

**Council on Education for Public Health  
Adopted on March 13, 2020**

REVIEW FOR ACCREDITATION  
OF THE  
COMMUNITY HEALTH PROMOTION PROGRAM  
AT  
ILLINOIS STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 24-25, 2019

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CRITERIA: Accreditation Criteria for Standalone Baccalaureate Programs,  
amended June 2018

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## INTRODUCTION

Illinois State University is a public university established in 1857. The university offers a diverse selection of academic programs, including those spanning a number of disciplines. There are six colleges at the university, housing over 160 bachelor's degree programs, 90 master's, and 14 doctoral degree programs. The university is home to 20,784 students, 1,290 faculty, and 2,364 staff. The university is accredited by the Higher Learning Commission, and the last review was in 2015, which resulted in an accreditation term of 10 years. In addition, the university holds specialized accreditation in a number of disciplines, including music, art, business, audiology, education, computer science, nursing, and physical education.

The health promotion and education program began in the physical education program in the late 1960s, and the university established a formal curriculum in health education in the 1970s. In the 1980s, the program became part of the Department of Health Sciences. The current health promotion and education program offers two tracks: school health, which is not part of the unit of accreditation, and community health promotion. In addition to health promotion and education, the department also houses degree offerings in clinical laboratory science, environmental health, health information management, and safety. The department resides in the College of Applied Science and Technology, which also houses departments in military science, technology, information technology, kinesiology and recreation, family and consumer sciences, criminal justice, and agriculture. Within the department, the designated leader reports directly to the department chair. The department chair reports directly to the dean of the college. The dean of the college reports directly to the provost, who reports to the university president.

The community health promotion degree is a BS and is offered in a traditional, campus-based format. The program has a current enrollment of 84 students and employs 5 primary faculty.

This is the program's first review for CEPH accreditation.

<b>Instructional Matrix – Degrees and Concentrations</b>			
<b>Degrees</b>		<b>Campus based</b>	<b>Distance based</b>
Health Promotion and Education-Community Health Promotion	BS	X	

**A1. ADMINISTRATION AND GOVERNANCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
<p>Program has autonomy to make decisions related to the following:</p> <ul style="list-style-type: none"> <li>• allocation of program resources</li> <li>• implementation of personnel and policies and procedures</li> <li>• development and implementation of academic policies and procedures</li> <li>• development and implementation of curricula admission to the major</li> </ul>		<p>The program has sufficient overall autonomy to fulfill its mission. The responsibility for resource allocation rests with the Department of Health Science chair (the program is one of five programs in this department) and the dean of the College of Applied Sciences, with input from the program director and faculty. Curriculum design, student assessment, faculty hiring, performance evaluation, and retention and promotion are the responsibility of the department chair and the various faculty committees, e.g., curriculum, faculty status, and search.</p> <p>Faculty members engage community partners and advisory boards in the design of the curriculum. Faculty work closely with the department chair to set degree requirements and work with a staff, department academic advisor to set admission criteria.</p>	<p>Illinois State University has a long history of shared governance. As noted by the Academic Senate, “Shared University Governance – Illinois State University, founded in 1857 as the first state-supported university in Illinois, has had a long history of worthy traditions and accomplishments. Most of the practices connected with the administration and policy forming activities of the University have grown up gradually as needs developed. This is true with respect to the system for faculty and student participation in university governance, including the system of faculty-student committees. The general catalogs of the University reveal a steady growth in the scope and amount of faculty and student participation in the administrative and policy-forming activities of the University.”</p>	<p>The Council appreciates the information provided in the response to the team’s report regarding faculty involvement in decision-making committees.</p>
<p>Program’s faculty have formal opportunities for input in decisions affecting the following:</p> <ul style="list-style-type: none"> <li>• curriculum design (e.g., program specific requirements)</li> <li>• student assessment</li> <li>• program evaluation</li> </ul>		<p>Program faculty have additional opportunities for input into curriculum design with members serving on the department and college-level curriculum committees. Monthly faculty meetings provide a venue to discuss and act on issues with courses, student retention, and ongoing program evaluation.</p>		
<p>Faculty have input in resource allocation within the institution and existing program administration.</p>		<p>The program has been successful in obtaining additional funds for classroom improvements and faculty travel for conference attendance, training, and continuing education. University leaders interviewed during the site</p>	<p>As such faculty are fully engaged and provide input into matters related to matters about resources, polices,</p>	

		<p>visit affirmed their commitment to support and eventually expand the program into graduate education within a carefully managed and stable overall university enrollment.</p> <p>The commentary relates to an opportunity to improve the level of autonomy of the program in decisions about the allocation of resources, development and implementation of personnel policies and procedures, and curricular development and implementation. While the site visit team heard that the department chair relies heavily on the program faculty to make recommendations for each of the above-mentioned items, decision-making lies mostly with the department and its committees. The program director does not serve on the department-wide committee that makes decisions about curriculum. The faculty noted that this does not prove to be an issue, as program-level meetings generate decisions and changes and departmental meetings approve these changes.</p>	<p>and curriculum. A faculty member of the program serves on the Department Curriculum committee and the Program Director does serves on the College Curriculum Committee.</p>	
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**A2. FACULTY ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues and are engaged in ways that benefit the instructional program		The program has a small faculty that interacts informally and in monthly program and semi-annual (two to three times/year) department meetings. The department previously employed one part-time faculty member; however the faculty member is now no longer needed as the program now is fully staffed. The department assigns or appoints faculty to search committees and the department-wide curriculum committee that meets frequently. The department chair has made a commitment to fund faculty attendance at desired conferences and trainings, including taking students to conferences when funds are available to support student travel. Faculty interviewed during the site visit spoke highly of the faculty attendance at educational workshops offered by the university's Center for Teaching and Learning, and junior faculty participate in an onboarding program in which they are assigned a more senior faculty mentor. Monthly faculty meeting agendas, minutes, and work plans document the assignment of responsibilities for different program activities to individual faculty. University leaders interviewed during the site visit were complimentary of the high profile that long-time program faculty members maintain in campus and larger community activities.		

**B1. PUBLIC HEALTH CURRICULUM**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		<p>The BS in Community Health Promotion requires 120 credits across three categories: general education, required major courses, and community health promotion elective courses. The required major courses include human biology; health data analysis; mind/body health; epidemiology for public health; needs assessment in health education; strategies in health education-community health; community public health; principles of human disease; diseases of the human body; health behavior and theory; public health leadership; health communication and social marketing; health education program planning and evaluation; and the internship in health education.</p> <p>Through a review of syllabi, assignment descriptions and assessment score sheets/rubrics, and student work samples, reviewers validated coverage of eight of the 10 required domains. In particular, reviewers had difficulty validating the alignment of the public health leadership course, with all of its designated elements. Conversation with faculty during the site visit, however, provided details of how the course addressed a number of elements through a combination of guest speakers, course assignments, and course projects.</p> <p>This concern relates to the lack of coverage of domain 10. The review team found that the curriculum does not fully</p>	<p>The program feels that Domain 10 is covered well in two major course, HSC 292-Community Public Health and HSC 305-Public Health Leadership. In HSC 292, students learn about the healthcare system, how the US system differs from other systems, cost of healthcare, health insurance and complete assignments related to these areas. In HSC 305, students focus on health policy and advocacy which includes understanding the economical impact of policies (funded, unfunded mandates), and complete various assignments related to these areas. We have included further evidence from these courses to support that Domain 10 is covered well. The evidence includes lectures, discussions, and assignments.</p>	<p>Based on the updated information in the program’s response, the Council found that the program has implemented sufficient coverage of domain 10 to constitute compliance with this criterion. The Council changed the site visit team’s finding from partially met to met.</p>



		cover domain 10, particularly economical dimensions of health care and public health policy.		
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B1 Worksheet

<b>Public Health Domains</b>	<b>Yes/CNV</b>
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations	Yes
6. Underlying science of human health and disease, including opportunities for promoting and protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities	Yes
8. Fundamental concepts and features of project implementation, including planning, assessment and evaluation	Yes
9. Fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government	CNV
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	Yes

**B2. COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students demonstrate and are assessed on each competency and all its elements:		The program maps the two foundational competencies to core courses taken by every student in the major. For competency one, related to public health communication, students complete a program plan/grant development, a presentation to stakeholders, a community-based leadership project, a fact sheet, an infographic, and social media content. To address the second competency related to public health information literacy, students perform research, write a paper, and present research to stakeholders; students also evaluate health data and use health information to create newsletters, infographics, and bulletin boards.	The Program has 29 defined concentration competencies from the National Commission for Health Education Credentialing. Those competencies have been further articulated in an attachment which outlines which course covers that competency and the assessment activity.	Based on the updated information in the program’s response, the Council found that the program has defined an appropriate set of concentration competencies and assessments. The Council changed the site visit team’s finding from partially met to met.
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program intends to prepare students to sit for the National Commission for Health Education Credentialing (NCHEC) exam in order to gain the Certified Health Education Specialist (CHES) credential. The program uses the seven NCHEC areas of responsibility to prepare students for the exam. The program has mapped assessments to the overall areas of responsibility, which are not intended to be competency statements. During the site visit, faculty noted that they are in the process of mapping the NCHEC competencies to course learning objectives.		
Assesses all students at least once on their ability to demonstrate each concentration competency		The concern relates to the lack of defined concentration competencies. While the program has identified the		

		NCHEC areas of responsibility, this is not sufficient to articulate an appropriate depth of knowledge and skills in which the program intends to prepare students.		
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B2.1 Worksheet

Competency Elements	Yes/CNV*
<b>1. Public Health Communication</b>	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
<b>2. Information Literacy</b>	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

## B2.2 Worksheet

Health Promotion and Education-Community Health Promotion <b>Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Plan assessment process for health education/promotion	Yes	Yes
2. Collect primary data to determine needs	Yes	Yes
3. Analyze relationships among behavioral, environmental and other factors that influence health	Yes	Yes
4. Examine factors that influence the process by which people learn <sup>+</sup>	Yes	Yes
5. Examine factors that enhance or impede the process of health education/promotion <sup>+</sup>	Yes	Yes
6. Determine needs for health education/promotion based on assessment findings	Yes	Yes
7. Involve priority populations, partners and other stakeholders in the planning process	Yes	Yes
8. Develop goals and objectives	Yes	Yes
9. Select or design strategies/interventions	Yes	Yes
10. Develop a plan for the delivery of health education/promotion	Yes	Yes
11. Address factors that influence implementation of health education/promotion	Yes	Yes
12. Coordinate logistics necessary to implement plan	Yes	Yes
13. Implement health education/promotion plan	Yes	Yes
14. Monitor implementation of health education/promotion	Yes	Yes
15. Develop evaluation plan for health education/promotion	Yes	Yes
16. Develop a research plan for health education/promotion	Yes	Yes
17. Select, adapt and/or create instruments to collect data	Yes	Yes
18. Collect and manage data	Yes	Yes
19. Analyze data	Yes	Yes
20. Interpret results	Yes	Yes
21. Apply findings	Yes	Yes
22. Manage relationships with partners and other stakeholders	Yes	Yes
23. Gain acceptance and support for health education/promotion programs	Yes	Yes
24. Demonstrate leadership	Yes	Yes
25. Manage human resources for health education/promotion programs	Yes	Yes

26. Provide advice and consultation on health education/promotion issues	Yes	Yes
27. Engage in advocacy for health and health education/promotion	Yes	Yes
28. Influence policy and/or systems change to promote health and health education	Yes	Yes
29. Promote the health education profession	Yes	Yes

**B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program exposes students to the 12 cross-cutting concepts and experiences through coursework and the public health practice experience. The community public health course exposes students to the concepts of community dynamics; they participate in a community-based service-learning project and must attend several community public health-related meetings. Students are exposed to cultural contexts in which public health professionals work through the needs assessment in health education course, during which students participate in a community-based research and/or assessment project with community partners to conduct real-world research. Additionally, the public health leadership course introduces students to organizational dynamics--students conduct interviews with organizational leaders to get a sense of organizational dynamics and what successful organizations and leaders do well. The internship also exposes students to organizational dynamics.	<a href="#">Click here to enter text.</a>	

		Students noted immense satisfaction with the service and community-based learning opportunities provided in the program. Many touted the real-world experience as a unique program strength.		
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B3 Worksheet

<b>Cross-cutting Concepts and Experiences</b>	<b>Yes/CNV</b>
1. Advocacy for protection and promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking and creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self and society	Yes
6. Independent work and a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork and leadership	Yes

**B4. CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative and experiential activities		Students complete cumulative and experiential activities that include service learning projects, wellness coaching experiences, research papers for required courses, a course that requires students to conduct needs assessments with a community organization, a leadership project, a senior seminar, professional portfolio, and a 360-hour professional practice experience requirement. Site visitors reviewed many samples of students’ work, including classroom PowerPoint presentations, professional practice activity logs, mock grant proposal presentations, and professional portfolios. The program provided a list of over 140 placements in community agencies such as the local health department, Alzheimer’s Association, and hospital systems where students are exposed to local public health professionals through internships and professional practice experiences. Students and alumni interviewed during the site visit were grateful for the assistance provided by the program director and other faculty in finding the right placements.	Click here to enter text.	
Activities require students to integrate, synthesize and apply knowledge				
Program encourages exposure to local-level professionals and agencies				

**C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Collects and analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program measures student competency attainment through professional practice assessments, student self-assessments, and CHES exam pass rates. The program does not utilize any faculty assessment of students in measuring student competency attainment.	The Program has developed a system for collecting course level data every semester based on CEPH competencies and NCHCEC competencies. The target for each would be for 80% of the students to complete the assignment/assessment with a C or better. This data collection has just started in December 2019. Data will be collected at the end of every semester for every course.	The Council appreciates the information provided in the response to the team report and looks forward to reviewing data when it becomes available.
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		<p>At the end of the professional practice internship, site supervisors complete an assessment of the student's performance in Qualtrics. Students also complete a self-assessment utilizing the same instrument. The instrument measures the attainment of entry-level health education responsibilities and skills using the NCHCEC areas of responsibility. Reviewers had access to data for the last three years. The majority of site supervisors reported that students met or exceeded expectations in all seven areas of responsibility. Students self-reported the same findings. Supervisors reported the lowest score (97%) for serving as a health education resource person, whereas students reported the lowest score (92%) for administering and managing health education.</p> <p>The program also uses CHES exam pass rates as a measure of student competency attainment. Students are not required to sit for the CHES exam upon graduation. This has presented variability in how many students have taken the exam in the past. For academic years 2016, 2017, 2018, and 2019 (thus far), 13 (out of 26 graduates), nine (out of 26 graduates), six (out of 28 graduates), and</p>		



		<p>11 current students have taken the exam, respectively. The pass rates have varied, with pass rates of 70%, 23%, 17%, and 81%. Due to the high variability in pass rates and number of students taking the exam, reviewers found the data to not be meaningful in providing information on student competency attainment.</p> <p>The program has identified areas of improvement based on the data gathered. In order to increase the number of students taking the CHES exam, the program has instituted more CHES exam preparation in the HSC 396 course and has changed the timing of the CHES scholarship offered to cover costs of the exam. The program is also implementing a CHES exam review. Through course evaluations and student exit surveys, and preceptor evaluations, the program identified a need for more health policy and systems thinking and personal and professional leadership development in the curriculum but has not identified any plans for incorporating this information into the curriculum. The program has also identified the need for additional professional development, research, and evaluation opportunities.</p> <p>The concern relates to the validity and reliability of the data identified for student competency attainment. The program has very limited data, primarily based on student self-report and on ratings from internship supervisors who do not have specific training or guidance on how students would be expected to demonstrate the desired skills or what level of skill is acceptable. The program does not use any faculty evaluation to measure student competency attainment. The program's high variability in the number of students taking the CHES exam, as well as high variability in pass rates of the exam, mean that this</p>		
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		indicator does not currently provide useful data on student competency attainment. Faculty acknowledged this limitation during on-site discussions.		
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**C2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes and accurately presents graduation rate data		The program has a maximum time to graduation of five years. The program begins counting students as part of a cohort once they have reached 75 credit hours and declared the major. Based on this process, students typically graduate within two years of entering the cohort. The most recent cohort to reach the maximum time to graduation, the 2014-15 cohort, reached a graduation rate of 98%. Subsequent years have far exceeded the threshold, reporting rates of 96%, 93%, and 93%.	Click here to enter text.	
Achieves graduation rates of at least 70%				
If program does not meet the threshold of 70% <ul style="list-style-type: none"> <li>its grad rates are comparable to similar baccalaureate programs</li> <li>it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable</li> </ul>	N/A			

**C3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Collects, analyzes and presents data on graduates' employment or		The program has gathered post-graduation placement data from a majority of graduates over the last three years.	The program is exploring further data collection methods to connect	The Council appreciates the information provided in the

enrollment in further education post-graduation		<p>The program reports knowing where 73% (30/41), 65% (17/26), and 65% (17/26) of students are for years 2016, 2017, and 2018. Of the graduates with known outcomes, 93% (28/30), 94% (16/17), and 88% (15/17) of students had positive placements—either employed or enrolled in additional education. This falls within the required threshold.</p> <p>The program collects data from an electronic alumni survey sent by the program director. Additionally, graduates keep in touch with faculty and often provide updates related to jobs, graduate school, and other news. The program notes that a limitation is the lack of response from graduates to the survey; faculty state that they are only able to capture data on graduates who respond or keep in touch. Since 2018, the program has administered its own alumni survey, rather than relying on university data collection, and this has increased response rates. The program also plans to use incentives to encourage alumni feedback and responses.</p> <p>The commentary relates to the program’s data collection methods. Although the program has taken over administration of the alumni survey, the program is still reporting nine of 26 graduates with unknown placements over the last two years. There is an opportunity for the program to develop other data collection methods that will maximize the number of graduates with known outcomes.</p>	<p>with Alumni and gather current information on their employment and other outcomes such as graduate school. Those methods will include having more focused Alumni events during homecoming in fall and meeting in the Spring, personal reach outs via social media &amp; e-mail, &amp; connecting via LinkedIn.</p>	<p>response to the team report regarding exploration of new data collection methods.</p>
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
<p>If program does not meet the threshold of 80%, the program must:</p> <ul style="list-style-type: none"> <li>document that its rates are comparable to a similar baccalaureate program in home unit</li> <li>provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement</li> </ul>	N/A			

**C4. STAKEHOLDER FEEDBACK**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Collects information about the following through surveys or other data collection:</p> <ul style="list-style-type: none"> <li>• alignment of the curriculum with workforce needs</li> <li>• preparation of graduates for the workforce</li> <li>• alumni perceptions of readiness and preparation for the workforce and/or further education</li> </ul>		<p>The program collects information about how well it is preparing its students to join the public health workforce from its Advisory Board, internship preceptors, and other public health professionals who interact with students, employers, and alumni. The Advisory Board includes stakeholders from local school districts and the local health system and potential employers of program graduates.</p>	<p><a href="#">Click here to enter text.</a></p>	
<p>Information collected from BOTH:</p> <ul style="list-style-type: none"> <li>• alumni</li> <li>• relevant community stakeholders</li> </ul>		<p>As noted in criterion C3, the program sends out an annual alumni survey to all alumni for whom contact information is available. More than 50 program alumni responded to the 2019 alumni survey; more than 40% of these respondents reported employment in a position directly related to their degree program.</p>		
<p>Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program</p>		<p>A smaller number of employers (seven) responded to the program’s debut employer survey in 2019. These respondents provided favorable ratings of graduates’ competence to perform their job functions. The program reviews information from these sources and at the end of the academic year makes improvements to the curriculum accordingly.</p> <p>Recent improvements include creation of a new course related to mental health, based on a recommendation from the Advisory Board. The program has also created an alumni Facebook page to which the program director</p>		

		<p>posts job information and other items of potential interest to alumni.</p> <p>The site visit team interviewed several professional practice site preceptors and recent alumni during the visit. These individuals reported that the program had adequately prepared students for success in their field placements and the work force. One alumnus suggested that more preparation in job readiness, e.g., resume preparation, would have been valuable. The program has been incorporating more of these kinds of job readiness exercises, such as writing cover letters, into coursework with help from university career services staff.</p>		
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**D1. DESIGNATED LEADER**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		The program has identified a designated leader who meets all of this criterion's requirements. The designated leader contributes 1.0 FTE to the program and holds an MSPH and a DrPH, both from accredited programs of public health. The leader also has extensive experience as a public health practitioner, serving as health promotion specialist at the McLean County Health Department for 13 years and as part of the leadership team of the McLean County Wellness Coalition. The designated leader is also MCHES certified, an active member of the Society for Public Health	Click here to enter text.	
<ul style="list-style-type: none"> <li>a full-time university faculty member</li> </ul>				
<ul style="list-style-type: none"> <li>dedicates at least 0.5 FTE to the program</li> </ul>				
<ul style="list-style-type: none"> <li>has educational qualifications and professional experience in a public health discipline</li> </ul>				

<p>fully engaged with decision-making about the following</p> <ul style="list-style-type: none"> <li>- curricular requirements</li> <li>- competency</li> <li>- development</li> <li>- teaching assignments</li> <li>- resource needs</li> <li>- program evaluation</li> <li>- student assessment</li> </ul>		<p>Education (SOPHE), and the American Public Health Association (APHA).</p> <p>As noted in criterion A1, the designated leader does not have formal input into curricular requirements, teaching assignments, or resource needs, since she is not a member of all of the department committees with formal decision-making authority; however, she and the program faculty work collectively to make recommendations to the department chair, who relies heavily on faculty input to make decisions. While the designated leader does not sit on all departmental committees, she and the program faculty largely make operational decisions and make recommendations to the larger committees for final approval.</p>		
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**D2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program employs at least 2 FTE (in addition to the designated leader)		The program has six individuals, totaling 4.25 FTE serving as faculty. Four of the six faculty members hold the CHES or MCHES certification. Five of the six have terminal degrees from accredited public health programs and schools. Five of the six have practice experience in the field of public health.	Click here to enter text.	
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising		The program reports a 22:1 student to faculty ratio (SFR) in the most recent year. Over the last two years, the program has had equitable SFRs to the comparable program (environmental health program in the department of health sciences), which		
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes				

		<p>reported a 20:1 SFR for the last year. Class sizes have also been equitable over the last few years, with the largest class being 31 students in the health education and promotion program and 32 students in the comparable program.</p> <p>The program has used adjunct faculty in the past to teach general education courses, however, now that the program has a full faculty, there is no longer need for adjunct faculty members, as stated during the site visit.</p> <p>During the visit, students reported feeling great support from faculty in coursework, career support, and in life. Many students noted that the program director's door is always open, and many students felt that they can go to her with anything. Community partners echoed the feeling of support from faculty.</p>		
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**D3. STUDENT ENROLLMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		<p>The program uses university data and the IBM COGNOS analytic system to generate a list of majors for each semester. The program then exports this data to Excel and sorts by part-time and full-time students. Full-time enrollment is defined as 12 credit-hours or more.</p> <p>The program uses consistent and accurate data collection methods to report on student enrollment.</p>	<p><a href="#">Click here to enter text.</a></p>	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

**E1. DOCTORAL TRAINING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		<p>Five of six full-time faculty members hold doctoral degrees: one each with a DrPH, ScD, and DSc, and two with a PhD. One faculty member trained at the master's level has a BS in environmental health and an MPH in health education, over 20 years' experience as an environmental health specialist, and has been teaching a variety of undergraduate courses across programs and in the general education program in the department since 1996.</p> <p>The site visit confirmed that the one master's level faculty member had abundant practical and college-level teaching experience.</p>	Click here to enter text.	

**E2. FACULTY EXPERIENCE IN AREAS OF TEACHING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience		<p>Through a review of the self-study and associated documents, reviewers found that five out of six faculty currently teach courses directly aligned with their education and experience. For example, the program director, who has 13 years of local public health department experience teaches needs assessment, community public health, epidemiology,</p>	Click here to enter text.	



		<p>and public health leadership. It appears that given the small size of the program faculty, there are times in which faculty members may be teaching courses that are somewhat outside their expertise and/or experience. For example, an environmental health specialist was teaching a disease course sequence.</p> <p>All full-time faculty have training and expertise focused on community health education and/or health promotion and have related past and/or current experience working outside of academia with public health departments, in schools, or in community organizations. They have held such positions as public health department health promotion specialist; Area Health Education Center Board member; high school health and physical education teacher; public health department licensed environmental health practitioner; and hospital director of wellness.</p> <p>Additional information about courses, the teaching assignment process, and faculty background and certifications gleaned from the site visit illustrated that there are no concerns regarding faculty experience in areas of teaching. Students commented that faculty were knowledgeable and experienced in the areas of the courses they taught.</p>		
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**E3. INFORMED AND CURRENT FACULTY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		<p>All program faculty engage in several activities that inform their work and teaching in their disciplines. They are active members of appropriate professional organizations (e.g., SOPHE, APHA) and are engaged in discipline-related community service activities such as being a member of the Illinois Public Health Institute's Healthy and Active Communities Network and the Bloomington YMCA Strong Kids Campaign. Doctorally-trained faculty frequently present and publish in peer-reviewed venues associated with APHA, SOPHE, and other groups. Most have written successful public health education grants.</p> <p>The three MCHES and one CHES prepared faculty members must engage in continuing education to maintain these credentials.</p> <p>During the site visit, the team confirmed that program faculty engagement in discipline-related community service activities independently and/or within a service-learning framework and actively participate in and attend state and national professional conferences. Program faculty indicated that they were pleased with the level of monetary support available to them for professional development and noted several campus resources that provided professional development opportunities for teaching and research, for example</p>	Click here to enter text.	

		a mandatory new faculty mentoring program and the Center for Teaching and Learning.		
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**E4. PRACTICIONER INVOLVEMENT**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Met			
Practitioners are involved in instruction through a variety of methods		Practitioners are involved in the program as guest speakers, community partners in needs assessments, and advocacy and service-learning partners. The self-study presented a list of 25 practitioners from the university; local health departments; local hospital systems; voluntary agencies, e.g., local food bank; and the US Public Health Service who have supported the program in these different ways. Current students interviewed during the site visit were appreciative of the program’s efforts to create these opportunities for “real-life” engagement with community partners.	<a href="#">Click here to enter text.</a>	

**E5. GRADUATE STUDENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

**F1. FINANCIAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission and goals and sustain degree offerings		<p>The program has enjoyed stable revenue over the last six years; it reported revenues of \$435,753 in 2019, a slight increase over the six-year period covered in the budget table in the self-study; there were significant increases in revenue from external grants and contracts in 2016 and 2017 (to \$561,613 in 2016) that declined in subsequent years. The program estimates that it accounts for approximately 20-25% of the department budget.</p> <p>Within the overall budget, the program saw a shift in revenue sources from tuition and fees to university funds over the six-year period. Department leaders assured the site visit team that this has not affected the financial stability of the program; indeed, as observed, revenues from these internal sources have remained relatively constant (as has student enrollment) over the last six years. The department has been allowed to carry over some revenues from previous budget years and use these funds to plan for and create a media lab for the program in 2016. The department has also been able to fund requests for desired faculty travel and attendance at conferences and</p>	<p>Click here to enter text.</p>	
Financial support appears sufficiently stable at time of site visit				

		trainings. A small endowment fund also supports student travel and attendance at professional association meetings such as SOPHE.		
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**F2. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission and goals and support degree programs		Physical resources are sufficient to support the program's mission. The program occupies two floors in Felmley Hall on the university campus. All faculty have offices in these spaces, and most classes are held there. Students have access to three computer labs, one of which is a media lab dedicated for use by the program. Students can use these lab spaces for small group meetings and study groups.	Click here to enter text.	
Physical resources appear sufficiently stable				

**F3. ACADEMIC AND CAREER SUPPORT RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission <u>and</u> to achieve expected student outcomes		ISU provides computing and technology assistance through a support team that is accessed via web request or live chat. IT also supports online course offerings. The IT department's website provides short articles on frequently needed technology information and help (e.g., configuring your iPhone for Office 365). The department has a media lab dedicated to the health promotion and education program, which also serves students in the school health degree option.	Click here to enter text.	
Academic support services include, at a minimum, the following:				

<ul style="list-style-type: none"> <li>a) computing and technology services</li> <li>b) library services</li> <li>c) distance education, if applicable</li> <li>d) career services</li> <li>e) other support services (e.g., writing center, disability and support services), if they are relevant to the program</li> </ul>		<p>The Milner Library provides physical and virtual space and materials. Librarians can be accessed through a variety of methods (e.g., IM, chat, telephone). The library contains a variety of spaces appropriate for individual and group study and meetings and instruction. It is open 20 hours a day, with reference assistance available 18 hours a day. The university Career Center assists students and alumni with developing and implementing career plans. In particular, it provides career assessment and advising, career skills workshops, and networking opportunities. It works with departments and programs on setting up professional practice (internship) experiences. Student Access and Accommodation Services provides assistance to individuals with disabilities and/or medical/mental health conditions so they may fully access all aspects of the university. Health Promotion and Wellness within the Division of Student Affairs provides programs and services to address the health and wellness needs of students, staff, and faculty.</p> <p>During the site visit, students shared that they found ISU Career Center personnel very helpful when included as guest speakers in their public health leadership class. The team learned from program faculty that the university's support services are accessible and easy to work with.</p>		
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**G1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
<p>Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion</p>		<p>Prior to the completion of 24 credit hours, all students are advised by ISU University College academic advisors. Once 24 credit hours have been completed, students are advised by the department's academic advisor.</p> <p>All student majors within the Department of Health Sciences receive public health academic advising from the one full-time academic advisor employed by the department. This advisor is responsible for working with the approximately 360 student majors across the department's programs on academic planning, degree audits, personal problem-solving and support, and support of co-curricular skill development activities. Students meet face-to-face with the department advisor once a year and as requested by the student. Program faculty also meet with students to provide direction in course planning and problem-solving related to the program.</p> <p>An advising assessment survey was administered to all program seniors in 2018 and 2019. Results suggest that students do not feel they have enough time with the academic advisor, they would like more information about post-graduation education options, and the majority were "neutral" regarding overall academic advising services.</p> <p>The concerns relates to the need for a more robust academic advising system. The department has one academic advisor for all students. The team notes that the</p>	<p>The Department, Advisor, and Faculty continue to explore how to best serve students. A few immediate actions the Faculty plan to take include:</p> <p><u>Incorporate advising information into e-newsletters sent monthly by Program Director (PD).</u> HPE PD to provide monthly e-newsletters and these communications will feature advising information such as reminders about important registration dates, course offerings, co-curricular activities, and professional development opportunities.</p> <p><u>Incorporate major &amp; professional advising into HSC 286 &amp; 292.</u> These are the respective introductory courses for Community Health Promotion. Faculty will add advising sessions into these courses to emphasis course sequencing, co-curricular activities, and time to degree.</p>	<p>The Council appreciates the efforts to improve advising services that are outlined in the program's response to the team report.</p>

		<p>large number of advisees for the one departmental advisor is not ideal for student success. While the team understands that this advising ratio is similar to other programs at ISU, it is evident that the advising ratio in the department may be contributing to lack of student access to academic advising.</p> <p>During the site visit, program faculty acknowledged that at times students had some difficulty accessing the academic advisor. Program faculty also indicated that at times they provided academic advising in the course of interacting with students but that the academic advisor was the official connection to the student records and registration system at ISU. Students shared that they went to program faculty members, especially the program leader, for academic advising when the wait for an appointment with the department academic advisor was too long.</p>	<p><u>Individual meetings with Program Director yearly.</u> Students will schedule individual meetings with PD for advising on their professional development. Currently students schedule meetings with the department academic advisor through the main office. In order to connect with students early as freshmen or transfers, faculty will work with front office staff to schedule an appointment with PD when advisor appointments are scheduled. Students currently enrolled in major courses will schedule appointments during classes.</p> <p><u>All major meetings each semester.</u> Beginning in 2020 faculty will hold a meeting for all majors each semester. The meetings will serve as an orientation and update on HPE. The meetings will also connect First Time in College and transfer students to faculty and student leaders</p>	
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**G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		<p>All program faculty are responsible for providing public health career advising. Discussion of public health career options is part of the courses in community public health, health communication and social marketing, and public health leadership. The program director meets with each new major during the first semester of major courses to discuss the program and potential careers.</p> <p>All students are required to meet with the program director prior to the professional practice experience. Students with specific career interests are directed to the faculty member most appropriate to discuss a particular career area.</p> <p>The team noted that program faculty reported feeling as though career advising is an important part of their role and confirmed that public health career options are part of coursework. In meeting with professional practice preceptors, they discussed their informal role in providing career advising to the students. Students and alumni noted feeling that they received helpful career guidance from the program faculty.</p>	Click here to enter text.	

**G3. STUDENT SATISFACTION WITH ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising		The program sends a senior survey via email to all program seniors every April. The department chair also performs a yearly performance review with the academic advisor. Data from the last two years shows that while most students (70%) were satisfied with academic advising, there are increasing rates of dissatisfaction with advising. The highest rates of dissatisfaction are time spent with advisor (16% and 10% dissatisfied), degree to which students received information about post-graduation educational options (29% and 13% dissatisfied), and provision of accurate information about degree requirements and course sequencing (14% and 10% dissatisfied).	Per above to address some of satisfaction related to advising, A few immediate actions the Program Faculty plan to take include: <u>Incorporate advising information into e-newsletters sent monthly by Program Director (PD)</u> . HPE PD to provide monthly e-newsletters and these communications will feature advising information such as reminders about important registration dates, course offerings, co-curricular activities, and professional development opportunities.	The Council appreciates the information provided in the response to the team report regarding exploration of new data collection methods and looks forward to reviewing updated data.
Program uses methods that produce specific, actionable data		<p>During the visit, students echoed the data provided in the self-study. Students mentioned getting incorrect information on course sequencing or transfer credits from the departmental advisor. Some noted that this prolonged their time spent in the program. Others noted the need to determine their own plan of study. Faculty noted the need to increase student satisfaction and are eager to find ways to do so.</p> <p>Students noted satisfaction with career advising from faculty members through coursework, guest lectures, personal connections, and networking opportunities. Faculty stated that they feel it is their duty to provide</p>	<p><u>Incorporate major &amp; professional advising into HSC 286 &amp; 292</u>. These are the respective introductory courses for Community Health Promotion. Faculty will add advising sessions into these courses to emphasis course sequencing, co-curricular activities, and time to degree.</p>	

		<p>career advice to students and to help them find a career path that suits their personal passions.</p> <p>The concern relates to the sustained dissatisfaction with academic advising. Through a review of data and on-site conversations, it is clear to reviewers that students are not satisfied with the current academic advising structure in the department.</p>	<p><u>Individual meetings with Program Director yearly.</u> Students will schedule individual meetings with PD for advising on their professional development. Currently students schedule meetings with the department academic advisor through the main office. In order to connect with students early as freshmen or transfers, faculty will work with front office staff to schedule an appointment with PD when advisor appointments are scheduled. Students currently enrolled in major courses will schedule appointments during classes.</p> <p><u>All major meetings each semester.</u> Beginning in 2020 faculty will hold a meeting for all majors each semester. The meetings will serve as an orientation and update on HPE. The meetings will also connect First Time in College and transfer students to faculty and student leaders</p>	
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**H1. DIVERSITY AND INCLUSION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program demonstrates a commitment to diversity and inclusion through</p> <ul style="list-style-type: none"> <li>• assurance that students are exposed to individuals and agencies reflective of the diversity in their communities</li> <li>• research and/or community engagement conducted</li> </ul>		<p>The program demonstrates its commitment to diversity and inclusion by ensuring that students have skills for recognizing and adapting to cultural differences in the public health context through a combination of coursework, practical and service learning experiences in workplace settings, and guest lectures from speakers in the field. The self-study identifies six courses in which students learn about health disparities and social determinants of health and develop health promotion materials for diverse audiences, culminating in an extensive capstone practice experience in a community organization. Guest lecturers discuss health disparities and how to work with diverse populations on a local, state, and federal level.</p> <p>At the university level, leaders affirmed their commitment to increasing diversity in the student population, pointing to steady growth in the enrollment of students from underrepresented populations. The university offers incentives for hiring and retaining faculty from minority groups. At the program level, leaders target resources to assuring that economically disadvantaged students have financial support for attendance at professional conferences when assistance is needed.</p>	<p>Click here to enter text.</p>	

**H2. CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program prepares students by maintaining a curriculum and practical learning requirements that build competencies in diversity and cultural competence. The required classes in global contexts, needs assessment, community public health, public health leadership, health communication and social marketing, and health education program planning and evaluation incorporate learning activities such as service learning with community agencies, guest speakers, readability exercises, accessibility exercises, and prioritizing populations in need in grant writing assignments. Program leaders expressed their view that the professional practice experience and other service learning opportunities place students face-to-face with diverse audiences, requiring them to demonstrate the competencies addressed in this criterion. Several students interviewed during the site visit described scenarios that challenged them to communicate health promotion messages to diverse populations with whom they had no previous experience.	Click here to enter text.	

**11. DISTANCE EDUCATION PROGRAM OFFERING**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**12. DISTANCE EDUCATION STUDENT INTERACTION**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**13. DISTANCE EDUCATION PROGRAM SUPPORT**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**14. DISTANCE EDUCATION PROGRAM EFFECTIVENESS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**15. DISTANCE EDUCATION STUDENT IDENTITY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

**J1. INFORMATION ACCURACY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs and bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements		The information found in the course catalog and on the department website with regard to general admissions policies and degree completion requirements are in alignment. The department website provides more specific information with regard to the policies, procedures, and requirements for admission to the major and the community health education sequence. Academic integrity standards and grading policies are found in the catalog. Course syllabi reflected and reinforced these policies tailored specifically to the course activities and requirements.	Click here to enter text.	
Advertising, promotional and recruitment materials contain accurate information				

**J2. STUDENT COMPLAINT PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		Students have several options for reporting grievances and complaints, depending on the nature of the issue. Students may report the grievance or complaint directly to the department chair in person or via email. Students may also challenge a final course grade, or file an Office of Equal Opportunity and Access complaint against an employee based on any protected class or against a student.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		<p>There has been one formal grievance filed in the last three years. The Office of Equal Opportunity and Access found the grievance to be unfounded.</p> <p>Documents relating to student complaints and grievances are easily accessed on the internet.</p>		



**AGENDA**

**Council on Education for Public Health Site Visit Agenda  
Standalone Baccalaureate Program (SBP) – Illinois State University**

**Wednesday, October 23<sup>rd</sup>**

5:00 pm            **Site Visit Team Executive Session 1**

**Thursday, October 24<sup>th</sup>**

8:30 am            **Site Visit Team Request for Additional Documents**

8:45 am            **Site Visit Team Executive Session 2**

9:00 am            **Break**

9:15 am            **Meeting 1: Program Leadership**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Administration and governance (Criterion A)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed? (Criteria D, F)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director	<i>Faculty qualifications (Criterion E)</i>

Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	
Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Practitioner involvement (Criterion E)</i>
Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 6</b>	

10:15 am      **Break**

10:30 am      **Meeting 2: Curriculum**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Curriculum (Criterion B)</i>
Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Evaluation of program effectiveness; collection and analysis of data (Criterion C)</i>
N/A	<i>Distance education (Criterion I)</i>
<b>Total participants: 5</b>	

11:45 pm      **Break & Lunch Set-up**

12:00 pm **Meeting 3: Students**

<b>Participants</b> <b>HPE Current Students</b>	<b>Topics on which participants are prepared to answer team questions</b>
Joy Parker Abbi Almer Alyssa Tipsword-Kizer Sydney Saylor Dave Chovancek Becca Phillips Teresa Wang Julie Myers Maggie Lane Mikayla Unger	<i>Faculty qualifications (Criterion E)</i> <i>Curriculum (Criterion B)</i> <i>Resources (physical, faculty/staff, academic &amp; career support) (Criteria D, F)</i> <i>Evaluation of program effectiveness (Criterion C)</i> <i>Academic and career advising (Criterion G)</i> <i>Diversity, inclusion, and cultural competence (Criterion H)</i> <i>Student complaint processes (Criterion J)</i>
<b>Total participants: 10</b>	

1:15 pm **Break**

1:30 pm **Meeting 4: Faculty Roles and Responsibilities**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Information accuracy (Criterion J)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Student complaint processes (Criterion J)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor	<i>Faculty engagement (Criterion A)</i>

Megan Weemer, DHSc, Assistant Professor	
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Informed and current faculty (Criterion E)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Academic and career advising (Criterion G)</i>
Chris Grieshabor, PhD, Chair Jackie Lanier, DrPH, Program Director Alicia Wodika, PhD, Assistant Professor Jim Broadbear, PhD, Professor Christy Bazan, MPH, Instructional Assistant Professor Megan Weemer, DHSc, Assistant Professor	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 6</b>	

2:30 pm **Break**

2:45 pm **Resource File Review and Executive Session 3**

4:00 pm **Stakeholder Feedback/Input**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Jim Almeda, ISU Health Promotion & Wellness	<i>Resources (personnel, physical, academic and career support) (Criteria D, F)</i>
Liz Hamilton, Chestnut Health Systems/BN Parents	<i>Practitioner involvement (Criterion E)</i>
Lisa Soliday, Project Oz	<i>Cumulative and experiential activities (Criterion B)</i>
Michele Guadalupe, Alumna & Arthritis Foundation	<i>Cross-cutting concepts (Criterion B)</i>
JeJo Bontigao, Alumna & Advocate Health	<i>Stakeholder feedback (Criterion C)</i>
Erin Kennedy, OSF Center for Healthy Lifestyles	<i>Academic and career advising (Criterion G)</i>
Michelle Brown, OSF Center for Health Lifestyles	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 7</b>	

5:00 pm **Adjourn**

**Friday, October 25<sup>th</sup>**

8:30 am **University Leaders**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Larry Dietz, PhD, President Jan Murphy, PhD, Provost Ani Yazedjian, PhD, Assistant Provost	<i>Program's position within larger institution</i>
Chris Grieshabor, PhD, Chair Todd McLoda, PhD, Dean of College of Applied Science and Technology (CAST) Care Rabe-Hemp, PhD, Assistant Dean, CAST	<i>Provision of program-level resources</i>
Larry Dietz, PhD, President Jan Murphy, PhD, Provost Ani Yazedjian, PhD, Assistant Provost	<i>Institutional priorities</i>
Chris Grieshabor, PhD, Chair Todd McLoda, PhD, Dean of CAST Care Rabe-Hemp, PhD, Assistant Dean, CAST	<i>Designated leader (Criterion D)</i>
Larry Dietz, PhD, President Jan Murphy, PhD, Provost Ani Yazedjian, PhD, Assistant Provost	<i>Administration and governance (Criterion A)</i>
Chris Grieshabor, PhD, Chair Todd McLoda, PhD, Dean of College of Applied Science and Technology (CAST) Care Rabe-Hemp, PhD, Assistant Dean, CAST	<i>Faculty engagement (Criterion A)</i>
<b>Total participants: 6</b>	

9:00 am **Break**

9:15 am **Executive Session 4 and Report Preparation**

1:00 pm **Exit Briefing**

2:00 pm **Team Departs**