

Master of Public Health Program Review: Executive Summary 2022

Process

From 2016 to 2019, the online Master of Public Health (MPH) degree program was conceptualized and incrementally developed, with the first students enrolling in 2016 (as Azusa Pacific University-University College). The Los Angeles Pacific University (LAPU) MPH mission is to enhance students' public health competencies and skill using realistic cases from industry. Students develop an understanding of the core values and concepts of public health, along with its history and philosophy. Students receive a foundation of public health concepts and issues, including ethics, health disparities, systems of care, global health and policy, and environmental health.

The MPH Program Review Committee (PRC) consisted of Jennifer Livingston, Robert Carter, Ebum Ebunlomo, Damien Byas, Lois Chipman-Sullivan, and Alex Mills. The first meeting occurred in October 2022 to review the process and delegate components of the self-study. Numerous LAPU departments were involved in providing data and information for the report. Several members of the committee served as lead writers and others contributed to the process via editing or discussions. The committee met monthly to review progress and discuss additional areas to explore. In January, the committee met to finalize the draft and prepare it for the external review. Four external reviewers were recommended; however, only two individuals—Nicole Hare-Everline and Christopher Schmidt—were able to participate. The external reviewers met with Jennifer Livingston and Robert Carter in February and completed their review activities in March. External reviewers met with the committee in April, and the committee finalized the report in April 2023.

Summary

Program Quality

Students

Since the MPH program began, the students have been predominantly female (81.1%), from California (89.8%), and non-white. Specifically, reported student race and ethnicity has been mostly Hispanic of any race (39.3%) and Black or African American (21.3%). Thirty percent of the students were between the ages of 25 and 29 years. MPH students also come from a variety of academic backgrounds. The diversity of the MPH student population, both in demographics and academic backgrounds, is a strength of the program.

The aggregated course pass rate of the students is over 95%, excluding Ws, out of a total student course count of 2,806. The disaggregated data may show different pass rates, depending on the number of individuals who self-reported that particular variable, as students may not self-report demographic information in all classes, or for all categories. The aggregated course pass rate data for each year is:

- 2016-2017: 98.4%
- 2017-2018: 96.4%
- 2018-2019: 95.8%
- 2019-2020: 96.3%
- 2020-2021: 92.7%
- 2021-2022: 94.1%

The enrollments for each of the courses is iterative, which is to say, there is a great deal of same student overlap between course enrollments and populations. The data shows that the pass rate declined in 2020-2021.

Strengths

Overall, the student pass rate is consistently high, and the student population is diverse.

Areas for Improvement

Focused recruitment efforts are needed to increase enrollment and add more male students to the program.

Curriculum and Learning Environment

LAPU MPH students must complete MPH core courses, including a Culminating Experience (CE), as well as courses geared to their selected emphasis and electives, with a total of at least 42 credits. Graduates are equipped to pursue careers in a wide range of public health industries, from local organizations to national research institutes. Across the current curriculum, students are exposed to diverse aspects of public health with assignments that allow them to apply concepts and theories to real-world scenarios thereby preparing them for the workforce upon graduation. Students also build valuable skills for effective teamwork and collaboration by working with their colleagues to identify solutions and build strategies that could promote health and prevent disease, while acknowledging the diverse factors contributing to the health status of individuals and communities.

Alignment with institutional and program outcomes

The Master of Public Health (MPH) Program Learning Outcomes (PLOs) closely align with the Institutional Learning Outcomes. For example, MPH PLO 1: *Demonstrate the ability to integrate a Christian worldview within the public health industry and society* is a professional application of ILO 1: *Relate a Christian worldview to academic disciplines, life, and work; articulating ways life journeys connect to God's story in the Bible*. MPH PLO 2: *Demonstrate effective oral and written communication skills* is nearly identical to ILO 2: *Demonstrate effective written communication and online interaction skills*; similarly, MPH PLO 6: *Implement specific health professional competencies within a public health arena* matches ILO 5's emphasis on professional competencies. *Evaluate key personal and organizational ethics affecting public health activities* (MPH PLO 3) includes professional competencies (ILO 5), innovative thinking (ILO 6), and critical thinking (ILO 3). MPH PLO 4: *Critically evaluate interventions and outcomes based on data*

analysis and interpretation common to public health practice addresses the intent of several ILOs with an emphasis on critical thinking (ILO 3), data literacy (ILO 4), and professional competencies (ILO 5). Likewise, MPH PLO 5: *Apply critical thinking skills and systems-based approaches in evaluating public health research* also incorporates critical thinking (ILO 3), data literacy (ILO 4), professional competencies (ILO 5), and integrative thinking (ILO 6). Finally, MPH PLO 7: *Articulate the role of diversity and cultural awareness in promoting high professional standards and better public health outcomes* blends ILO 7 and 8.

Currency

MPH faculty and adjunct instructors provide current examples of public health issues in course discussions. They are able to share their expertise with the students as well as their current research projects. This provides students with up-to-date information related to course content.

Within the courses, multiple outdated sources have been identified during regular course reviews. Specifically, six of 19 courses have not been revisited since 2017. For example, links direct students to archived data, articles published over 10 years ago, or government web pages that highlighted previous versions of projects. Some of these issues, such as broken links, should be identified and corrected while the instructor completes the teaching checklist in the week prior to the session. Sources that should be replaced with more recent data or research articles will require additional time and expertise to ensure the most accurate content is shared with students. These minor and moderate course revisions can be scheduled on a rotating basis rather than being addressed all at once.

Breadth and depth of learning

The MPH degree curriculum aligns with the [Association of Schools and Programs of Public Health \(ASPPH\)](#), [Council on Education in Public Health \(CEPH\)](#) and [World Health Organization \(WHO\)](#) competencies and functions of public health professionals. Specifically, the LAPU MPH coursework and assessments are aligned with all [22 CEPH PUBH Competencies](#). This demonstrates the relevance of the MPH curriculum. The MPH curriculum map further captures the instruction and assessment of the program learning outcomes within the courses.

Comparison to competitors' programs

Based on research, the competition among universities and colleges that offer MPH programs is increasing. The PRC compiled a comprehensive list of some peer online MPH programs based on the quality of education, specialized accreditation, affordability, and resources available (see Appendix A).

There are many recent trends in public health programs. To meet the global demand for more public health professionals with strong analytical skills, similar online MPH programs are offering more courses in data science, artificial intelligence (AI), machine learning, informatics, and more complex statistical analysis tools.

For example, several institutions offer certification in public health informatics. The goal of the Public Health Informatics (PHI) is to offer grounding in methods and concepts of health informatics and health information technology for application to public health and population health. Finally, several of LAPU's competitors are designing their criteria for current and future public health professionals who wish to develop PHI expertise or specialization to work in policy or management.

Strengths

Despite not being CEPH accredited, the program is in alignment with content standards. The MPH aligns well with the institutional mission.

Areas for Improvement

Additional areas of emphases should be explored to offer students breadth and depth of knowledge. Much of the coursework requires a purposeful revision strategy.

Student Learning and Success

Each of the PLOs successfully met the minimum threshold of a 80% pass rate during annual assessments in 2019-2021:

- PLO 1: Demonstrate the ability to integrate a Christian worldview within the public health industry and society. (2019-100% pass rate)
- PLO 2: Demonstrate effective oral and written communication skills. (2019-87% pass rate)
- PLO 3: Evaluate key personal and organizational ethics affecting public health activities. (2020-94% pass rate)
- PLO 4: Critically evaluate interventions and outcomes based on data analysis and interpretation common to public health practice. (2020-87% pass rate)
- PLO 5: Apply critical thinking skills and systems-based approaches in evaluating public health research. (2021-84% pass rate)
- PLO 6: Implement specific professional competencies within a public health arena. (2021-86% pass rate)
- PLO 7: Articulate the role of diversity and cultural awareness in promoting high professional standards and better public health outcomes. (2021-87% pass rate)

In relation to the MPH program, faith integration has been assessed via the End-of-Course Student Feedback Surveys, from Fall 1 2020 to Summer 2 2022. Data pulled from the students' End-of-Course Survey show the students' perceptions of the Faith, Life, and Learning integration into the program curriculum. Of the 814 students enrolled in the MPH program, 463 respondents (56.88% response rate) in the program answered the two End-of-Course Survey questions that addressed Faith, Life, and Learning: (1) *This course helped me better understand the relationship of a Christian Worldview to the content area of the course*, and (2) *This course helped me better understand the relationship of a Christian Worldview to my life and work in the world*. The data reveal that students agree that the courses increased their understanding of the relationship between a Christian worldview to discipline specific content, and to their life and work.

The respondent feedback, however, shows multiple perceptions on the faith, life, and learning integration in the MPH program. One respondent stated, "The questions were thought provoking and required me to reflect on my faith beliefs." Another respondent added, "Lately most of my classes aren't really having any focus on Christian views; just the facts." Analyzing the qualitative data, it is apparent that the MPH curriculum is not consistently integrating a Christian worldview and integration of faith, life and learning, despite having a 100% success rate among the mastery PLO samples.

Preparedness for advanced study and/or careers

Based on the number of graduates pursuing doctorates and gaining new employment opportunities, the PRC concluded that LAPU MPH students are well prepared for advanced study and careers in public health. For example, students reported feeling very well prepared in seeking and securing a job. However, students suggested increased faculty involvement regarding how to make oneself more marketable as well as adding more analytical courses to the curriculum.

The MPH Program Director conducted approximately 20 alumni qualitative phone interviews of individuals who graduated within the past three years. They were asked which courses and assignments had been useful or would have been useful in their careers and to provide any additional comments about their experiences as students in our program. Although the responses were diverse and often reflected the differences in emphasis areas, there were several consistent themes. The following is a summary of the most frequent responses from these alumni.

- Almost every respondent stated that they have greatly benefited in their current jobs or doctoral level program from the courses they took in Research Methods, Epidemiology, and Biostatistics, both introductory and advanced courses. These courses provided useful skills in project development, data analysis, writing reports, and working in teams (case study approach and peer review).
- A number of alumni expressed that they could have benefitted from additional courses in statistics, in working with large data sets, and in grant writing and project management.
- Those alumni that had completed a thesis or culminating experience felt their projects helped improve writing skills, further taught them how to develop a research question and study design, do data collection and analysis, work in teams, and apply principles learned in the classroom to their research. Some stated the importance of learning mixed research methods from their thesis or experiences.

Many former students completed the CPH and/or CHES exams during or after completion of their MPH program. The self-reported numbers are below and may not reflect all alumni that completed these qualifying exams. Over 20 alumni are pursuing professional or doctoral degrees in related disciplines.

MPH Alumni work in a variety of careers:

- Health educators
- Data analysts
- Research coordinators
- Community educators
- Health communication specialists
- Physicians
- Nurses

	Enrolled (Pending)	Successful Completion	Pass Rate
Certified Public Health (CPH) Exam	2	5	95%
Certified Health Education Specialist (CHES)	N/A	5	Unknown

Doctoral or Professional equivalent (JD, MD, DO, OD) Degree	18	2	N/A
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Strengths

MPH graduates are pursuing further education and successfully completing licensure exams.

Areas for Improvement

The integration of faith in the MPH curriculum can be improved for greater consistency across all coursework. The alignment of mastery assignments and PLOs can be strengthened.

Faculty

Faculty composition

Twelve different instructors have taught in the MPH program since it launched in 2016, two of whom have been full-time faculty and 10 of whom have been adjunct faculty. Three of the faculty have taught more than 40 sections each (as high as 92) and nine of the faculty have taught 14 or fewer sections each. Among the faculty, five identified as Black or African American, five as White, one as Hispanic, and one as two or more races. However, the teaching load has been predominantly shared by Black and African American instructors. Five of the faculty have been men and seven have been women.

Faculty Workload Analysis

Since its inception, 2,777 students have been enrolled in MPH courses. The average course enrollment is 12.6 students with a range of 5 to 29; only one course has had more than 24 students on the roster.

In the most recent academic year, from Summer 1 2021 to Spring 2 2022, 19 unique courses for a total of 120 credits were taught in the MPH program. These credits were divided among six faculty members: one full-time faculty member and five adjunct faculty members. Five of these individuals hold a doctoral degree, and one adjunct faculty who is an RN with an MBA taught two three-credit courses.

Dr. Robert Carter, the MPH full time faculty member, taught 57 of the 120 credits (47.5%). Dr. Damien Byas taught 27 credits (22.5%), Dr. Mark Robinson taught 24 credits (20%), Lois Sullivan taught six credits (5%), Dr. Traci Marin taught three credits (2.5%), and Dr. Mary Anderson taught three credits (2.5%).

In Summer 2022, Dr. Ebum Ebumlomo, a previously utilized adjunct faculty member with a doctorate and MPH degree began teaching one course per session. This personnel change will result in all courses being taught by faculty members with terminal degrees.

Faculty academic and professional qualifications

Dr. Robert Carter, Dr. Traci Marin, and Dr. Ebum Ebumlomo all have a PhD and a MPH degree. Dr. Damien Byas and Dr. Mark Robinson both have a PhD in related fields. Dr. Mary Anderson, who taught in the 2021-2022 academic year, has a Doctorate in Nursing Practice. Instructors remain current in the field by being members of professional organizations and advisory boards; additionally, instructors serve as reviewers of professional journals, giving them insight to research trends.

Scholarly production

In total, the MPH faculty have more than 70 peer-reviewed publications. Several recent examples of Boyer's scholarship of discovery among the faculty include Dr. Byas' international research projects as

well as a recently completed study of factors associated with children's mental health status pre- and post-COVID. Dr. Carter has also collaborated with peers on a pulse oximetry study and several projects related to military medicine and public health. Dr. Ebunlomo has contributed to projects that connect public health to health care through systematic development, implementation, and evaluation of programs to prevent heart disease and cancer.

Strengths

The small number of instructors, both full-time and adjunct, are active in the profession and have terminal degrees. The smaller class size allows for greater interaction and shared experiences among students and faculty.

Areas for Improvement

The diversity of the MPH could be improved by adding more female and Hispanic instructors to better align with the LAPU student population.

Program Viability and Sustainability

Program Demand

Enrollment trends

Enrollment peaked in 2018-2019 with 630 students; this was the third academic year for the MPH. In the first two years, student enrollment increased from 181 to 491. These numbers show that the second year enrollment was approximately 310 new students and the third year welcomed 320 new students. After 2018-2019, the enrollment numbers have steadily decreased to 498, 392, and 309. These enrollment numbers are in line with the credits and program revenue discussed later in this report.

Public Health Degree Programs

As of November 2022, there were approximately [1500](#) various Master's Degrees (Master of Public Health (MPH), Master of Science in Public Health (MsPH), specialized Master of Arts in Public Health, (MaPH)) programs in the United States.

There are a wide range of online MPH options for health professionals who are looking to enhance their knowledge and prepare for leadership roles in the field without leaving their current positions.

The general trend is that [undergraduate](#) and [master's degree](#) public health programs across the United States are experiencing a significant growth in enrollment. This parallels the current and projected growth in public health professional positions. According to a [recent study](#) by the Association of Schools and Programs of Public Health, the number of undergraduate degrees in public health increased by more than 1,100 percent between 2001 and 2020 and trends are expected to continue.

Professional Demand

According to the [U.S. Bureau of Labor Statistics](#), Public Health jobs are expected to grow between 8-16% from 2021-2031. This is not surprising given that the number of people suffering from chronic diseases is increasing every year. As the public needs more awareness of wellness and healthy habits, Public Health professionals will have numerous job opportunities.

The public health industry has a wide range of career paths. [Average salaries in the US for popular jobs in Public Health](#):

- Public Health Educator – 45,500 USD/year
- Epidemiologist – 67,000 USD/year
- Public Health Consultant – 57,000 USD/year
- Public Health Administrator – 65,000 USD/year
- Clinical Research Coordinator – 53,800 USD/year

Strengths

There is a continued demand for MPH programs and a forecast of growth in the profession.

Areas for Improvement

MPH-specific recruitment efforts will need to be prioritized to increase enrollment. When enrollment increases, this should lead to exploration of CEPH accreditation requirements.

Allocation of Resources

Staff

The MPH is supported by one full-time faculty member, several adjunct instructors, an Assistant Dean, the Chief Academic Officer, and the Executive Assistant to the Chief Academic Officer. Additional offices and departments, including but not limited to Student Success, Enrollment, and Student Account Specialists, collaborate for specialized support.

Financial resources

The MPH program revenue increased from 2017 to 2019 as the new program grew enrollment and added continuing students to the total credits. In 2018, the new credits peaked at 189, the total credits peaked the following year with 2,179, and this generated \$1,289,200 in revenue in 2019. In 2022, new credits were 57, there were 1,122 total credits, and the revenue was \$657,480.

Strengths

The physical and financial resources for the MPH program are adequate.

Areas for Improvement

Additional subject matter experts in the MPH with expertise in various areas would provide the necessary support for course revisions and instruction.

Recommendations, Future Goals, and Implementation Schedule

Five members of the MPH PRC concluded this review by assessing the program with the Internal Program Assessment Rubric. The respondents were one full-time faculty member, the Assistant Dean, two adjunct faculty members, and one eLearning representative. The range of overall scores for the program was 59.8% to 75%, with an average score of 67.6%. Although these percentages are low, there were 44 specific areas within six components assessed as below expectations (1), meets expectations (2), or exceeds expectations (3). Only seven of the 44 areas (15.9%) averaged below the meets expectations score of 2. These areas were related to program currency, curricular updates based on assessments, the use of a student learning community, and the use of financial resources. The Curriculum and Learning Environment, which includes the area of currency, had the lowest overall score (63.6%). The component with the highest score (71.1%) was Sustainability and Viability: Allocation of Resources. Specifically, technical support was rated the highest of all areas in the rubric.

As part of the program review process, two external reviewers explored the self-study report and used a similar rubric to assess the program quality. They provided an external reviewer report as well. Please see the Recommendations, Future Goals, and Planning for Improvement section for further details on their evaluation of the program.

Recommendations

The program's curricular currency was cited as an area in need of improvement by the PRC. All courses will be audited by the Assistant Dean and Program Director to determine how to prioritize the updates to the curriculum through course revisions. Factors including whether the course is a core requirement or concentration course, the frequency with which it is offered, and the average enrollment will be considered.

While immediate updates to courses are necessary, a standard process to ensure timely review should be designed for long-term monitoring. To begin, the institution's expectations for instructors to review courses prior to the start of each session must be emphasized, and instructors need to be held accountable for this continuous improvement effort. However, making numerous corrections within the week prior to the session is not feasible due to time required to find appropriate content substitutions. In addition to this expectation to address quick fixes, the course improvement can be supplemented by a minimum of two program faculty meetings each year to discuss previous courses, areas of concern, and suggestions for improvement. This timeline would allow each class to be discussed at least once per year. Instructors will also be strongly encouraged to participate in quarterly LAPU Academic Affairs Community Conversations and regularly scheduled LAPU instructor in-service events to gain additional skills for teaching in the online environment. The Program Director and Assistant Dean should also present areas of concern related to course currency with the MPH Program Advisory Council to gain additional insights on updating the curriculum and course resources. As noted by the external reviewers, the MPH PAC's feedback should be used to make improvements to the program.

Secondly, a greater emphasis on student recruitment, retention, and preparation for careers is needed in the MPH. During the data gathering step of this report, it became apparent that LAPU's competitors are investing in marketing websites specifically for MPH programs; LAPU is missing from these sites and should pursue this opportunity for recruitment.

While students are in the program, their communicated desire for additional support in preparing for their final projects and careers should be addressed. Working with marketing to showcase projects and achievements of current students and graduates can highlight the LAPU MPH program. Mentoring opportunities via alumni interviews can be integrated into earlier courses to increase a sense of community and self-efficacy while also ensuring everyone receives the same opportunity.

Faculty attendance and presentation at professional conferences can also increase the awareness of the LAPU MPH program among public health professionals. Promoting these events to current and former students, even if they can only join virtually, can provide additional opportunities for the students to gain additional knowledge. These events can also serve as a recruiting tool when promoted through social media and e-blasts to the sites and professionals who work with our students. Specifically, the program faculty should collaborate with marketing and eLearning to create MPH social media accounts for these purposes.

Finally, to improve the BSHS to MPH pipeline within LAPU, a 3-2 program should be explored.

Future Goals

Future goals to expand the MPH curriculum and address current trends include leadership training focused on STEM with a heavy emphasis on technology. A second consideration is to incorporate healthcare informatics content and certificates as well as continuing education opportunities for students, instructors, and alumni.

Implementation Schedule (Recommendations and Planned Implementation Dates)

A proposed annual timeline for these recommendations is below:

Session	Month	Activity
Spring 1	January	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
		MPH PAC meeting is scheduled by the Program Director to gather input on the curriculum and areas for improvement.
	February	
Spring 2	March	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
		MPH Faculty Meeting is scheduled by the AD to collaborate on course revisions and provide an opportunity for faculty development.
	April	National Public Health Week: highlight the work of alumni and current students on social media
		MPH PAC meeting is scheduled by the Program Director to gather input on the curriculum and areas for improvement.
Summer 1	May	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
	June	The AD organizes the Annual PLO Assessment.
Summer 2	July	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
		MPH PAC meeting is scheduled by the Program Director to gather input on the curriculum and areas for improvement.

	August	The AD and Program Director meet with enrollment counselors and student success coaches to outline program highlights.
		The AD shares the Annual PLO Assessment Results with faculty and MPH PAC.
Fall 1	September	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
		MPH Faculty Meeting is scheduled by the AD to collaborate on course revisions with a special focus on PLO assessment results.
	October	MPH PAC meeting is scheduled by the Program Director to gather input on the curriculum and areas for improvement.
Fall 2	November	Instructors complete the teacher checklist during the week before the session to identify necessary updates or broken links in each course.
		American Public Health Association Annual Meeting
	December	Commencement

In addition to these recurring annual events, the Program Director and Assistant Dean will help promote the program to prospective students by participating in Meet and Greet Events with prospective students organized by the enrollment team during week five of each session. To further support the students, they will also regularly schedule informational sessions with enrollment counselors and student success coaches will outline program improvements, areas of emphasis, and how to respond to frequently asked questions from prospective and current students. The external reviewers also recommended that support systems were in place to realize the goal of increased enrollment and student retention.

Course revisions will be prioritized in an effort to protect human and financial resources while also addressing the most critical needs. eLearning recently provided a dashboard of major course revision history, and those courses that have not been updated in five or more years are flagged for immediate attention. The course revisions will also require more instructors and subject matter experts with different areas of expertise; a request for new job postings has already been submitted to human resources.

Conclusion/Final Comments

Both the internal and external reviewers agreed that the MPH program has several strengths, particularly the alignment with the institution's mission and learning outcomes and serving a diverse student population. A clear action plan is necessary to ensure continuous improvement and updates to the curriculum as well as improve enrollment and retention.

Appendix A

Faith Based Institutions in the United States and Relevant Academic Institutions with Online Master of Public Health (MPH) Programs

Institution	CA-based	Admission	Duration & Term	Specialized Accreditation	Emphasis Areas or Concentration	Cost Per Credit (\$)	Total Credits
LAPU	Yes	No GRE required	18 - 24 months	No	Public Health Admin, Community Health, Epidemiology	\$630	42
APU	Yes	No GRE required	24 months	Yes	Global Health	\$850	42
Calvin University Grand Rapids, Michigan	No	No GRE required	18 months/8 Weeks	No	Global Health Infectious Diseases	\$660	42
Gordon College Wenham, MA	No	GRE required	18-24 months/ 16 weeks	Yes	Epidemiology Public Health Policy and Management	\$665	42
Cal Baptist University Riverside, CA	Yes	No GRE required	24 months	Yes	Health Education and Promotion Concentration Health Policy and Administration Concentration	\$821 + Fees	48
Andrews University Berrien Springs, MI	No	GRE required (waived)	24 - 30 months	Yes	Dual Degree: Divinity (MDiv) and Public Health (MPH)	\$865 -\$1,059	42
Baylor University Waco, TX	No	No GRE Required	18 -24 months	Yes	Community Health	\$2,154	42

Concordia University Nebraska Lincoln, NE	No	No GRE required	24 months	Yes	Community Health Epidemiology	\$500	42
Biola University School of Science, Technology & Health La Mirada, CA 90639	Yes	No GRE required	18 - 28 months	No	Global Health and Epidemiology	\$900	42
Loma Linda University Loma Linda California	Yes	GRE Required	18 - 24 months	Yes	Global Health Public Health Ethics	\$1250	42
Touro University Vallejo, CA 94592	Yes	No GRE required	24 months	Yes	Joint Physician Assistant/MPH Program	\$650	42