2016, all syllabi will reflect the new competencies covered within each course.

Weakness and Plans: No identified at the moment.

## 2.7 Assessment Procedures

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

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

The PHNW department, of which the MPH program is a part, generally follows the assessment policies and procedures laid out by the University's School of Graduate Studies in monitoring and evaluating students' progress, which is guided by the Office of Institutional Effectiveness.

The MPH faculty tailors the assessment procedures during the coursework and the culminating activities to monitor and evaluate the student progress in achieving the MPH competencies by the students. Each instructor will prepare a syllabus for the course that will assign work aimed at preparing students to master specific competencies and demonstrate professionalism by synthesizing, applying and integrating knowledge, theories, and models used in public health to solve emerging public health problems. During the coursework, students perform class assignments tailored to build the competencies relevant to the class and keep those artifacts in their portfolio as evidence that they have met specific competencies relevant to their courses. In addition, the MPH program culminating activities are aimed to assess all the core and concentration competencies.

The MPH program faculty oversees the course sequencing, course work, comprehensive examination, preceptors' evaluation reports, successful completion of projects and the meeting of graduation requirement as described below:

**Coursework:** All MPH courses require a variety of assignments and learning methods, evaluated by the instructor for students to demonstrate program competencies. The syllabus for each course contains the competencies to be met. Activities from each course can include assignments, exams, group activities, online discussion forums, case studies and research projects. Syllabus for each course includes grading rubrics for key assignments (see ERF Sections 2.1 and 2.3 for sample syllabi). Each student has opportunities to master the competencies through the activities and class assignments outlined in the course syllabus.

Students develop projects which are assessed by the instructor and have opportunity receive feedback from the community members.

Some of these projects include but are not limited to:

1. Public workshops
2. Development of a health program plan
3. Service activities such as community health assessments

Coursework is graded by each instructor to assess student progress and knowledge learned, as well as MPH competencies met. Students are expected to maintain a minimum GPA of 3.0 (B grade) or higher in those courses that apply to the program to remain in good standing. The MPH program will not accept courses with an Unsatisfactory (U) or a grade lower than C. A student who earns an unacceptable grade may repeat the course once. The credits and quality points earned in the most recent course will be used to calculate the GPA.

**Academic Standards and Policies:** The minimum standards set by Andrews require all graduate students to:

- Maintain a GPA of 3.00 on a 4.00 scale for all courses that apply to the degree, no course with a grade of D or F (or U) may count toward a graduate degree; however, the MPH program requires that if a student receives an unsatisfactory grade as defined above, the course may be repeated once. Candidates for a master's degree must pass the comprehensive examinations.

In order to progress within the program, master's students must:

- Have a cumulative GPA of at least 3.00 for all graduate work taken at Andrews. A student who is on academic probation will work on a remediation plan that must be approved by the dean of the SHP and the dean of the School of Graduate Studies.
- Students who accumulate more than 12 semester credits below B- (including U) are not allowed to continue except by petition which includes a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies.
- Provisionally accepted students must meet the planned schedule for removing any deficiencies by earning a minimum GPA through meeting the English-language deficiencies by the time the student has completed no more than 50% of his/her coursework for a master's or specialist degree or 25% of his/her course work for a doctoral degree. The MPH program requires that these deficiencies be completed within the first two semesters.

Students on academic probation or provisional status may not register for project credit, or advance to degree candidacy or take comprehensive examinations, except by permission from the dean/graduate program coordinator of the college/school. The policies listed above are included in the MPH policies manual. (See the ERF Section 1.5 for the MPH Policy Manual)

**Culminating Experience:** The culminating experience is comprised of two parts: (1) research-based capstone and (2) comprehensive examination. The purpose of the culminating experience is to integrate the educational experience of the students with the application of public health principles in real life settings. This is facilitated by the implementation of public health core and concentration competencies. First, the students plan and develop a research-based capstone with the assistance of the capstone director. Since each project is unique in nature, capstone projects cover a selected number of MPH core and concentration

competencies. The performance of the student is reviewed by preceptor mid-term and final evaluations, submitted written a report and oral presentation. For a detailed description see ERF Section 2.5, Capstone Handbook.

- i. Research-based capstone: The Research-based capstone has two components: (1) a written document and (2) an oral presentation. Both culminating activities are aimed at fulfilling relevant competencies required for the MPH Nutrition and Wellness program. The Research-based capstone provides an opportunity for students to engage in health research within an area of public health. This project will allow the MPH students to apply their research skills and to integrate their theoretical knowledge in developing a project that matches their professional interest. Students can work with an established research team or independently in a project of their interest under the supervision of their Capstone advisors. This project will facilitate the application of relevant MPH competencies. A grading rubric for the Research-based capstone will be used to assess the quality of the project and to assess the attainment of CEPH related competencies. Each student will upload his/her Research-based capstone to their Electronic Portfolio. The Capstone Research Committee for each student will grade the quality of the Research-based capstone using a standard rubric (See grading rubrics in ERF, section 2.5 Capstone Research Handbook, pages 31).
- ii. Capstone Research Oral Presentation: Each student will present the results of his/her Research-based capstone to their Capstone Research Committee. The research committee will use a grading rubric to assess the quality of the research presentation. In addition, this research video conference presentation will be open to the rest of the MPH students, the public and any member of the MPH program (See grading rubrics in ERF, section 2.5 Capstone Research Handbook, pages 32). Each student will upload his/her Research-based capstone to their Electronic Portfolio.
- iii. Comprehensive Examinations: Third, the students must successfully complete a written comprehensive examination that assesses the mastery of all the core and concentration competencies. This is a two-part examination. The first part is aimed at assessing the core competencies and is composed of 250 questions (multiple choice, matching, fill in). The second part of the comprehensive examination assesses concentration competencies. This part of the exam consists of the application of skills and knowledge acquired during the MPH program. In the second part of the comprehensive exam, the students demonstrate their MPH concentration competencies by applying their knowledge and public health skills to develop a wellness program that is tailored to address a public health need of a given population. In the second part, the students must apply and integrate relevant knowledge in nutrition, physical activity and spirituality, program planning and evaluation, health administration, epidemiology and health behavior change. This part of the

comprehensive examination is graded with a rubric found in ERF Section 1.5, Student Handbook page 33.

Students must score a minimum of 70 percent in both parts one and two to pass the comprehensive exam. Students are required to take the comprehensive exam during their last semester in the program and they are not permitted to sit for the examination until they have been officially advanced to degree candidacy by filling in the Advancement to Candidacy Form found in the MPH Student Manual found at <https://www.andrews.edu/grad/resources/>. The MPH faculty reviews the comprehensive exam periodically. The MPH students receive information about the comprehensive exam during orientation.

**Administration of the Comprehensive Exam:** The comprehensive examination is administered and proctored in previously approved examination centers. The exam proctoring process requires students to select a non-relative, professional person as their proctor. The proctor could be a school or community official, such as a teacher, librarian, registrar or pastor. The student must state clearly on the exam request form, the professional status, job title or any other qualifications of the supervisor that will aid the testing department in the approval process.

The proctor is vetted by the School of Distance Education & International Partnerships (SDEIP) testing office and then receives a password to the exam. The student must show his/her photo identification card, login to LearningHub, and then the proctor enters the password to the exam.

A student living near the main office of the School of Distance Education & International Partnerships in Michigan must have the exams supervised at the SDEIP testing office. However, the exam request should be sent in ahead of time.

**Exam Code:** An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

Additional details about the examination are found in the MPH Student's Handbook. Students need to register for the examination by the due date set by the registrar for graduate programs (See table 2.6.a for mapping of competencies cover by the comprehensive exam).

### **Exit Survey**

The students will be asked to complete an anonymous online exit survey before graduating. Survey questions pertain to student academic experience throughout the program, including academic advising, faculty performance, employment status, type of employment organization, perceived acquisition of competencies, capstone project and how to improve the quality of the MPH program. All program competencies are listed in the exit survey and the student has the opportunity to rate his perceived level of mastery of each competency. This survey will be delivered using an online platform to ensure anonymity and reminders. A secure server will allow to download of data for reporting. The composite data of those

surveys will serve as a basis to calibrate the quality of the program and to do any pertinent program adjustments (See ERF Section 2.7, Graduate Exit Survey Results).

- b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcomes measure must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's, and doctoral degrees) for each of the last three years. See CEPH Data Template 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allow for degree completion are less than the threshold defined in the criterion's interpretive language, an explanation must be provided. If the job placement (including pursuit education of additional education), within 12 months following award of the degree, includes fewer than 80% of the graduates at any level who can be located, an explanation must be provided. See CEPH Outcomes Measures Template.***

The MPH program at Andrews University evaluates the student achievement through the comprehensive exam, a student exit survey, the evaluations from field practicum preceptors, capstone oral presentations and student participation in the scholarly research collaboration with faculty. The following table indicates the results of selected outcomes related to student achievement as defined by our MPH program.

<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015– 2016</b>	<b>Year 4 2016– 2017</b>
1. At least 80% of the students will pass the Comprehensive Examination annually with a passing grade of $\geq 70\%$ .	80%	No data	2/2 100% <b>Met</b>	2/3 67% <b>Not Met</b>	No data
2. At least 80% of graduating MPH students will report satisfaction with the MPH program by responding “Agree” [Good] or “Fully Agree” [Excellent] to $\geq 70\%$ the exit survey questions.	80%	No data	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
3. At least 80% of the students will meet the satisfactory (“Met”) criteria for competencies at the final practicum evaluation as determined by preceptors.	80%	No data	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
4. At least 80% of students will obtain a $\geq 70\%$ rating for their Research-based capstone Oral Presentation.	80%	No data	2/2 100% <b>Met</b>	2/2 100% <b>Met</b>	No data
5. At least 10% of the students will collaborate with faculty in research activities with the potential for manuscript submission for publication.	10%	Goal set after this time	Goal set after this time	1/4 25% <b>Met</b>	No data
6. At least 70% of students will get employment.	70%	Goal set after this time	Goal set after this time	3/4 75% <b>Met</b>	No data

The first Andrews MPH cohort (Cohort 1) began in 2013. As a result, we do not have data for many of the outcomes, since most of the outcomes will be obtained during Year 3 (2015–2016). Data collection is an ongoing process for cohort one.

The MPH program does not have data for the MDiv/MPH program as it is scheduled to begin in fall 2016.

<b>Table 2.7.b.5. Outcome Measures: Graduate's Self-Rated Competencies in Exit Survey</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1* 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>
Biostatistics & Research competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%
Epidemiology competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	75%
Environmental Health Science competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%
Health Service Administration competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%
Behavioral Theory competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%
Planning Health Programs competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%
Nutrition & Wellness competencies	≥ 80% strongly/agree they are able to demonstrate the competency	No data	100%	100%

Table 2.7.b.5. shows the percentage of students who have reported meeting the core competencies.

\*Cohort 1 started in fall 2013, therefore we do not have any data for this year.

## 2.7.1 Degree completion

<b>Table 2.7.1.a. MPH in Nutrition and Wellness Concentration. Student cohorts entering between 2016–17 through 2018–19</b>						
	<b>Cohort of Students</b>	<b>2013–14</b> (Cohort 1)	<b>2014–15</b> (Cohort 2)	<b>2015–16</b> (Cohort 3)	<b>2016–17</b> (Cohort 4)	<b>2017-18</b> (Cohort 5)
2013–14	# Students entered	15				
	# Students withdrew, dropped, etc.	3*				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2014–15	# Students continuing at beginning of this school year	12	13			
	# Students withdrew, dropped, etc.	1	1			
	# Students graduated	2	0			
	Cumulative graduation rate	13.3%	0.0%			
2015–16	# Students continuing at beginning of this school year	9	12	10		
	# Students withdrew, dropped, etc.	0	1	0		
	# Students graduated	2	0	0		
	Cumulative graduation rate	27.0%	0.0%	0.0%		
2016-17	# Students continuing at beginning of this school year	7	11	10	12	
	# Students withdrew, dropped, etc.					
	# Students graduated	**Please	**See	**Below		
	Cumulative graduation rate					
2017-18	# Students continuing at beginning of this school year					
	# Students withdrew, dropped, etc.					
	# Students graduated					
	Cumulative graduation rate					

**Notes explaining the attrition rate of cohort 1 students (2013-2014): (Expected graduation for summer 2017)**

**\*Attrition:** MPH Personnel changes – In the summer of 2014, there were significant changes within the MPH Program, specifically there were changes in all MPH primary faculty, program director, and department Chair. This left a 3-month communication gap between students and MPH faculty while a new director and faculty searches were in process. There was no continuity of faculty who developed and implemented the program in year 2 of the MPH program. This resulted in uncertainty about the program and communication glitches.

Reasons given by students who withdrew from the MPH program:

- a. One student BS was in Speech-Language Pathology started the MPH program while waiting for the completion of the accreditation of the MS-SLP program. She moved to the Speech Pathology program as soon as it was accredited in Fall 2014.
- b. Financial hardships (one student).

**\*\*EXPECTED GRADUATION:** For spring 2017 graduation, we expect three (3) additional graduates from cohort 1 and seven (7) graduates from cohort 2. In addition, we expect and two (2) graduates from cohort 3 by the end of summer. **Totaling 12 expected graduates by the end of summer 2017.**

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

<b>Table 2.7.c. Destination of Graduates by Employment Type Between 2013–2016</b>	<b>Year 1 2013-2014</b>	<b>Year 2 2014-2015</b>	<b>Year 3 2015-2016</b>
Employed		2	1
Continuing education/training (not employed)		0	0
Actively seeking employment		0	0
Not seeking employment (not employed and not continuing education/training, by choice)		0	1
Unknown			
<b>Total</b>		2 (100%)	2 (100%)

Table 2.7.c. shows employment status of MPH graduates. Since our program is part-time, online and tailored for working professionals, students come to us as working professionals. The two students listed in table 2.7.c fulfilled the requirements for the MPH program. This table presents data on students who finished the requirement for the MPH program including the field practicum and capstone project.

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

None of the MPH graduates have applied for certification.

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

The ability of the MPH graduates to perform the intended MPH competencies in the work settings will be assessed by two approaches: The first approach is using Alumni Surveys and the second approach is using Employer Surveys. (See ERF 2.7 Alumni Survey Results and Employer Survey Results)

Alumni Survey: This survey was sent within three months after graduation and thereafter every three years. The data of this survey is used to fine-tune the MPH curriculum for the MPH program.

This survey questions ask graduates to rate their perceived preparation for their professional work, and the application of their competencies in public health in the job settings. Table 2.7.e. below shows key results of the alumni survey data collected so far.

\*Values show 50% achievement of competencies because one MPH graduate is not required to apply those MPH competencies in her current employment.

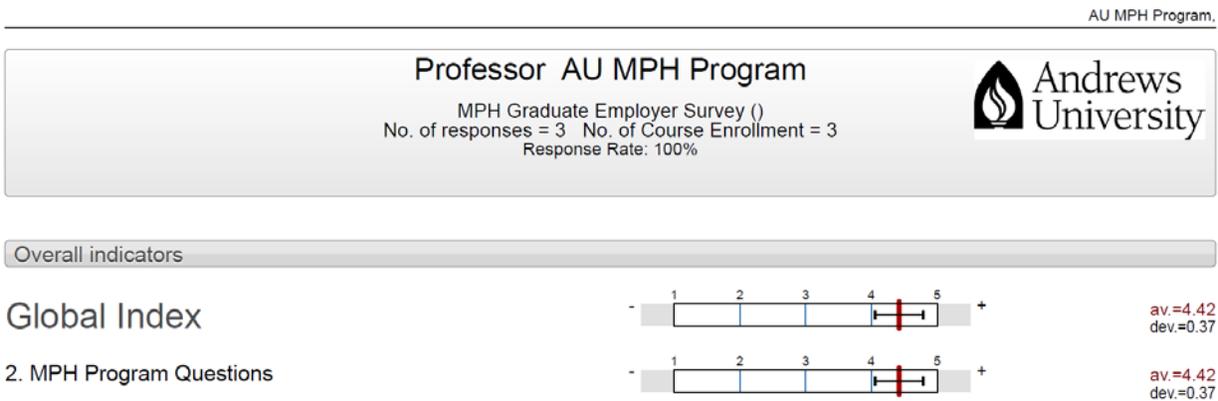
<b>Table 2.7.e. Outcome Measures for Graduates' Competencies: Andrews University MPH Alumni Survey</b>			
<b>Outcome Measure*</b>	<b>Target</b>	<b>2015</b>	<b>2016</b>
Biostatistics	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available
Epidemiology	80% fully agree/agree they have applied this competency in their job	50% (1/2)*	Data not available
Program Planning and Evaluation	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available
Principles of Health Behaviors	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available
Principles of Health Administration	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available
Principles of Environmental Health	80% fully agree/agree they have applied this competency in their job	50% (1/2)*	Data not available
Research Methods and Projects	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available
Nutrition and Wellness	80% fully agree/agree they have applied this competency in their job	100% (2/2)	Data not available

Employer survey: This survey is sent once within three months after graduation if the MPH graduate has been working at the site for one year or more or it is applied one year after initial employment. This survey asks employers to rate the MPH program performance based on the competencies of the graduate, not based on his/her work performance. This survey determines how well the program prepares the students for the public health market place.

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\* Low percentage indicates that this competency was not relevant for one graduate's current job. To address this issue we have amended the survey form by adding an extra column with the Not Applicable option (N/A). This will give opportunity to students to check this box if the competency is not relevant to their current job.

Figure: Summary of Employers Satisfaction with MPH Program Performance (N=3 respondents – The maximum score is 5)



The data of this survey is used to fine-tune the MPH curriculum for the job market.

Since most of our students are already employed in different organizations, we have already administered the employer surveys.

We have four graduates, one is not employed by choice. We sent three employer surveys and only two employers responded. The summary results of the two employer surveys indicate high degree of satisfaction of the employers with the MPH performance. The average score of the ratings by employers for the MPH program performance is 4.61 in a 1 to 5 scale.

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

Criterion 2.7 is met.

Strengths: We use a survey to assess the perceived performance of the MPH competencies at baseline and yearly self-evaluations. In addition, we use the Comprehensive Examination as a direct measure of students’ ability to demonstrate knowledge and skills in the competencies. Preceptor mid-term and final practicum student evaluation surveys allow input from public health professionals on their perceived proficiency of student competencies. An Alumni and Student Exit Survey allow for an indirect measure of the competencies by asking graduating students and alumni for their perceived proficiency in each competency. The MPH Alumni Survey will be sent during the first three years after graduation. Finally, the program will keep track of graduation and job placement rates. Being able to secure and maintain employment in the public health field attests to graduates having the necessary knowledge and skills in the field. The MPH faculty will regularly review the results of these assessment measures to make appropriate revisions modify the curricular instruction and practicum experience to help improve student achievement. MPH faculty developed these assessment instruments from examples given by CEPH accredited

programs. These assessment instruments were then customized to fit the needs of our program.

Weaknesses and Plans: The MPH Nutrition and Wellness program is currently available online only. This creates a limitation to have direct contact with some students and preceptors who might be living and working in the field practicums on different continents. To overcome the issues with distance, we use Zoom (a web conferencing software) to create a closer and more personal presence with students and preceptors.

## **2.8 Bachelor's Degree in Public Health**

*If the program offers baccalaureate public health degrees, they shall include the following elements: required coursework in public health core knowledge, elective public health coursework, and capstone experience.*

Not applicable.



## 2.9 Academic Degrees

***If the program also offers curricula for 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.***

Not applicable.



## 2.10 Doctoral Degrees

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

Not applicable.



## 2.11 Joint Degrees

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

- a. Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.***

The PHNW offers a dual-degree program of Master of Divinity and Master of Public Health (MDiv/MPH). The MDiv/MPH students take their Master of Divinity curriculum plus the MPH in Nutrition and Wellness curriculum. The MPH in Nutrition and Wellness concentration taken by the MDiv/MPH students is identical to the standalone MPH in Nutrition and Wellness program that requires the same number of credits taken by any other student in the MPH Nutrition and Wellness. See Criterion 2.1.a.

- b. A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.***

There is no difference for the MDiv/MPH and the standalone MPH in Nutrition and Wellness program. MDiv/MPH students are given no modifications to their course requirements.

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

The criterion for 2.11 is met.

Strengths: The MDiv/MPH program has the same requirements as the standalone MPH program. This MDiv/MPH program enhances the skills of the ministers to reach out to their community with a strong health message.

Weaknesses and Plans: The MDiv/MPH students are advised by multiple offices and academic advisors due to their dual enrollment which could become a challenge. We are working closely with the Seventh-day Adventist Theological Seminary to ensure that the students are served in their advising and academic needs. We will refine our advising for the MDiv/MPH program as needs arise.



## 2.12 Distance Education or Executive Degree Programs

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

- a. *Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.*

The MPH Nutrition and Wellness program are currently offered online, see Table 2.1.1.

- b. *Description of the distance education or executive degree programs, including an explanation of the model or methods used, the school's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.*

**Explanation of the model or methods:** The MPH in Nutrition and Wellness is offered with interactive online courses as defined by Andrews:

Interactive online courses use the Internet to deliver instruction to students who are separated from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings or an asynchronous paced format. Technologies may include the Internet, satellite or room-based video conferencing, webconferencing, audio-conferencing or web-based video conferencing. DVDs, podcasts, streaming and similar one-way media may be used only if they are used in conjunction with another technology that facilitates

regular and substantive interaction between students and the instructor. *(This aligns with the federal definition for distance education.)*

All of the MPH classes have a section with support contact information for the program director, assistance for purchasing books, contact information for exam proctoring support, and assistance with LearningHub, (the learning management system) supported by Andrews. Students are also given two methods of contacting their instructor. Online MPH students are also given access to a prominent listing of library databases pertinent to the MPH program and links to tutorials on APA citation, Endnote, and how to use the library website. Another tutorial given to students is one that aids them in the use of LearningHub.

The individual classes have the availability of posting video lectures recorded by the instructor of the course. Instructors are also able to open discussion forums for students to be able to interact with each other and the instructor, which allows for reflection and critical thinking to occur. Some classes use Zoom for synchronous meetings with the instructor and the students. These meetings are scheduled at a time that is convenient for all of the students. In addition, most classes have projects that may require the students to work in groups across time zones.

In order to make sure that the student receiving the grade is the student who is doing the work, all classes use at least two methods to verify the identity of the student in the class: login and password, photo ID compared to students attending live videoconferencing, TurnItIn plagiarism checking on major papers, and exam proctoring with a live professional person as proctor which requires a photo ID check.

Additional features of the online course include an orientation for each cohort to the program. This orientation welcomes the online students to Andrews by dignitaries, gives the students an introduction of the library, LearningHub and any other areas that they may need to know to support them throughout their program.

There are also occasional non-course videoconferences to support program design. These videoconferences explain to students how the capstone works, answer questions about the practicum, as well as other important specific topics that are of interest to the students where information needs to be explained, but the faculty are unable to take class time in order to do so.

Andrews University also offers opportunities for distance education students to be a part of the events on campus. During select events, the University does live streaming for on-campus and distance education students. This is provided to students through a link that is emailed to University email accounts. Some of these events are also recorded and archived in order to allow students the opportunity to view the event at a later date if they are unable to view during the live stream.

### **School's rationale for offering these programs:**

- The online MPH is a convenient and attractive mode of education for the working population along with the need for flexible education opportunities.
- Nutrition and Wellness are important tools to prevent chronic disease and promote health; disciplines which intersect with many health related or allied health professions.
- Due to being part of an Adventist university, the Department of PHNW has a close relationship with the General Conference of Seventh-day Adventists. The Department of PHNW learned that the General Conference receives four to five contacts per month inquiring about available MPH programs. Because the General Conference serves a global community, it is necessary for a program they promote to have global access. In addition to the contacts from the General Conference, the Department of PHNW also receives inquiries about online graduate programs that would better serve those who need work as well as to receive education toward an MPH degree. Because of these factors, the Department PHNW created the online MPH program that would allow for domestic or international students to gain an education in public health. Also, because the MPH program is unique, and currently the only program with its emphasis on a vegetarian lifestyle and wellness, this has allowed us to become a resource for the General Conference to send individuals looking for an MPH degree, regardless of where they live.

### **Administrative & Student Support Services:**

*Technology Help:* For support services with password, email or general Andrews online service access questions, administrators and students are asked to contact the Office of Information Technology Services by calling, emailing or connecting on a LIVE chat. If the individual has questions about LearningHub login, course navigation or technical questions regarding assignments, they are asked to contact the Department of Distance Learning & Instructional Technology by phone or email. If there is a problem with LearningHub login, course navigation or technical questions regarding the assignments the individual is asked to contact the School of Distance Education & International Partnerships by emailing or calling.

*Academic Help:* If the individual needs academic support, they are able to contact their academic advisor through their respective emails or phone numbers.

*Specific Course Questions:* For questions that are specific to the course (questions about assignments, grades, and feedback, scheduling and incompletes), students are asked to contact their instructor by using videoconference software like Skype or Zoom. They may also use email or the phone numbers that are listed on the course homepage.

*Financial Aid:* Financial aid questions are to be directed to the individual's financial aid advisor in the Office of Student Financial Services. Students are able to see who their advisor is on the finVue page within the students' Vault.

*General Questions:* If the administrator or student has any general questions, they are asked to contact the School of Distance Education & International Partnerships through email or phone.

**Monitoring of Academic Rigor and Equivalence to Other Degree Programs:** MPH program has several mechanisms to maintain the academic rigor and equivalence.

Faculty regularly meet to assess that the online courses meet the competencies for the MPH; full-time Andrews faculty in particular carefully review the syllabi and LearningHub sites of adjunct faculty.

When online courses are in development, early in the process, a Learning Design meeting occurs with the Lead Curriculum and Instructional Design Specialist and the MPH faculty. During this meeting and subsequent work, several aspects of the rigor of the course are considered. The credit hours of the course are analyzed using a spreadsheet with various activities and estimated hours for each activity. The outcomes of the course are analyzed to ensure they meet the Masters level required, using a tool called the Degree Qualifications Profile. A storyboard template is used to ensure that learning activities, assessments, and content materials are appropriately aligned to the program outcomes and course outcomes.

Before the course is offered, an editor checks it for quality; and an instructional designer checks it for a variety of instructional aspects: Is there sufficient interaction with peers and the instructor? Is the library used appropriately within the course with accompanying supports? Do the summative assessments match the type of formative assessments used throughout the course? Is the identity of the student checked in the course? Are there clear instructions for all assignments and exams? If the course is offered on campus and online, is there a tight match between content and outcomes for both delivery methods? Is the exam proctoring set up correctly in the course? These questions are revisited at least annually to allow for improvements and revisions as needed.

The first time a course is offered, two external reviewers review the course, analyzing how it meets the 8 Andrews Standards for Online Teaching. In addition, the faculty conducts a self-review on their course, comparing it to the standards for online teaching. Every 5 years, this process occurs again. For more details about the Standards for Teaching Online see the following link.  
[https://www.andrews.edu/distance/dlit/guides/au\\_standards\\_for\\_teaching\\_online.pdf](https://www.andrews.edu/distance/dlit/guides/au_standards_for_teaching_online.pdf)

Every online course at Andrews has an early survey, every time it is offered. We call it the “20%” survey, because it is placed in the course when 20% of the course is completed. This survey checks several critical items for online learning, to ensure that the course is off to a good start. The course development staff in the Department of Digital Learning and Instructional Technology review these surveys and teach faculty how to review the surveys. Interventions are conducted if necessary.

Academic transcripts from overseas applicants are evaluated for equivalence by external agencies such as World Education Services (WES) to ensure equivalence of the quality.

The online programs at Andrews, including the MPH program, has set guidelines to maintain academic honesty to ensure the quality of academic programs. A copy of the Academic Integrity Protocol for Online Courses can be found in the Additional Documents folder found in the Electronic Resource File.

**Evaluation of Educational Outcomes, Format, and Methods:** Andrews University has a committee and process to oversee the quality of online courses. The Online Course Quality Assurance Committee has articulated the Andrews Standards for Teaching Online, which can be found at [andrews.edu/distance/dlit/au\\_standards\\_for\\_teaching\\_online.pdf](https://andrews.edu/distance/dlit/au_standards_for_teaching_online.pdf).

These standards have been aligned to federal requirements. In addition, in 2014, the committee compared the Andrews Standards for Teaching Online to the Quality Matters standards, a nationally recognized online course quality organization. Minor adjustments were made to our standards at that time.

The Andrews standards are upheld in online courses through the course development process and a formal review process:

- New online courses written by experienced online teachers are subject to a syllabus and technical specifications review before the course is taught online. This review ensures that standard syllabus components for online courses are addressed in the syllabus and that essential navigation and course introductions are set up properly in the online course.
- New online courses written by new online teachers, including adjunct faculty, are supported through a full-semester-long online course development process. The faculty is supported in this endeavor by an instructional facilitator who provides and coordinates guidance, training, and resources necessary to develop a quality online course. This process is described in detail in the handbooks online here: [andrews.edu/distance/dlit/online-course-development.html](https://andrews.edu/distance/dlit/online-course-development.html)
- The online course review process includes several components. When 20 percent of the course has been completed, a self-review, peer review, and external review are due. These reviews assess the course design and interaction using the Andrews Standards for Teaching Online as a rubric. In addition, at this point of the course, a small non-anonymous survey is given to students to assess the navigation, organization and faculty presence in the course. This survey is also used by the LearningHub and educational technology support team to solve any problems that have arisen early in the online course. At the end of the course, the Andrews Student Survey of Teaching is given to all students, including online students. Finally, for new courses, a debrief meeting with the instructional facilitator and the faculty member provides an opportunity for reflection and planning future improvements to the online course.

- In addition, the associate dean for online higher education monitors the review and survey data on all online courses. This data is used to plan training, create resources, refine the course development process, and initiate meetings with faculty with lower scores to collaboratively design improvements.
  - This comprehensive approach to the quality of online courses at Andrews ensures a continuous improvement process for course development, online teaching, LearningHub support, educational technology support and instructional design support.
- c. *Description of the processes that the program uses to verify that the student who registers in the distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credits.***

The MPH program uses a multi-pronged approach to the verification of student identity and assurance of academic integrity: login, live sessions, exam proctoring, plagiarism checking and smart assignment design.

All courses are offered through LearningHub, the University learning management system. Students use the same login to access LearningHub as the University registration and records system.

When students are admitted to the program, the Office of Graduate Enrollment acquires a photo of the student, which is then accessible to all faculty teaching the course. In live video conferences, faculty compares the photo ID of the student on file with the likeness of the student in the video conference.

Most classes have at least one exam that is proctored. The exam proctoring process requires students to select a non-relative, professional person as their proctor. The proctor is vetted by the testing office of the School of Distance Education & International Partnerships. The proctor receives a password to the exam. The student must visit the proctor, show their ID, login to LearningHub, and then the proctor enters the password to the exam. Exams are usually limited to two hours within a one- or two-day window. The exams also often have randomized questions to reduce the possibility of cheating. The exam proctoring language in each syllabus is as follows:

1. All exams must be supervised by a school or community official, such as a teacher, librarian, registrar or pastor, who is not related to the student.
2. The exam request form will available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use

the testing center at that institution. A student living near the Andrews School of Distance Education & International Partnerships main office in Michigan must have the exams supervised at the SEIP testing office. However, the exam request should be sent in ahead of time.

3. An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.
4. All college students must present photo identification to their supervisor before taking exams.

Many classes also have research papers, which require customized and situation-specific application of principles in the course, which make it difficult to buy a ready-made paper. Papers are designed carefully to require critical thinking and application to real-life situations or simulations. These types of assignments discourage cheating. Students are also taught to cite sources and use academic literature, quoted and sourced appropriately. In addition, their papers are submitted through TurnItIn, a plagiarism checker, which compares the paper to the world's largest academic database of papers, which includes web pages, other student papers, and academic publications.

In addition, many classes have smart assignment design that requires students to connect with their community: making health presentations, exploring the administration of a health organization, and completing the assessment, intervention, and evaluation of the health needs of the community. These types of assignments are very difficult to cheat on or to hire someone else to complete. If students did try to cheat, in their oral presentations via videoconference their lack of understanding would be evident. These hands-on assignments are a critical component of the academic rigor and integrity of the MPH program.

Finally, the program has a proctored comprehensive exam which students sit for. This is a final method of determining if the student who completed the degree is the student receiving the diploma. If they had not participated fully in the learning activities and assessments of the courses in the degree, they would not be successful in these final evaluations.

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

Criterion 2.12 is met.

Strengths: Because Andrews University is part of a greater Adventist network of colleges and universities, there are many reliable proctors available to our students all over the world. Also, our multi-pronged approach to ensuring that the student registered for the course is the individual completing the work allows us to be confident in the integrity of

the online course delivery. The addition of Zoom to the program has enhanced the quality of interaction between the MPH students and faculty by allowing presentations and meetings to occur in real-time.

Weaknesses and Plans: Not identified at the moment.

## Criterion 3.0: Creation, Application, and Advancement of Knowledge

### 3.1 Research

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

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

**Research Activities:** An active research program, consistent with the mission of Andrews University "Seek Knowledge" contributes to the generation of knowledge in public health disciplines by MPH faculty and students. The public health-related research areas include both core public health disciplines and practiced-based research projects which are federally and intramurally funded. Current areas of research include:

- the impact of dietary habits and food production on the effects of climate changes
- nutritional neuroscience, food deserts, and the intake of Omega-3 fatty acids for the prevention of violence and behavior modification
- lifestyle interventions for the prevention of childhood obesity
- implementation and evaluation of nutrition and wellness programs for the reduction of chronic disease risk factors
- assessment of the effectiveness of multiple lifestyle centers to reduce the risk factors of metabolic syndrome
- the impact of environmental toxicants on cancer and chemoprevention; identification and validation of proteomic biomarkers for breast cancer and studying the mechanism in IGF-II induced chemoresistance and mitochondrial regulation in triple negative breast cancer using resveratrol as a modulating agent.

The MPH program's policies on faculty research or scholarly activities are both consistent and in line with university and department policies.

#### **University-wide policies:**

*Section 2:244:1 of faculty scholarship and research states that the chair of a department, in cooperation with the associate Provost, the Dean of Scholarly Research shall give high priority to the discussion of and planning for research and professional publication projects within a department. Planning shall include the calculation of teaching loads on an annual basis to facilitate blocks of protected time for research and writing and designation of space and facilities necessary for the research projects. The policy also states that continued*

*involvement of faculty in research and professional writing is a prerequisite for departmental participation in graduate instruction.*

*Section 2:244:2 states that annually faculty members are expected to give a research report of completed or conducted and abstracts of articles and books published. These reports are used in accreditation reports, annual faculty performance reviews and portfolio development in applying for rank promotion and tenure. Faculty grants are awarded annually through a process conducted by the Office of Scholarly Research (OSR). Faculty are expected to use university research grants as seed money to obtain external funding. Faculty are also expected to participate annually in research/scholarship activities such as submission of a manuscript for publication to peer-reviewed journal; submission of an abstract to a conference for presentation; be a reviewer for a peer-reviewed manuscript; serve on a journal editorial board; conducting research projects; write and submit a grant proposal.*

*Policy 2:308:2:4 indicates the expected weight percentage of research and scholarly activities in the faculty portfolio for academic advancement and tenure. “In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of scholarly activity will be at least 10%”. Policies governing research as a prerequisite for ranking and tenure are available at: [https://www.andrews.edu/documents/academic/rank\\_and\\_tenure/pagesfromworki ngpolicy2013facultyacademicrankandtenure.pdf](https://www.andrews.edu/documents/academic/rank_and_tenure/pagesfromworki ngpolicy2013facultyacademicrankandtenure.pdf)*

**The University’s Office of Research and Creative Scholarship (ORCS):** This is the executive arm of the Scholarly Research Council (SRC) in promoting, facilitating and reporting on scholarly productivity among the faculty of Andrews University. It also ensures the implementation of the research policies developed by the SRC and approved by the general faculty. Andrew’s ORCS hosts an internal Annual Celebration for Research Conference where faculty and students have an opportunity to present their research. Andrew’s ORCS also hosts external research conferences, including the Michigan Academy of Science, Arts & Letters Conference.

**Departmental Research Policies:** The Department of PHNW supports research in several ways. Monthly meetings are held to enhance the research capacity of its faculty. In these meetings, faculty have the opportunity to present their research ideas and receive feedback from their peers. Also, this is an opportunity to create multidisciplinary research teams, rehearse research presentations with feedback from colleagues, and present current research to faculty in a variety of ways to strengthen the research skills of faculty. Biostatistician support for grant applications is available as shared service. Professional development workshops on grant writing and research methods are available as shared services to faculty interested in submitting grant proposals.

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

Primary MPH faculty are heavily engaged in research (also see Table 3.1.c). Most of the research projects are in collaboration with local, state, national and international health agencies and community-based organizations. Some projects include:

1. “The environmental impacts of dietary habits and food production on climate change” in collaboration with Loma Linda University, California.
2. Nutritional neuroscience, food deserts and the omega-3 fatty acids for the prevention of violence and behavior/lifestyle modification in the local community of Benton Harbor, Michigan. (Lakeland Health Care, NIH, MIT and Andrews University)
3. “The Victoria Trial: an international project for the prevention of obesity among elementary school children” This has resulted, in the Department of PHNW having a joint research project with the Department of Health of the State of Tamaulipas, Mexico and the school district at Ciudad Victoria, Tamaulipas, Mexico.
4. Work on a project related to health promotion and wellness with the community-based organization from Mexico and the United States. We have performed a pilot project at Ciudad Victoria, Tamaulipas, Mexico. As part of the collaboration, we have signed a letter of agreement with the Golfo Conference (Asociacion del Golfo) to perform a health education project in the churches under their jurisdiction.
5. International collaborations with three health and wellness lifestyle centers to assess the effectiveness of lifestyle programs in the reduction of chronic disease risk factors. These centers are located in Norway, California, and Mexico. Formal research agreements are being signed between Weimar Institute (lifestyle Center) and Andrews Univeristy’s SHP.
6. Collaborate with the Health Disparities Center and School of Medicine at Loma Linda University at the national level on studying the mechanism in IGF-II induced chemoresistance and mitochondrial regulation in triple negative breast cancer using resveratrol as a modulating agent.
7. Collaborate with Baylor College of Medicine, Windber Research Institute and School of Pharmacy and School of Public Health at Loma Linda University at the national level on studying the identification and validation of proteomic biomarkers for breast cancer in African American women.

***c. A list of current research activity of all primary and secondary faculty identified in Criterion 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member’s role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year’s award, g) whether research is community-based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training***

*grants should be reported in Template 3.2.2 (funding service) and Template 3.3.1 (funding training/workforce development). See CEPH Data Template 3.1.1.*

The current research activity of the primary MPH faculty is included in Table 3.1.c Primary faculty are actively engaged in scholarly activity which informs their teaching and mentoring activities. MPH students are given opportunities to conduct research in international public health practiced based research projects. Some of our MPH students are practicing public health professionals. The type of research includes clinical research, methodologic research, basic research as well as community-based research.

**Table 3.1.c. Research Activity from 2014 to 2016**

Project Name	Principal Investigator & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2013	Amount 2014	Amount 2015	Amount 2016	Community-Based Y/N	Student Participation Y/N
Carbon Food Print of Diverse Dietetic Patterns Among Participants of the Adventist Health Study II	Sabate Loma Linda University  Mejia PHNW	Environmental Nutrition Endowment Fund, Loma Linda University ORCS Andrews	August 2014 to present	\$5,000 Loma Linda University  \$1,000 ORCS		\$1,000	\$5,000		N	Y
Nutritional neuroscience, food deserts, and the omega-3 fatty acids: prevention of violence and behavior/lifestyle modification in the local community of Benton Harbor, Michigan (Lakeland, NIH, MIT, and Andrews University)	Brown-Fraser PHNW	Pilot Project Lakeland Hospital Medical Center	Jan 2015 to May 2015	\$10,000		\$10,000			Y	Y
Amate, Activate, Cuidate, Comparte: A Lifestyle Intervention for the Primary Prevention of Obesity in Metabolic Syndrome Among School Age Children of Ciudad Victoria, Tamaulipas, Mexico; A Pilot Study.	Mejia, Brown-Fraser PHNW	State of Tamaulipas, Mexico						\$5,000 Andrews \$10,000 Secretary of Health	Y	Y
A Church-Based Nutrition and Wellness Program to Improve Health Behaviors Related to Chronic Disease	Mejia PHNW	Unfunded							Y	Y
Assessment of the Effects of the NEWSTART Lifestyle Intervention and Education Program on reversing Selected Markers of Metabolic Syndrome: A Retrospective Study.	Mejia PHNW	Unfunded							N	Y
The Postprandial Blood Glucose in Diabetic and Non-Diabetic Subjects When Beginning the Meal with High or Low Glycemic Foods.	Mejia PHNW	Unfunded							N	Y
Assessing the Effects of the NEWSTART Lifestyle Intervention and Education Program on Reversing Selected Markers of the Metabolic Syndrome: A Prospective Study	Mejia PHNW	Unfunded							N	Y

<b>Table 3.1.c. Research Activity from 2014 to 2016</b>										
<b>Project Name</b>	<b>Principal Investigator &amp; Department (for schools) or Concentration (for programs)</b>	<b>Funding Source</b>	<b>Funding Period Start/End</b>	<b>Amount Total Award</b>	<b>Amount 2013</b>	<b>Amount 2014</b>	<b>Amount 2015</b>	<b>Amount 2016</b>	<b>Community-Based Y/N</b>	<b>Student Participation Y/N</b>
Mechanism in IGF-II induced chemoresistance and mitochondrial regulation in triple negative breast cancer	Padma T Uppala, Co-investigator	NIH Center for Health Disparities grants P20	2012-2017	\$250,000 Loma Linda University	\$35,000	\$35,000	\$35,000	\$35,000	N	Y
TOTAL				\$266,000	\$35,000	\$46,000	\$40,000	\$50,000		

- d. *Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, the significance of findings (e.g., citation references), the extent of research translation (e.g., adoption of policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.*

Table 3.1.2. Shows the MPH Faculty Research Activities from 2013–2016.

<b>Table 3.1.2. Outcome Measures for Faculty Research</b>					
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014– 2015</b>	<b>Year 3 2015–2016</b>	<b>Year 4 2016– 2017</b>
MPH faculty member will engage in one of the following annually: research presentations, grant proposal/submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice.	75%	Outcome not set at that time	Outcome not set at that time	2/3 67% Not Met	3/4 75% Met

- e. *A description of student involvement in research.*

Research is an integral part of the MPH curriculum inside and outside of the classroom. Students are required to take:

- FDNT 560 Health Research Methods, FDNT 680 Research Seminar and PBHL 698 Research-based capstone which focus on research methodology in public health.
- In PBHL 545 Program Planning and Evaluation students are required to develop a grant proposal. Some proposals were entitled “Full Plate, Less Weight.”
- All students taking FDNT 520 Vegetarian Nutrition and Disease Prevention are currently developing a curriculum for a childhood obesity prevention trial. Some students are currently developing research-based capstones in conjunction with faculty research projects.
- PBHL 580 Practicum students also conduct research as part of their field experience. (See a list of student research projects in Table 3.1.3)

Table 3.1.3 Student Involvement in Research Outside of Class			
	Research Topics	Research Site	Status
Brenda Amaya-Montenegro	Impact of church-based lifestyle interventions and hypertension	Battle Creek, MI	Ongoing
Lindsey Mills	Lifestyle interventions on depression scores	Battle Creek, MI	Ongoing
Brooke Ferreira	Lifestyle interventions on depression scores	California	Ongoing
Cami Cameron	Lifestyle interventions on depression scores	California	Ongoing
Katie Waterbrook	Impact of vaccination policies on vaccinations rates in Nevada	California	Ongoing
Soraya Fish	Perceptions of body image and obesity among toddlers of Hispanic origin	Michigan	Ongoing
Theresa Nybo	Impact of lifestyle interventions on markers of metabolic syndrome	Norway	Completed
Valerie Dufour	Dietary patterns and childhood obesity	Switzerland	Completed
Christine Chung	Impact of lifestyle interventions on markers of diabetes and metabolic syndrome	California	Completed

As shown in Table 3.1.3 above, students engage in research outside their classwork while they perform the Research-based capstones. Recently two of our students evaluated the impact of lifestyle interventions on markers of metabolic syndrome at two lifestyle centers, one student in Norway and a second in California. Both students are preparing to publish their work in peer-reviewed journals. Sample research projects are found in the ERF (2.5 Culminating Experience folder → Sample Student Research Projects folder).

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

Criterion 3.1 is met.

Strengths: The MPH program has a diverse faculty with a wide range of expertise and research interests in various disciplines of public health. Several faculty research projects involve international collaborations with other scientists from different parts of the world. Some of our students are international which allows them to participate in international research projects at major public health organizations across the world.

Weaknesses and Plans: None identified at this time.

### 3.2 Service

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

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

Andrews University is dedicated to service. As part of the mission, both faculty and students are encouraged to engage in service activities in their communities.

The MPH students engage in service as part of some of their class requirements. Some of these requirements include: developing nutrition programs and classes for their community (FDNT 565 Current Issues in Nutrition) and developing curriculum to address a nutrition-related public health issue for a target audience (FDNT 520 Vegetarian Nutrition and Disease Prevention).

The MPH faculty provide service activities of public health promotion in churches, schools, and other institutions. The faculty service activities include health promotion activities in local high schools, nutritional health seminars at faith-based institutions, nutrition and wellness conferences for other institutions of higher learning and non-profit organizations, and health expos for the Andrews community.

Policies: The MPH program follows the service policies put in place by Andrews which can be found at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

#### *Service Criteria:*

As a Christian institution of higher education, Andrews University takes seriously the need for and desirability of service both within and outside its academic community. The professional expertise and spiritual gifts of its faculty can bless and enrich a variety of communities. Service for purposes of promotion or tenure may be provided to four types of communities:

- University community
- Church community
- Scholarly community
- Other community

While all four types of communities are worthy, faculty members are expected to provide substantial service to the University community, i.e. their department, school and/or the University in general.

Desired characteristics of service:

- Reflects Christian care and concern for others
- Advances the mission of the University
- Advances the mission of the department
- Connects to the faculty member's area of academic/professional expertise

- Is voluntary, when outside the University

In general, activities outside the University for which one receives compensation are not considered service, though honorarium or incidental compensation is acceptable. An exception to the voluntary criterion may be made by certain departments with clinical/practice service expectations.

Examples of service to the four communities:

- University community includes departmental, school and University-wide levels. Examples of this kind of service would be student academic advising, student and peer mentoring, departmental chairmanship or program director, student club sponsor, committees, councils, task force, recruiting, etc.
- Church community includes local, union, division and General Conference or international levels. While the primary church community would be the Adventist church, this category also includes other religious or spiritual organizations, including ecumenical ones. Examples would include holding a church office or position, intensive if temporary assistance in a special program/series, committees, task force, writing articles in lay church periodicals, etc.
- Scholarly communities include professional and scholarly groups/societies. Examples would include serving as a board member or officer in a society, organizer or moderator of a professional session, planning committee member, etc.
- Other communities include civic life, community service agencies, and local, national and international humanitarian efforts. Examples of this type of service would include everything from helping with a soup kitchen to being a member of a national or international task force appointed by a head of state.

Percentage of Portfolio Weighting for Service:

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of service will be at least 10 percent.

Procedures: The SHP is taking a leadership position in active communication with the Peace Corps, which will provide service opportunities for all Andrews' students. Andrews also provide missionary opportunities for students. These are typically one-year programs overseas where students can apply their professional skills to improve the wellbeing of the community that they serve.

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

Andrews University faculty document service activities to meet criteria for promotion and tenure. Every year faculty fills out a report in January to document their research, service and teaching activities. Each faculty member needs to show distinction in one of these three areas to be promoted in their academic rank and to achieve tenure. Every year, the PHNW chair reviews with each faculty member the research, service and teaching

activities of each faculty compared with the set goals of each faculty member and makes recommendations for advancement.

- c. A list of the program's current service activities, including identification of the community organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funding workforce development), respectively.***

The MPH faculty conducts numerous invited presentations, lectures, seminars and interviews in the local area and overseas. The MPH faculty are members of professional organizations such as The APHA and The Academy of Nutrition and Dietetics.

The table below outlines additional non-University service activities of the faculty over the last three academic years. Adjunct and contract faculty are public health professors for CEPH accredited universities or public health practitioners employed in multiple organizations outside of Andrews. They serve in their local communities.

**Table 3.2.1. Faculty Service from 2013–2016**

<b>Faculty member</b>	<b>Role</b>	<b>Organization</b>	<b>Activity or Project</b>	<b>Year(s)</b>
Sherine Brown-Fraser	Board Member, Executive Board Member	Adventist Health System (AHS)	Create a partnership between department, SHP and AHS. Support AHS	2014-present
	Guest Panelist	Niles Philadelphia SDA Church	Health and Temperance Event	2015
	Co-Founder and Director	Morgan State University, School of Community Health and Policy, National Sciences Program	Development first community organic vegetable garden (COVG) for university of Baltimore, MD. Significant community impact.	2009-2013
Alfredo Mejia	Member	Varones Vanguardia	Health promotion and education	2013–present
	Member	Michigan Conference of the Seventh-day Adventist Church	Health promotion and education	2010–present
	Board Member	Amigos En Accion	Provide advising on health education and outreach activities	2010–2015
Dixon Anjejo	Member	Pioneer Memorial Church Health Outreach Team	Health screening and health education	2015–present
	Coordinator	The university of Eastern Africa, Baraton (UEAB)	Health screening and health education	2010–2014
	Coordinator	UEAB	Malaria screening and treatment	2012–2014
	Director	UEAB Seventh-day Adventist English Church	Health promotion and education activities	2010–2013
Padma T Uppala	Director	Inland Empire Breast Cancer research and outreach center	Advocate for minorities and African-American breast cancer support communities	2004–present

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

<b>Table 3.2.2. Outcome Measures for Service 2013–2017</b>					
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>	<b>Year 4 2016–2017</b>
MPH faculty will be involved in at least one community service activity per academic year.	75%	Outcome not set at the time	Outcome not set at the time	3/3 100% Met	4/4 100% (Met)
MPH students will report participation in a community service project through coursework, community organization, or regional initiative during their MPH program.	75%	Outcome not set at the time	Outcome not set at the time	9/9 100% <b>Met</b>	No data
MPH faculty will provide consultation and other service related to their area of expertise through participation in governing boards, advisory boards, task forces and the like, for groups, organizations, and agencies at the local community, regional or national/international levels.	75%	Outcome not set at the time	Outcome not set at the time	3/3 100% <b>Met</b>	4/4 100% <b>Met</b>
The MPH program and its constituents will plan, implement, and evaluate at least one education program each year (i.e. training, professional development, etc.) for public health professional.	One educational program every three years	Outcome not set at the time	Outcome not set at the time	1/1 <b>Met</b>	No data

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

The MPH program understands that the students are not only taking classes but are also employed full-time. Therefore, MPH students are not required to do any service projects outside of classroom requirements. However, the program offers four courses to prepare them for service. Integration of Spirituality in Healthcare and Program Planning and Evaluation prepare them to engage in community service projects as a part of class requirements. Two other classes (FDNT 520 Vegetarian Nutrition, Disease Prevention and FDNT 565 Current Issues in Nutrition) require students to develop curricula and/or

educational activities for the community as part of the class requirements. Students are encouraged to engage in church service activities for the community and regularly receive invitations from agencies to participate in health fairs and nutrition and wellness activities. MPH students will be encouraged to report in their portfolio involvement in relevant service initiatives while they are enrolled in the MPH program.

### **Cohort One**

We have a student giving nutrition presentations to support groups for HIV patients and another student who is currently a research assistant for program coordination at the University of the Southern Caribbean.

### **Cohort Two**

Several students in cohort 2 are involved in service activities in addition to the required curricular service activities. One of our students has developed Child Health Insurance programs and cooking classes through various Adventist churches, and volunteers at the Your Best Pathway to Health, a free medical clinic in San Antonio, Texas. Another student is a member of the National Wellness Institute and department director of Wellness (Public Health) Community Impact at Park Ridge Health in Hendersonville, North Carolina. She presents at community health expos with nurse and physician consultation, vegetarian/vegan/raw cooking classes, diabetes education, a chronic disease prevention program for childhood obesity, public school nutrition and physical activity education, heart healthy, whole-person health presentations and education, and health screening for body composition, cholesterol, blood pressure and glucose, EKGs, PSAs, and bone density. A third student is a chef instructor/lead assistant volunteer for the Oregon Food Bank Nutrition Education Program as well as a Pediatric Acute Care Center volunteer for Oregon Health & Science University.

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

Criterion 3.2 is met.

Strengths: Andrews has a strong emphasis on service, which is continued in the MPH program. Both the MPH faculty and students are regularly engaged in service activities in their communities. Several classes have service activities embedded into the curriculum, making service a part of the educational experience for MPH students.

Weaknesses and Plans: A weakness that we have identified is that MPH students are not as aware of the mission programs offered through Andrews as a student studying on campus is. These programs are usually advertised through posters around campus, putting online MPH students at a disadvantage. We plan to add the following link to the MPH program website that is dedicated to the current student missions programs being offered to Andrews University campus students.

<https://www.andrews.edu/cm/change/missions/opportunities/>

Our School of Health Professions is in the process of creating an agreement with the Peace Corps and Lakeland Health Care, our main regional health provider. This will open more opportunities for the MPH students to be involved in service activities.



### 3.3 Workforce Development

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

- a. Description of the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.*

The MPH program periodically assesses the continuing education needs of the community or communities, it intends to serve through findings from the **Continuous Education Needs in Public Health Survey** and collecting secondary data from relevant literature. Details are below:

1. **Surveys:** Surveys will be administered to identify the continuous education needs of public health professionals in the area of nutrition and wellness. Currently, the MPH Nutrition and Wellness program is conducting a needs assessment to identify continuous education gaps in nutrition and wellness and public health among local out of state public health practitioners; Seventh-day Adventist Health and Temperance Directors; preceptors of MPH students on field practicum; MPH alumni; and health educators. Data from the survey will be used to plan continuing education programs in nutrition and wellness in addition to:
  - designing continuing education initiatives targeting the identified gaps
  - addressing public health domains identified by practitioners (ie. Berrien County, Ciudad Victoria, Tamaulipas, Mexico).
  - supporting the Seventh-day Adventist workforce
2. **Literature:** Periodically searching the literature to identify areas of continuing education health needs that can be addressed through nutrition and wellness programs. For example, the MPH faculty worked jointly with the Health Department of Tamaulipas to build the capacity of a local public health team to address this health issue. Both institutions jointly planned, developed and implemented a pilot project to prevent obesity among school-aged children. As an example: In the year 2014 faculty of the AU MPH program identified from the literature a high prevalence of obesity and metabolic syndrome in the school-age population of Ciudad Victoria, Tamaulipas, Mexico.
3. **Other Strategies:** Creating partnerships, focus groups and selected interviews of key informants/stakeholders.

- b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified.*

***Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (i.e., optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.***

1. Lifestyle interventions for the prevention of chronic disease. Currently, we are in the formative phase of establishing initiatives for continuing education based on market needs. In 2015, one of our faculty members delivered continuing education on lifestyle interventions to prevent and manage chronic disease for the North Eastern Medical Association of Adventist Health Professionals from Mexico. This meeting was attended by 100 health professionals from North Eastern Mexico. The two-day workshop was focused on lifestyle interventions to prevent and manage chronic disease, cancer, diabetes, hypertension, dyslipidemias, and heart disease.
2. Lifestyle interventions for the prevention of childhood obesity and metabolic syndrome. In 2015, Andrews University MPH in Nutrition and Wellness program partnered with the State of Tamaulipas, Mexico to build the capacity of a team of health professionals. The purpose was to pilot test a lifestyle intervention to prevent obesity and metabolic syndrome among school-age children in the state of Tamaulipas, Mexico. Currently, there are plans to continue training the medical and public health workforce to deliver lifestyle interventions for the prevention of obesity and metabolic syndrome. As resources become available, the plan is to train a team of six (6) health professionals in each of 16 districts of the State of Tamaulipas.

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

We have conducted interviews with key administrators from the Andrews University Theological Seminary to evaluate the feasibility of a potential certificate in Nutrition and Wellness for their student population. As a result of our preliminary interviews, we plan to develop a certificate program for public health and non-health professionals to enhance their capacity in the prevention of chronic diseases through lifestyle interventions.

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

The Andrews University MPH program is attempting to fill a unique niche in the training and preparation of public health professionals related to the application of vegetarian lifestyle as a core component of interventions to prevent disease.

Policies: Faculty professional development policies were created by Andrews and adapted by the MPH program. They can be found in the Working Policy at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf). The policies regarding free courses for full-time employees are a benefit offered through the Office of Human Resources. More information on this can be found at [andrews.edu/services/hr/current\\_employees/benefits/overview/educational.html](http://andrews.edu/services/hr/current_employees/benefits/overview/educational.html).

Procedures: Faculty and full-time employees apply to the department chair and/or Andrews' ORCS in order to receive funding benefits to attend conferences, workshops, or to attend classes in order to improve their knowledge base.

Evaluation: As a result of the policies put in place by Andrews University and Andrews' ORCS, faculty and full-time employees have been able to attend conferences, workshops, and classes to enhance their teaching and research skills as well as their overall knowledge base.

- e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.*

The MPH program currently partners with the Department of Health of the State of Tamaulipas, Mexico, in the joint development of a nutrition and wellness initiative for the prevention of metabolic syndrome. We are planning to provide continuing education for health professionals in lifestyle interventions for the primary prevention and management of metabolic syndrome. This activity for capacity building is aimed at reducing cost and enhancing the quality of life of the population served by the Department of Health of the State of Tamaulipas.

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

Criterion 3.3 is met.

Strengths: The Department of PHNW has continually been awarded funding for faculty development. This has allowed the MPH faculty to attend conferences and workshops for continuing education and professional development. This department focused on a unique niche, vegetarian nutrition that is increasingly receiving more attention by the public and health providers as an effective mean to prevent the early onset of chronic diseases.

Weaknesses and Plans: The MPH program in the formative phase of developing continuing education programs to help in the professional development of public health professionals in the community. As the program grows and becomes more financially capable, we plan to provide more opportunities for continuing education, particularly in the area of vegetarian nutrition and wellness.



## **Criterion 4.0: Faculty, Staff and Students**

### **4.1 Faculty Qualifications**

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

- a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification\*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1*

**Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area (continue)**

Name	Title/ Academic Rank	Tenure Status or Classification	FTE or % Time to the school or program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Dixon Anjejo	Associate Professor, MPH Program Director	Tenure Track	1.0	DrPH	Loma Linda University School of Public Health	Health Promotion & Education	Health Promotion, Research, Program Planning FDNT 560, 680 PBHL 500, 531, 545, 680, 698	Behavioral Change
Sherine Brown-Fraser	Associate Professor, Department Chair	Tenure	0.5	PhD, RD	Harvard University	Biological Sciences in Public Health; Nutritional Biochemistry	Research, Nutritional Biochemistry, PBHL 580, PBHL 698	Public Health Nutrition, Vegetarian Nutrition, Health Disparities/CBPR, Macro & Micronutrients, Lifestyle
M. Alfredo Mejia	Associate Professor	Tenure Track	1.0	DrPH	Loma Linda University School of Public Health	Nutrition	Nutrition, Research, Environmental Nutrition FDNT 520,560, 565, 680 PBHL 580, 698	Vegetarian Nutrition and Environment
Uppala Padma	Professor	Tenure Track	0.5	PhD, MPH, PostDoc Environmental Toxicology	Loma Linda University School of Public Health	Lifestyle Medicine and Environmental Health	Environmental Health, CBPR, Research PBHL 525, FTES 510, PBHL 540	Environmental Toxicants; Breast Cancer; Community-based participative research

*b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program. See CEPH Data Template 4.1.2.*

<b>Table 4.1.2. Other Faculty Used to Support Teaching Programs</b>						
<b>Name</b>	<b>Title/Academic Rank</b>	<b>Title &amp; Current Employer</b>	<b>FTE or % Time</b>	<b>Graduate Degrees Earned</b>	<b>Discipline for earned graduate degrees</b>	<b>Teaching Areas</b>
<b>Current Adjuncts</b>						
Wendy Thompson	Associate Professor	Andrews University	.2	DrPh, MS	Epidemiology, Social Work	Epidemiology PBHL 521
Jimmy Kijai	Professor	Andrews University	.2	PhD	Research & Statistical Methodology	Biostatistics PBHL 511
Jessica Miller	Assistant Professor	Andrews University	.2	DrPH	Health Education	Principles of Health Behavior PBHL 531
Richard Blanco	Assistant Professor	Oakwood University	.2	DrPH	Health Administration	Health Administration PBHL 535
Bonnie Dent	Associate Professor	Andrews University	.2	MSPT	Physical Therapy	Integration of Spirituality and Health Care PBHL 646
<b>Former Adjuncts</b>						
Mark Ghamsary	Associate Professor	Loma Linda University	.2	PhD	Applied Statistics	Biostatistics PBHL 511
Ralph Peterson	Associate Professor	University of Southern Caribbean	.2	DrPH	Preventive Care	Principles of Health Behavior PBHL 531

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

The faculty of the MPH program integrates practical experience acquired in the field into the academic settings. The MPH faculty have work experience outside the academic settings. Such experience is instrumental to integrate public health practice within the academic settings.

**Dr. Tadi Uppala** is heavily engaged in research and service activities in the San Bernardino County of California, as well as in Andrews University, Michigan. She has been engaged in several public health lifestyle intervention projects among minority women during the past 15 years. Uppala obtained several federal and local grants for studying breast cancer prevention among African American women. Currently she is working on a National Cancer Institute federally funded project entitled. “Effect of Resveratrol (RSV) on Serum IGF2 among African American Women: Mechanisms in IGF-II induced Chemoresistance and Mitochondrial regulation in TNBC”. Uppala is a community- based participatory researcher, the principles of which she applies to community projects. Online MPH students, who are residents of San Bernardino have an opportunity to team up with Dr. Uppala to work on research and service projects. Local students also have an opportunity to work on research and service projects which are implemented locally. These experiences provide Uppala with practitioner skills which she brings into the classroom while teaching and mentoring students. She serves on national public health organizations such as APHA as a reviewer of abstracts and chairs public health sessions at the annual meetings. Uppala servers as a peer reviewer on more than five high impact health journals.

**Dr. Sherine Brown-Frasers’s** practice experience has been focused in the area of community-based participatory research particularly in urban and underdeveloped settings. One of her projects was central to intersection of public health and nutritional neuroscience. This study assessed the feasibility of a community-based trial designed to determine the efficacy of nutritionally improved school breakfast and lunch meals, and nutrition and physical education programming in positively impacting oppositional and anti-social behaviors of students from low income communities enrolled in an alternative school in Benton Harbor, Michigan. Dr. Fraser was also the founder and developer of Morgan State University’s Nutritional Sciences Program’s first Community Organic Vegetable Garden (COVG). This urban community garden was initiated to promote healthy eating, service learning, community engagement, and student involvement. As a result, garden participation increased 4-fold, various crops were grown, and agriculture knowledge increased. Specifically, the garden positively influenced fruit and vegetable consumption, physical activity, environmental awareness, established sustainable partnerships, secured a grant, defined leadership roles, acquiring land, and an on-site water source. COVG inspired a model for establishing international partnerships, policy

and gardening interventions to achieve sustainable food relief for the most vulnerable populations in Haiti after the 2010 devastating earthquake.

**Dr. Maximino Alfredo Mejia** has worked as Public Health Nutritionist in the San Bernardino County Public Health Department where he became proficient in customizing nutrition education programs targeting minorities to address health disparities. In addition, he worked as Nutrition and Wellness Consultant for Medicor Partners SC where he was responsible to design and deliver wellness programs for the Hispanic community.

**Dr. Dixon Anjejo** has been actively involved presenting and coordinating health education lectures for a local Seventh while in charge health and temperance department. He has identified community needs by conducting a survey and organized health seminars to the local community. Dr. Anjejo also has participated in the Community Health Needs Assessment, a collaborative work between Lake Land Health and the Berrien County Health Department.

All adjunct faculty are currently working in the field; thus, their teaching is enriched by their work experience.

- d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.*

<b>Table 4.1.3 Outcome Measures for Faculty Qualifications Objectives 2013-2016</b>					
<b>Outcome Measure</b>	<b>Target</b>	<b>2013–2014</b>	<b>2014–2015</b>	<b>2015–2016</b>	<b>2016–2017</b>
MPH faculty will have a doctoral degree in PH or related disciplines	100%	2/2 100% <b>Met</b>	2/3 67% <b>Not Met*</b>	3/3 100% <b>Met</b>	4/4 100% <b>Met</b>
Full-time faculty will be involved in at least one community service activity per academic year	75%	Outcome not set at the time	Outcome not set at the time	3/3 100% <b>Met</b>	4/4 100% <b>Met</b>
MPH faculty will provide consultation and other service related to their area of expertise through participation in governing boards, advisory boards, task forces and the like, for groups, organizations, and agencies at the local, community, regional or national/international levels.	75%	Outcome not set at the time	Outcome not set at the time	3/3 100% <b>Met</b>	4/4 100% <b>Met</b>
The MPH program and its constituencies will plan, implement, and evaluate at least one educational program (i.e., training, professional development, etc.) for public health professionals.	One educational program every three years	Outcome not set at the time	Outcome not set at the time	1/1 <b>Met</b>	No data
MPH faculty member will engage in one of the following annually: research presentations, grant proposal/submission, journal reviewer, submission of a manuscript for publication to a peer-reviewed journal, or research contracts for public health professional practice.	75%	Outcome not set at that time	Outcome not set at that time	2/3 67% Not Met	3/4 75% Met

\* One faculty member was a doctoral candidate during the 2013–2014 academic year.

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

Criterion 4.1 is met.

Strengths: The MPH faculty, both primary and adjunct, are well qualified with vast experiences. This allows the faculty to provide an excellent education for our MPH students.

Weaknesses and Plans: No wakeness identified at this time.

## 4.2 Faculty Policies and Procedures

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

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

Andrews University MPH in Nutrition and Wellness program adheres to the Andrews University Working Policies: Faculty manual. This document contains policies related to:

1. Qualifications for academic employment
2. Type of faculty memberships
3. Faculty appointments
4. Procedures for appointments of faculty members
5. Tenure tracks
6. Search committee procedures for faculty
7. Regulation for program coordinators
8. Employment expectations for full-time faculty
9. Institutional responsibilities for protection and liability of faculty
10. Discrimination and harassment
11. Faculty ethics
12. University grievance policies for faculty members
13. Faculty advising responsibilities
14. Regulations for faculty termination
15. Faculty scholarship
16. Research and publications
17. Faculty committees
18. Academic rank
19. Determination of academic rank
20. Advancement to academic rank and tenure
21. Criteria for promotion
22. Annual faculty evaluations
23. Opportunities for faculty development
24. Research assistance
25. Expectations for faculty
26. Academic policies among others

### Recruitment:

The rules and regulations for hiring new MPH faculty to adhere to the standard University policies and practices. We implement the policies by following the hiring procedures outlined below. A request for a new primary faculty position is initiated by the MPH program director and MPH faculty based on need and available resources. The department chair takes this petition to the dean of the School of Health Professions who approves the job posting. The dean assigns a multidisciplinary search committee that is in charge of screening and recommending the most suitable faculty for the MPH program. Based on the recommendation of the search committee and the department chair, the dean

ratifies the hiring of the new faculty. The MPH program director initiates the hiring of contract or adjunct faculty in consultation with the MPH faculty. Where appropriate, the concurrence of the dean of the School of Graduate Studies shall also be required. (See more details about policies and procedures regarding faculty recruitment and appointment on page 21.)

For a complete overview of the policies and regulation for recruitment and hiring procedures at Andrews University, see the working policy that outlines the faculty rules and regulations at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

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

Practices to enhance the MPH Faculty workforce development: During the summer, Andrews University holds a Faculty Institute where faculty receives training to enhance their teaching, research skills, and overall professional development. Additionally, Andrews provides a budget for each faculty member to cover the fees and expenses related to continued education and professional development including coverage of travel and registration for at least one professional conference each year. Other professional development opportunities include up to four credits of education to full-time employees in order to provide an opportunity for these individuals to enhance their knowledge base and Andrews' ORCS provides funding for individuals to attend professional conferences in order to present research or to enhance research competency among the faculty.

The MPH program adheres to the provisions set by Andrews, which can be found in the Working Policy at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

Qualified MPH faculty is recruited from all over the world. The following faculty development activities are available to all faculty who are expected to attend. These include New Faculty Orientation, Faculty Development Institute, Department of Public Health, Nutrition and Wellness Annual Workshop, Journal club, MPH faculty meetings with departmental chair.

Andrews University organizes an annual 3-day New Faculty Orientation workshop to familiarize the new faculty with the mission, vision, goals and objectives of the university, as well as the academic policies and procedures. Some of the topics discussed are: integrating excellence in the classroom, integrity in the classroom, student advisement, cultural diversity, campus safety, incorporating technology into the classroom, faculty development, faculty expectations—workloads, assessments, reporting, advisement and counseling for all students and American Disabilities Act.

The annual Faculty Institute is performed every year during summer. It is aimed to provide an environment that nurtures excellence in pedagogy and research in a strong faith environment. Faculty Institute is an opportunity to engage the entire faculty in

professional development around themes that are important to us as an academic community.

The Public Health, Nutrition and Wellness Program organizes an Annual Faculty Retreat where new faculty has the opportunity to develop departmental specific advising skills and curriculum development skills. Also, this retreat provides an opportunity to new faculty to bond as team players.

The Public Health, Nutrition, and Wellness Program and the School of Health Professions organizes a monthly research meeting where scholarly activities are planned and delivered to enhance the research skills of the faculty.

Faculty development funding is available to attend professional meetings and to perform research presentations at relevant venues. The MPH faculty usually attends the APHA annual convention for professional development and to present research.

The Andrews University Teaching and Learning Conference. This conference provides an opportunity for the MPH faculty to get professional development in the area of teaching and pedagogy.

Online MPH faculty digital training. The MPH faculty receives training in digital learning tools through the DLIT office. This office trains faculty to use Moodle as a platform for distance learning, zoom as a .1.11 tool for video conferencing, and Panopto to create video lectures. In addition, the MPH faculty receives instruction through DLIT in assessment and pedagogical issues relevant to online instruction.

Other faculty development resources include the availability of research software training, such as NVivo, EndNote, SPSS, Web of Science faculty library sharing and the Book Club.

The Office of Research and Creative Scholarship. The MPH faculty participates in events organized by The Office of Research and Creative Scholarship. Many of those activities are aimed at fostering the professional development of faculty, including grant writing skills, IRB regulations. <http://digitalcommons.andrews.edu/research/>

#### Adjunct Faculty Membership:

Adjunct faculty membership is assigned to persons who are eminently qualified and maintain a relationship with the University for the purpose of teaching, research or clinical assistance on the campus of Andrews University or at one of its extension locations. Adjunct faculty members are expected to attend the New Faculty Orientation, the Faculty Institute, and other faculty development activities stipulated by their constituent department or school. They are remunerated for their work by the University, hold faculty membership in a constituent school of the University, and may attend faculty meetings, by invitation, in the school(s) where they hold membership. Normally, they are not assigned to any standing committee, academic advising, or regular assignments as part of the load for which they are remunerated. Additionally, persons holding adjunct

faculty membership are not members of the General Faculty (see also policies #2:124:1 and #2:212).

Adjunct faculty also has the opportunity for professional development. The Department of Digital Learning & Digital Technology sponsors workshops for all faculty, including adjunct faculty, offered through the Online Learning Consortium. These workshops provide continuing education in best practices for teaching online and using educational technology.

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

Every January there is an annual performance report where each primary faculty member is evaluated by the PHNW chair on their performance in terms of service, research and teaching. Each faculty member conducts a self-evaluation based on the goals they had set in the previous evaluation. This self-evaluation is then sent to the PHNW chair who reviews the self-evaluation and the student evaluations in order to conduct an overall performance evaluation. The chair and faculty member then meet to discuss the PHNW chair's overall evaluation of the faculty member. The faculty member also sets new goals for the upcoming year during this time.

Each MPH faculty member needs to show distinction in one of the three areas outlined below in order to be promoted to their academic rank and to achieve tenure:

*Teaching:* An effective teacher implements professional practices guided by a clear philosophy of Christian teaching which advances the mission of the University and department.

- **Designs Credible Courses:** An effective teacher possesses core knowledge and understanding in the discipline, which is evident in the ability to develop representative, rigorous courses, and learning experiences.
- **Implements Effective Courses:** An effective teacher delivers well-organized courses which engage students in active pursuits of the discipline through various, appropriate teaching approaches.
- **Assesses Student Learning:** An effective teacher assesses important student learning outcomes regularly in order to improve student learning and to provide data for decision making and to improve programs.
- **Reflects on Practice and Refines Courses:** An effective teacher reflects on personal teaching practices and experiences to thoughtfully refine and revise courses.
- **Builds Relationships With Students:** An effective teacher demonstrates a nurturing attitude towards students while building and maintaining appropriate relationships with a diverse student body.
- **Continues Professional Development and Receives Recognition:** An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.

*Scholarly Activity:*

- Originality. Endeavors to contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline.
- Discipline-related. Activities are connected to the scholar's discipline(s) and area(s) of teaching.
- Rigor & Integrity. The scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.
- Peer reviewed. Peer review is the process by which scholars judge the correctness, rigor and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.
- Sustained. A pattern of ongoing activity is maintained over the scholar's academic career.
- Variety. Publication in appropriate journals and other resources or media, and presentations at regional, national and international venues, including appropriate Adventist-sponsored events.

*Service:*

- Reflects Christian care and concern for others
- Advances the mission of the University
- Advances the mission of the department
- Connects to the faculty member's area of academic/professional expertise
- Is voluntary, when outside the University

In general, activities outside the University for which one receives compensation are not considered service, though honorarium or incidental compensation is acceptable. An exception to the voluntary criterion may be made by certain departments with clinical/practice service expectations.

Some individuals, such as chairs of academic departments, program directors, and librarians, may choose to make service their area of excellence. Documentation of excellence for a chair should include items such as a successful accreditation report, approval of a new program or renewal, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc.

Promotion: Every year the MPH faculty completes a report in January called the "January Report" to document their teaching, scholarly and service activities. The department chair reviews each faculty member January Report by comparing them with the goals and objectives set by each faculty in the previous year along with supporting evidence. Based on the annual performance, the department chair makes recommendations for academic advancement. Andrews University faculty creates a portfolio documenting service activities, research and publications and teaching performance to seek promotion and tenure. The department chair and the MPH faculty review the MPH faculty portfolio documenting the teaching, scholarship and service activities of the MPH faculty member. Upon

recommendation, the faculty portfolio is reviewed by the Committee for Academic Advancement of the University which decides to approve or deny the academic advancement request.

Tenure: Tenure is an employment status assigned by the vote of the Board of Trustees (BOT) to a full-time faculty member based on the recommendation of the president. This follows after a peer review process has been completed and it has been established that the person has met the criteria for tenure. Tenure is assigned by the BOT and normally follows a recommendation of the University Rank and Tenure Committee that has been endorsed by the president.

Advancement of Faculty: For advancement, there is a yearly faculty evaluation by the PHNW chair. The PHNW chair evaluates each faculty member in three areas: teaching, research, and service, based on the goals set by the faculty members at the beginning of the year.

Based on the yearly evaluation, the PHNW chair issues her recommendation to the dean for the advancement of the individual faculty members. Every five years, faculty members who are on the tenure track have the opportunity to present their application for academic advancement. Academic advancement is contingent on the analysis of the previous teaching, research and service records of the faculty member. Each faculty member must demonstrate a particular strength in any two of the three areas of evaluation. The Rank and Tenure Committee then recommends the advancement of the faculty members.

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

Student course and instructional effectiveness evaluations occur at the end of each semester. Online courses are anonymously evaluated through an online survey emailed to each student. Every online class is evaluated twice. The first evaluation is by the third week of the course (called the “20% Evaluation”) to identify any issues related to the course for the instructors to potentially address. At the end of the course there is a final course evaluation. Faculty are provided with the results of the evaluations for courses they have taught after grades have been submitted, within one month after the course has been completed. This allows the students to honestly answer the questions on the evaluation without worry that the instructor is able to interfere.

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

Criterion 4.2 is met.

Strengths: The MPH program adheres to the policies and procedures of Andrews which are readily available on the Andrews website. These policies are well developed and provide guidance for the recruitment, appointment, and promotion of the qualified faculty. The policies also outline the evaluation procedures for faculty in order to ensure that the faculty continues to be competent and perform at a high level each year. This policy includes evaluation completed by the PHNW chair as well as MPH students.

Andrews also makes available professional development opportunities for all faculty. This includes an annual Faculty Institute as well as workshops held throughout the year. Andrews also provides funding for faculty to attend conferences and workshops in order to enhance the competence and performance of the faculty.

Weaknesses and Plans: None identified at this moment.



## 4.3 Student Recruitment and Admissions

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

- a. *Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.*

The MPH program has multiple recruitment strategies that are used in order to attract students from diverse populations. These strategies allow potential students to gain information about the MPH program in a variety of ways in whatever area of the world they may be in. The following are recruitment strategies used by the MPH program:

- The MPH Website ([andrews.edu/shp/publichealth/programs/mph/](http://andrews.edu/shp/publichealth/programs/mph/)): The MPH website can be found through Andrews by searching for the MPH program. Information on the website includes the MPH Student Handbook, degree requirements, a list of the courses that are required, admissions requirements and prerequisites, cost per credit for the current academic year, and a link to apply to the program. Potential students are also able to access contact information for the faculty located at Andrews as well as contact information for some of the additional MPH faculty located off-campus. There are additional links that allow potential students to review research that has been published by the current/future research of the faculty.
- School of Graduate Studies Website ([andrews.edu/grad/programs/nutrition-and-wellness.html](http://andrews.edu/grad/programs/nutrition-and-wellness.html)): The MPH program can also be found on Andrews' listing of graduate programs. This listing will take potential recruits to the website operated by the School of Graduate Studies. Information on the website includes length of the program, application deadlines, eligibility requirements, admissions requirements and prerequisites, additional requirements for international students, links to information for financial aid, frequently asked questions and the application. The website also offers contact information for the School of Graduate Studies through email, phone, and Skype.
- Printed Materials: The MPH program has brochures that are used to help in describing the requirements for admissions and degree completion.
- Online Campaign: The MPH program has online campaigns that promote the program through the health contacts of the Department of PHNW and Andrews networks that include: health advisors, hospital administrators, and administrators from our affiliated universities.
- Recruitment Meetings: The MDiv/MPH liaison from the MPH program introduces the MDiv/MPH dual program to the new MDiv students during annual orientation meetings.
- Professional Recruiter: The MPH program has recruitment procedures put in place which include the School of Health Professions full-time recruiter who regularly attends events held on campuses across the country. The SHP retains a full-time specialist for the recruitment of potential applicants to the graduate programs they

represent, including the MPH program. Referrals for potential applications to the MPH program are directed to the MPH website or director.

- **Student Recruitment:** The MPH faculty are actively involved in recruitment. Efforts generally involve Adventist events and professional conferences. The MPH faculty and PHNW chair meet regularly to plan recruitment materials and strategize marketing efforts.

*b. Statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.*

### **Andrews University MPH Program Admissions Policies**

The MPH program recruits qualified candidates with education and work experience that supports their potential for excellence in public health. We require the following to admit our MPH students:

- **Bachelor degree.** The applicant must have completed a bachelor's degree or its equivalent with a grade point average (GPA) of 3.0 or better (on a 4.0 scale). A candidate whose background and experience show potential for success but whose GPA is less than 3.0 or has not fully satisfied all the admission requirements may be admitted on a provisional basis: Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution from inside or outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or schools outside of the U.S. must have government recognition in the country of origin. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- **Official transcripts:** From institutions where all post-secondary coursework was taken, directly sent by the institution.
- **Recommendations:** Three recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. The candidate is asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form.
- **Resume or professional history:** Information about a candidate's employment, research or special projects.
- **Statement of Purpose:** A 500-word essay, including a statement regarding the purpose for the degree, future goals, unique qualities that can contribute to the program and desire to be a part of and committed to a Christian atmosphere and education.
- **English language proficiency:** MPH applicants whose first language is not English will be required to show proof of attaining a minimum score of TOFEL or MELAB (Michigan English Language Assessment Battery) as established by the Andrews University Graduate School, currently: (<https://www.andrews.edu/grad/entrance/>)

ENGLISH PROFICIENCY TEST	MINIMUM SCORES REQUIRED
<u>Internet-based TOEFL (iBT)</u>	80
<u>Paper-based TOEFL (ITP)</u>	550
<u>IELTS (Academic)</u>	6.5
<u>PTE (Academic)</u>	54

### **Classification of admissions**

Students can be admitted as Regular students who meet all the admission requirements and have finished all the co-requisites. Provisional students who will be required to meet the conditions established the admission committee. MPH students are also categorized into single degree students and dual (MDiv/MPH). Single degree MPH students are enrolled only in the Nutrition and Wellness program while the dual degree MPH students are those who pursue an MDiv/MPH. In both cases, they take an identical curriculum for the MPH program.

### **Co-requisites**

The candidate is required to have completed the courses listed below at the undergraduate level:

- Physiology/Anatomy/Anatomy & Physiology or Biology course
- Two nutrition courses: Complete the following courses with a minimum grade of C before you can register for following MPH courses: FDNT 520 Current Issues in Nutrition and FDNT 565 Vegetarian Nutrition and Disease Prevention:
  - a. One introductory course in any of the following: Biology or Physiology or Anatomy and Physiology.
  - b. Two courses in nutrition.
    - i. One introductory nutrition course similar to FDNT 230 Nutrition or equivalent.
    - ii. One intermediate level nutrition course similar to FDNT 310 Nutrition in the Life Cycle or equivalent.

### **Dual Degree Admission**

MDiv/MPH program applicants need to submit two applications to be accepted in both programs. The MPH application procedures are based on the same guidelines outlined above.

Policies: The admissions policies of Andrews can be found at [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

Procedures: The admissions procedures of Andrews can be found at: [andrews.edu/board/docs/working\\_policy\\_2013\\_faculty\\_w\\_index.pdf](http://andrews.edu/board/docs/working_policy_2013_faculty_w_index.pdf)

The MPH program honors the Affirmative Action and Equal Opportunity Policies in all its recruitment and admissions activities. The MPH program does not discriminate against race, ethnicity, religion, sexual orientation, age, or disability.

- c. ***Examples of recruitment material and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.***

Recruitment Materials: Our main recruitment tool is our webpage (<https://www.andrews.edu/shp/publichealth/programs/mph/>) Also we use printed recruitment materials (See the ERF Criterion 4.4, MPH and MDiv/MPH Promotional Fliers). The staff who travel to different places within the United States and internationally to speak with potential students leads them to the previous recruitment materials.

Academic Calendar (<https://www.andrews.edu/parents/calendarsandevents/>): Andrews University has provided an academic calendar for all students to view online. This website allows both face-to-face and online students to see the academic calendar for their semester. It informs students of when a semester is to begin and end, as well as deadlines for tuition payments, withdrawal, when grades are due, and when transcripts will be updated.

Grading ([andrews.edu/shp/publichealth/programs/mph/mph\\_handbook-student.pdf](http://andrews.edu/shp/publichealth/programs/mph/mph_handbook-student.pdf); [andrews.edu/services/registrar/students/](http://andrews.edu/services/registrar/students/)): The online MPH Student Handbook gives students information on the grading scale used within the program, how to receive grades before Andrews has posted them to the student's Vault account, how to resolve problems that the student may have with a grade, and what a deferred or incomplete grade means for the student.

Academic Offerings (<https://vault.andrews.edu/schedule/>; [andrews.edu/shp/publichealth/programs/mph/](http://andrews.edu/shp/publichealth/programs/mph/)): Andrews University provides a schedule, of course, offerings that allows the student to find courses searching by semester, department, program and method of delivery. This allows the student to tailor their course search to their needs. The MPH program also provides a list of courses that are offered by the department within each concentration.

Graduation Requirements: Students will be awarded a MPH graduate degree upon successful completion of all required coursework (42 credits) and program activities, including a professional portfolio, required GPA, and in good standing. This is in compliance with the School of Graduate Studies criteria. In addition, students are required to complete culminating activities and must pass the comprehensive examination. (<https://www.andrews.edu/shp/publichealth/programs/mph/>)

- d. *Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.*

Table 4.3.1 Quantitative Information on Applicants, Acceptances and Enrollments, 2013–2015					
		Year 1 Fall 2013-14	Year 2 Fall 2014-15	Year 3 Fall 2015-16	Year 4 Fall 2016-17
Specialty Area #1 Nutrition & Wellness	Applied	20*	18*	20*	15
	Accepted	17	15	15	13
	Enrolled (actual)	15	13	10	12

\*Estimated applicants.

- e. *Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and a FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.*

Table 4.3.2 Student Enrollment Data from 2013–2015								
	Year 1 2013-2014		Year 2 2014-2015		Year 3 2015-2016		Year 4 2016-2017	
	Headcount	FTE <sup>6</sup>	Headcount	FTE	Headcount	FTE	Headcount	FTE
Degree & Specialization								
MPH Nutrition and Wellness	15	15	28	28	31	31	40	40

<sup>6</sup> Full time equivalent students if students take at least 16 credits per year. Andrews defines a full-time program as 16 graduate credits per academic year making the MPH program full-time.

*f. Identification of measurable outcomes by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years. See CEPH Outcome Measures Template.*

<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>	<b>Year 4 2016-2017</b>
Students will have an undergraduate GPA of 3.0 or above	80%	92%	88%	70%	85%
MPH students will maintain a minimum GPA of 3.0 in the first two semesters	90%	80% Not Met	92% Met	90% Met	No data
Students accepted will provide a letter of recommendation and intent that shows sound interest in public health	90%	100% Met	100% Met	100% Met	100% Met

*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.*

Criterion 4.3 is met.

Strengths:

The MPH program follows Andrews University’s policies and procedures for admissions. These policies and procedures allow for streamlining of qualified students from the Office of Graduate Enrollment to the MPH program director. Andrews sets a high standard of admission that is required of all students and helps in the admission of qualified students.

Weaknesses and Plans: Not identified at this moment.

#### 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.***

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

Program Advising Services:

The MPH Director assigns an academic advisor to each student during the admission process. The academic advisor and the student develop an academic roadmap for successful and timely completion of the MPH program. The advisor mentors, counsels, and guides the student through a holistic approach, addressing the spiritual, personal, social, academic and career issues. All MPH students can change the advisor to meet their academic interests by submitting a request to the Student Success Center. Both the student and the advisors are informed of the change.

All new MPH students receive an overview of the MPH Nutrition and Wellness curriculum at the time of the initial orientation. At that time, the students are advised to register and to choose courses according to the course schedule. During the course of the MPH program, each student consults with his/her academic advisor and selects courses to register. All MPH students receive an MPH student handbook that contains policies, procedures, and academic processes for the successful completion of the program, MPH faculty attend an advisement and counseling training session conducted by the University as well as the department and are given an advisement protocol and procedures book.

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

The MPH Program Director and MPH faculty provide career counseling along with academic advisement to current MPH student. They also discuss career related issues and job opportunities with prospective students.

The MPH program has a Public Health Career Center located in the Department of Public Health, Nutrition, and Wellness in Marsh Hall, Room number 304. Dr. Padma T Uppala is the designated Public Health Career Counselor. A graduate assistant devotes up to 5 hours per week during designated times assists Dr. Uppala to help coordinate career advisement times with faculty to meet student's specific needs. An email address [publichealthcareers@andrews.edu](mailto:publichealthcareers@andrews.edu) helps students to communicate efficiently with the Public Health Career Counselor and the public health nutrition and wellness faculty.

The MPH program has a webpage that serves as a one-stop guide for public health careers. The webpage has an introduction to public health career with an emphasis in MPH in nutrition and wellness.

A sample excerpt from the website includes:

### **Careers in Public Health: Introduction**

"Welcome to the world of careers in Public Health! If you are looking for a great future with service to humanity to make a better and healthier world, as well as to secure high paying jobs, you are in the right place. Our goal is to explore with you the various fields of public health and countless opportunities in the job market. Public health is a distinct career that applies science and evidence-based research to prevent disease and promote health in *populations*. This differs from clinical medicine that focuses on treating diseases in *individuals*. A public health professional can reach out to millions of individuals and populations to lessen human suffering and save billions of dollars in the health care industry."

The Public Health Career Counselor introduces potential MPH students to the major public health disciplines and to their potential roles and responsibilities in those fields. This office provides valuable career resources to prospective MPH students, current MPH students, MPH alumni and MPH graduates, and employers.

The MPH Public Health Career Center provides a variety of career counseling resources and services to students, some of which include:

1. Career counseling and advisement in public health careers
  - a. Assistance with cover letter, resume writing and resume submission.  
<http://www.monster.com/jobs/q-public-health-jobs.aspx>
  - b. Career counseling is also provided in the areas of managed care setting, the private sector, and global health job markets.
2. Andrews University hosts an annual career fair where MPH students have the opportunity to attend.
3. All MPH students are required to complete a field practicum and a research-based capstone. Field placements provide practical skills to MPH students and connect with appropriate agencies and potential employers.
4. The MPH Public Health Career Center refers MPH graduates to agencies that offer for potential job opportunities.
5. The MPH Public Health Career Center has links to public health careers and jobs. Such as:
  - a. Public Health Institute. [http://www.phi.org/work-with-us/employment/?gclid=Cj0KEQjwuJu9BRDP\\_HN9eXs1\\_UBEiQAlfW39t0yRnL92YJ7DJLEd1z5CP\\_n9qFm6m3FPqUbXXCjiTgaAq3j8P8HAQ](http://www.phi.org/work-with-us/employment/?gclid=Cj0KEQjwuJu9BRDP_HN9eXs1_UBEiQAlfW39t0yRnL92YJ7DJLEd1z5CP_n9qFm6m3FPqUbXXCjiTgaAq3j8P8HAQ)
  - b. Public Health Jobs. <http://publichealthjobs.org/>

- c. Association of Schools and Programs of Public Health.  
<http://www.aspph.org/jobs/>
- d. The MPH program has Alumni Association that connects them through social networks, such as Facebook, LinkedIn, Twitter, and allows them to track career opportunities.

In addition to the resources listed, Andrews University has a Counseling & Testing Center located in Bell Hall 123 which is available to all students, including online students. CTC offers career counseling to all Andrews University students without charge. Counseling session's help students choose careers within a specific Public Health discipline or are given options of deciding on potential careers that they may enjoy through a variety of assessments. Online students are encouraged to use these services.

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

Students receive one-on-one advisement and career counseling by phone and video conferencing. Their responses are broadly captured in a student Exit Survey. A formal survey to capture this data is in place.

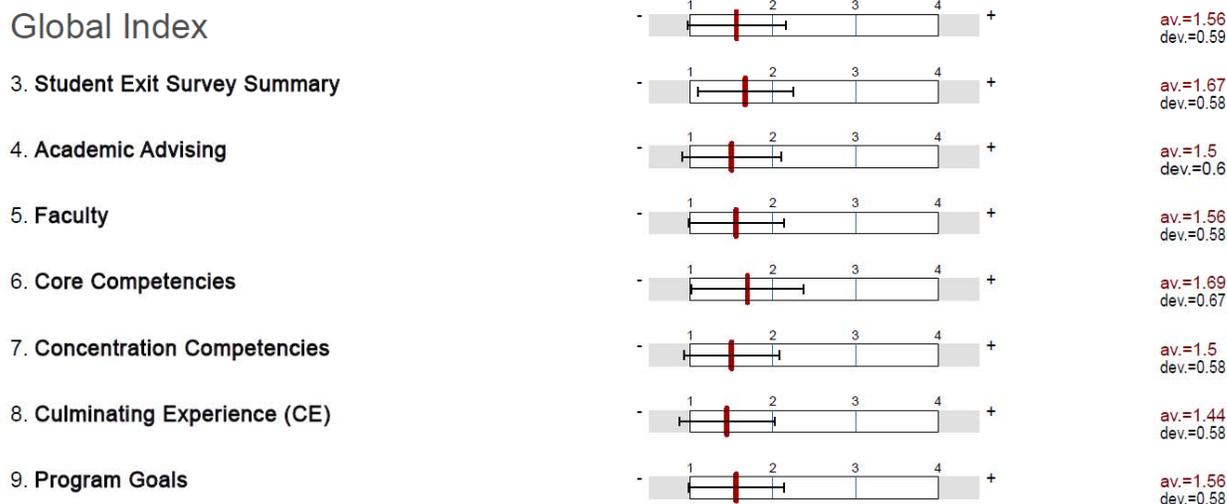
An exit survey is also given to all students to evaluate their experience with advising and all aspects of the program. Results of the Student Exit Survey indicate that MPH students are highly satisfied with the faculty advising they receive. The mean score is 1.5 in a 1-4 scale, where, 1, "Fully Agree", is the maximum score. The following **summarizes** student responses regarding **academic advising satisfaction**:

Professor AU MPH Program

MPH Student Exit Survey ()  
 No. of responses = 3 No. of Course Enrollment = 4  
 Response Rate: 75%



Overall indicators



Preliminary results of the MPH Student Exit Survey show high degree of satisfaction with advising. The score for advising is 1.5, in a scale of 1 through 4, been 1 the highest degree of satisfaction.

A complete summary of all the items included in the Student Exit Survey is found in the ERF 2.7 Assessment Procedures → Student Exit Survey Results → Student Exit Survey Summary Results

Although we have results on satisfaction on academic advisement. At this point we do not have survey data on **career counseling satisfaction because not until recently we have added** questions on career counseling satisfaction to the survey Student Exit Survey (see questions below).

- I am satisfied with the career counseling I received during the MPH program.
- My advisor discussed with me how to meet my career goals with my academic work.

It is worth noting that career and academic counseling are done by the faculty. Career counseling issues are discussed in one-to-one basis with students, particularly as they engage in planning their field practicum and capstone projects. Those culminating activities are required a careful reflection of the professional goals and professional career goals.

After admission, each student is assigned an academic advisor, financial advisor, and counselor. Students give informal feedback to the MPH director about their satisfaction with each of the advisors.

Upon admission, the students go through orientation via videoconferencing by the University academic team composed of the provost, dean of School of Graduate Studies, dean of School of Health Professions, chair of the Department of Public Health, Nutrition & Wellness, MPH director, and MPH faculty. The students are then given the opportunity to evaluate the orientation experience.

In addition, the students also give their response of course satisfaction through a survey administered at the two-week mark from the beginning of the course (20 percent survey). This survey evaluates the trend in the course, aiming to make immediate changes if needed.

The students are also given an end-of-the-semester survey, which evaluates the overall advising and performance of the professors teaching the courses.

The MPH program director keeps constant communication with students, addressing their questions and needs.

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

Procedure: The Department of PHNWs' student grievance policy is published in the MPH Student Handbook, the MPH policy manual and course syllabi (See ERF Section 4.4 the Grievance and Complains). This student grievance policy was created in order to protect the students' rights and give them the opportunity to defend themselves against unfair criticism and treatment. The following protocol has been established to address potential problems should a student feel that his/her academic or personal rights have been violated.

- The student should first address his/her concern(s) with the person thought to have made the violation (e.g. faculty, another student, field preceptor, or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect and impartial judgment in resolving issues amongst themselves and colleagues.
- If, after talking to the individual involved, the problem continues and the student's concern is with:
  - A faculty member or another student, the student should then discuss the matter with his/her, academic advisor.
- If the problem remains unresolved, the student may request a meeting with the PHNW faculty, whose responsibility it is to resolve the issue or make a formal recommendation regarding the handling of the problem.

- The dean of the SHP will be notified of the faculty’s decision. If the student questions the committee’s decision, he/she can discuss the matter with the dean. However, the decision of the SHP committee is final.
- Records of the proceedings and the committee’s decision will be sealed and placed in the student’s file. These records cannot be shared with others without the student’s written permission.

<b>Aggregate Number of Complaints and/or Student Grievances for Years 2013–2016</b>			
	<b>Year 1 2013–2014</b>	<b>Year 2 2014–2015</b>	<b>Year 3 2015–2016</b>
# of Aggregate Complaints		3	
# of Student Grievances	2		

During the first year, the MPH program received two student grievances and three during the second year. All these grievances were solved satisfactorily according to the MPH program policies.

No grievances have been presented during the current school year.

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

Strengths: Actions were taken due to student complaints and grievances. The course sequence was reorganized to give students time to complete prerequisites. The School of Distance Education & International Partnerships has collaborated with problem solving and support.

Weaknesses and Plans: At this point no weaknesses have been identified.