

Council on Education for Public Health
Annual Report for Accredited Public Health Programs
Academic Year 2011-2012

Program Name: **Uniformed Services University of the Health Sciences
Graduate Program in Public Health**

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Provide a brief description of the program's self-evaluation activities undertaken in the academic year preceding submission of the questionnaire.

The program undertook, through its Self-Study Committee, a self-study as part of the requirements for re-accreditation by the CEPH. A special full day departmental offsite meeting in March was held to evaluate the graduate program of the Department and review the progress of the self-study. In October, a completed draft Self-Study was reviewed and approved by the Departmental faculty, and distributed to the preliminary CEPH reviewers for comment. An accreditation site visit is planned for April, 2013.

Student course evaluations were obtained for each individual course at the end of each academic quarter throughout the year; the results were compiled by the Graduate Program Office and distributed for review and comment to the individual instructors, the course directors, the Division directors, and the Department administration. Additionally, on an annual basis, a faculty survey, an alumni survey, an exit survey of graduating students, and two group out-briefings of graduates were conducted. The faculty survey was conducted to ascertain the scholarly activity of PMB faculty in the areas of teaching, research, and service, in order to determine if stated Departmental goals were met. The exit survey of all graduating students evaluated the overall performance of the PMB graduate programs and the learning environment at USU and also sought to identify areas in need of improvement. An out-briefing with the entire PMB graduating class was conducted by the Director and Deputy Director of PMB Graduate Programs to ascertain student views about their overall academic experience at USU. Another out-briefing for all PMB graduating students was conducted by faculty volunteers from the Graduate School of Nursing independent of PMB faculty or staff involvement to evaluate strengths and weaknesses of the academic degree programs, as well as to address the performance of PMB faculty and staff. Finally, an Alumni Survey was also conducted for the Class of 2010 and their current employers in order to determine if their PMB graduate education provided appropriate preparation for their current positions.

Change in relationship of the program to the department, school or parent institution:

Was there any change in the relationship of the program to the department, school or parent institution where the program is located?

No

Yes

If yes, did the program submit a substantive change notice?

Did any internal administrative reorganization (other than changes in personnel) occur within the program?

No Yes If yes, did the program submit a substantive change notice?

Were there any changes to the program's governance processes and structure? Include changes in committee duties or organization and any other information on the manner in which faculty and students are involved in making decisions that affect the program.

No Yes If yes, please describe.

Were any specializations or degrees added or discontinued? Include addition or discontinuance of any non-traditional degree programs, such as off-campus or executive programs or undergraduate programs involving primary program faculty. If the program submitted a notice of substantive change, indicate that.

No Yes If yes, did the program submit a substantive change notice?

Did the program add or discontinue any certificate-granting programs of study?

No Yes If yes, please describe.

Did the program adopt any significant curriculum changes? Include information on changes in the core or requirements for specializations, changes in required number of credits, and changes in guidelines/requirements for practica, research projects or theses.

No Yes If yes, did the program submit a substantive change notice?

At the beginning of the academic year, were any key administrative or program leadership positions vacant or being filled by an individual with an acting title? If so, what is the status of replacement?

No Yes If yes, please specify.

At the beginning of the academic year, was the program recruiting for any faculty positions?

No Yes If yes, please specify and indicate if/when filled.

The Department recruited and filled a total of 12 faculty positions (replacement positions) during the academic year. Five of these positions were in the area of Occupational and Environmental Health, three were in Tropical Public Health, two in Health Services Administration, one in Social and Behavioral Sciences, and one in the General Preventive Medicine Residency program.

Please provide the following **admissions information**. Information should be provided for the full 2011-2012 academic year (if year-round admissions are conducted) or for fall 2011 (if the program does only one admissions cycle). Please note: these data must include all students entering degree programs (not certificates) in the accredited program (eg, MPH, doctoral and bachelor's degree students – depending on which degrees are included in the accredited program).

Total applicants	81
Total admitted	46
Total headcount, new enrollees	29
Total FTE, new enrollees	29

If admissions data indicate significant growth (50% or more) over the last annual reporting period, provide an explanation here. You may also provide other explanatory information on admissions if applicable.

Please provide the following **financial information**. Leave blank all cells that are not applicable to your program.

Sources of funds and expenditures	
Income	
Tuition & Fees	
State Appropriation	
University Funds	\$10,942,326
Grants/Contracts	\$25,512,118
Indirect Cost Recovery	\$4,214,461
Endowment	
Gifts	
Other (explain)	
Other (explain)	
Other (explain)	
Expenditures	
Faculty Salaries & Benefits	\$9,003,552
Staff Salaries & Benefits	\$518,135
Operations	\$1,420,639
Travel	
Student Support	
University Tax	
Other (explain)	
Other (explain)	
Other (explain)	

NOTE: Travel expenditures are included in Operations.

Summarize any **significant changes** (eg, addition or removal of faculty lines) in the program's resources in the following areas. *Leave all non-applicable areas blank.*

- a) Institutional support
- b) Funds allocated to the program
- c) Extramural funds or support
- d) Facilities/physical space
- e) Faculty (full-time tenure lines and/or temporary/adjunct)
- f) Staff support (either clerical or program staff such as internship coordinators, etc.)
- g) Library holdings or library access
- h) Computer equipment or access
- i) Laboratories
- j) Student aid, tuition or fee reductions available, graduate assistantships, research assistantships, scholarships or fellowships
- k) Field placement sites
- l) Faculty and/or student travel support
- m) Other – please describe

Please provide the following **quantitative faculty information**.

- The FTE must involve all aspects of a faculty member's contributions to the public health program: teaching, public health research and service, advising and serving on program committees.
- The FTE must not count time spent teaching or advising for another degree program that is outside the unit of accreditation. If the unit of accreditation includes only an MPH, faculty time spent teaching and advising students from an undergraduate, MS or doctoral program must not be included in the FTE presented for accreditation. This is true even if the other degree is located in the same department as the MPH or if it is offered in the same topic area as the MPH.
- Note: "Generalist" should replace "specialization 1" if applicable.
- If you have additional notes or explanations on the data below, please provide them.

MPH – Generalist Public Health headcount	9
MPH – Generalist Public Health FTE	6.7
MPH – Environmental and Occupational Health headcount	4
MPH – Environmental and Occupational Health FTE	3.8
MPH – Health Services Administration headcount	3
MPH – Health Services Administration FTE	3
MPH – Global Health headcount	5
MPH – Global Health FTE	3.4
MPH – Epidemiology and Biostatistics headcount	6
MPH – Epidemiology and Biostatistics FTE	5.8
MPH – Tropical Public Health headcount	5
MPH – Tropical Public Health FTE	4.0
MTM&H - headcount	6
MTM&H - FTE	5.1
PhD/MSPH – Environmental Health Sciences headcount	6
PhD/MSPH – Environmental Health Sciences FTE	5.4
PhD/MSPH – Medical Zoology headcount	7
PhD/MSPH – Medical Zoology FTE	6.3
DrPH – headcount	6
DrPH – FTE	5.6

Please provide the indicated information regarding **graduation rates**.

Concentration	MTTG	Number starting	Number withdrawn	Number graduating	Number continuing	Graduation rate (# graduated/# entering)
MPH – OVERALL TOTAL	2	17	1	16	0	94%
MPH - Generalist	2	5	1	4	0	80%
MPH – Env & Occ Health	2	0	0	0	0	---
MPH – Health Serv Admin	2	2	0	2	0	100%
MPH – Global Health	2	6	0	6	0	100%
MPH – Epi & Biostat	2	3	0	3	0	100%
MPH – Trop Pub Health	2	1	0	1	0	100%
MTM&H	2	0	0	0	0	---
MSPH – Env Health Sci	2	5	0	5	0	100%
MSPH – Medical Zoology	2	0	0	0	0	---
PhD – Env Health Sci	7	0	0	0	0	---
PhD – Medical Zoology	7	0	0	0	0	---
DrPH	7	1	0	1	0	100%

Definitions:

Maximum time to graduation (MTTG): the number of years the program allows students to complete a given degree. This may be dictated by university policy or may be defined by the program. MTTG may differ among degrees offered (eg, 7 years MTTG for MPH, 8 years MTTG for DrPH, 2 years MTTG after declaring major for BS students).

Number starting: the number of students entering a given degree/concentration n years before 2011-2012, where n is the maximum time to graduation.

Number withdrawn: the number of students from this cohort who, through official notice or failure to enroll, resigned from the program before completing the degree.

Number graduating: the number of students from the entering cohort who successfully completed the requirements for graduation within or before the maximum time to graduation.

Number continuing: if allowed/applicable in your setting, the number of students from this cohort who have passed the maximum time to graduation but are actively continuing to pursue the degree through some type of exception or waiver.

If any graduation rate reflects a level lower than 70% for the MPH or baccalaureate degree or 60% for a doctoral degree, provide an explanation here. You may also provide other explanatory information on degree completion if applicable.

Please provide the indicated information on **job placement/destination of graduates**.

Destination of MPH Graduates: by percentage	
Employed	16 (100%)
Continuing education/training (not employed)	
Actively seeking employment	
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	
Total	16 (100%)

Destination of MSPH Graduates: by percentage	
Employed	5 (100%)
Continuing education/training (not employed)	
Actively seeking employment	
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	
Total	5 (100%)

Destination of DrPH Graduates: by percentage	
Employed	1 (100%)
Continuing education/training (not employed)	
Actively seeking employment	
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	
Total	1 (100%)

Programs should include a table for each degree conferred (eg, MPH, MS, PhD, DrPH, BS, etc.). Programs may wish to collect more detailed data on employment setting: these additional tables may be included in the self-study but are not required for annual reporting.

If data indicate 20% or more of graduates are actively seeking employment (ie, not employed or continuing training), provide an explanation here. You may also provide other explanatory information on graduates' destinations if applicable. For example, low response rates, timing of survey administration, etc. may affect data in ways that would be helpful for the Council to understand.