

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT  
SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

June 21-22, 2022

SITE VISIT TEAM:

Mighty Fine, MPH, CHES – Chair  
Theresa Byrd, DrPH, MPH, RN

SITE VISIT COORDINATOR:

Alexandra DiOrio, MPH, CHES

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended October 2016

## Table of Contents

INTRODUCTION .....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES .....	2
A2. MULTI-PARTNER SCHOOLS & PROGRAMS.....	4
A3. STUDENT ENGAGEMENT .....	4
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH .....	5
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	5
B1. GUIDING STATEMENTS .....	5
B2. GRADUATION RATES.....	7
B3. POST-GRADUATION OUTCOMES.....	8
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	9
B5. DEFINING EVALUATION PRACTICES.....	10
B6. USE OF EVALUATION DATA.....	11
C1. FISCAL RESOURCES .....	12
C2. FACULTY RESOURCES.....	14
C3. STAFF AND OTHER PERSONNEL RESOURCES .....	16
C4. PHYSICAL RESOURCES.....	17
C5. INFORMATION AND TECHNOLOGY RESOURCES .....	18
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE .....	20
D2. MPH FOUNDATIONAL COMPETENCIES .....	21
D3. DRPH FOUNDATIONAL COMPETENCIES .....	23
D4. MPH & DRPH CONCENTRATION COMPETENCIES .....	23
D5. MPH APPLIED PRACTICE EXPERIENCES.....	25
D6. DRPH APPLIED PRACTICE EXPERIENCE .....	26
D7. MPH INTEGRATIVE LEARNING EXPERIENCE.....	27
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE .....	28
D9. PUBLIC HEALTH BACHELOR’S DEGREE GENERAL CURRICULUM.....	28
D10. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL DOMAINS .....	29
D11. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL COMPETENCIES.....	31
D12. PUBLIC HEALTH BACHELOR’S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES.....	32
D13. PUBLIC HEALTH BACHELOR’S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	33
D14. MPH PROGRAM LENGTH .....	34
D15. DRPH PROGRAM LENGTH.....	35

D16. BACHELOR'S DEGREE PROGRAM LENGTH .....	35
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES.....	36
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES .....	36
D19. ALL REMAINING DEGREES .....	37
D20. DISTANCE EDUCATION .....	37
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED.....	37
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE .....	38
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS .....	39
E4. FACULTY SCHOLARSHIP.....	41
E5. FACULTY EXTRAMURAL SERVICE .....	43
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT .....	44
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE .....	46
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS.....	48
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE.....	50
G1. DIVERSITY & CULTURAL COMPETENCE .....	51
H1. ACADEMIC ADVISING .....	54
H2. CAREER ADVISING .....	56
H3. STUDENT COMPLAINT PROCEDURES .....	58
H4. STUDENT RECRUITMENT & ADMISSIONS.....	59
H5. PUBLICATION OF EDUCATIONAL OFFERINGS .....	61
AGENDA.....	63

## INTRODUCTION

Southern Illinois University, Edwardsville (SIUE) was established in 1957 and is a public institution. The university was recently classified as a doctoral/professional institution in the Carnegie Classifications of Institutions of Higher Education system and received the 2018 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine. SIUE is organized into eight schools and colleges: College of Arts & Sciences; School of Business; School of Dental Medicine; School of Education, Health, and Human Behavior; School of Engineering; School of Nursing; School of Pharmacy; and Graduate School. The university offers 45 bachelor's degrees, 10 post-baccalaureate certificates, 44 master's degrees, eight post-master's certificates, and four doctoral degrees. As of spring 2022, SIUE employed 610 full-time faculty and 2,473 staff and enrolled 13,061 students.

The university is accredited by the Higher Learning Commission and had its most recent review in 2015, which resulted in a 10-year term. Specialized accreditors to which the university responds include the Accreditation Board for Engineering and Technology, the Council on Social Work Education, the Commission on Accreditation of Allied Health Education Programs, and the American Dental Association Commission on Dental Accreditation.

The program originated from an undergraduate health education program, which was expanded in 2016 to address public health more broadly. The undergraduate program was accredited by CEPH in the standalone baccalaureate (SBP) in 2017. In 2019, the university established the graduate public health program and enrolled its first students in the newly developed MPH. The program began the process to transition from the SBP to PHP category of CEPH accreditation in December of 2019. The program resides within the School of Education, Health, and Human Behavior's Department of Applied Health, along with the following programs: exercise science, exercise and sports psychology, nutrition, physical education and coaching pedagogy, and speech pathology and audiology. As of spring 2022, the program enrolled 32 MPH students and 71 BSPH students.

This is the program's first review for CEPH accreditation in the public health program (PHP) category.

<b>Instructional Matrix - Degrees and Concentrations</b>					
<b>Bachelor's Degrees</b>				<b>Campus based</b>	<b>Distance based</b>
Community Health		BSPH		BSPH	
<b>Master's Degrees</b>				<b>Academic</b>	<b>Professional</b>
Generalist			MPH	MPH	
<b>Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)</b>				<b>Academic</b>	<b>Professional</b>
<b>2nd Degree Area</b>	<b>Public Health Concentration</b>				
Pharmacy	Generalist			MPH-PharmD	
Business	Generalist			MPH-MBA	

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		Due to its small size (seven full-time faculty), the program does not have its own standing committees. The undergraduate and graduate program directors make all decisions related to degree requirements, curriculum design, student assessment policies and processes, and admissions policies in consultation with program faculty.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		The program directors engage faculty through email and during monthly program meetings. For any changes related to these areas, the program directors submit the changes to the department chair, who forwards the proposed change to the school level. The dean submits the changes for university-level academic affairs approval. Changes related to admissions criteria and degree requirements also go to the Faculty Senate Curriculum Council and the Graduate Council Programs Committee for review and approval.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		For faculty recruitment, the program creates its own search committees when needed. The program faculty appoint the committee chair, who is typically a tenure-track faculty member. For promotion, the program follows the university policy. The department in which the program is administratively located has its own Promotion and Tenure Committee that conducts a review before passing recommendations to the school dean, the provost, the chancellor, and the Board of Trustees. All tenured faculty in the department sit on this committee, which includes two program faculty.		

		<p>During the site visit, reviewers asked faculty how this decision-making model is working. Faculty said that this model has worked very well and ensures that everyone has a seat at the table and all faculty voices are heard. Faculty acknowledge that if the program grows, creating program standing committees may become necessary.</p> <p>Research and service activities are guided by the department's operating paper and the SUIE Faculty Association's collective bargaining agreement. At the department level, program faculty provide recommendations on research and service activities required for annual reviews and promotion and tenure expectations to the department's Operating Papers Committee. The committee reviews research and service expectations annually and brings any proposed changes to department faculty (including program faculty) for discussion and approval during monthly department meetings. The department chair and school dean provide final approval.</p> <p>Program faculty participate on department- and school-level committees. Examples include the department Operating Papers Committee and Strategic Planning Committee and the school Diversity Committee and Teaching Excellence Awards Committee.</p> <p>Full- and part-time faculty have opportunities to interact during monthly program meetings, monthly department meetings, professional development workshops and social events. Faculty also interact regularly through email, Teams, and Zoom. Reviewers validated interaction via meeting minutes.</p>		
--	--	---	--	--

**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The program engages students in program-related decision making through the Public Health Advisory Board. The program selects one BSPH student and one MPH student to sit on the committee and provide feedback during meetings.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		<p>Additionally, the student group Eta Sigma Gamma (ESG) meets monthly and discusses program concerns and improvements when applicable. The ESG Executive Board can bring concerns to the group's faculty advisor, who can share the concerns during program meetings or via email.</p> <p>When asked during the site visit, faculty discussed their open-door policy and noted that they regularly ask students for feedback about the program and potential changes. Students confirmed that they have many informal opportunities to provide feedback and have seen faculty take their feedback and make programmatic changes. Despite this record of success, the program</p>		

		recognizes the potential benefit of having more formal opportunities for student input going forward.		
--	--	---	--	--

**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

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

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

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

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines a vision, mission statement, goals, statement of values		The program's vision is <i>"equitable health and social justice regionally and globally through education, research, service, and advocacy."</i> The program's mission is <i>"to develop leaders to work with diverse communities and promote health equity via an engaging and innovative"</i>	Click here to enter text.	The Council reviewed the self-study, team's report, and program's website. The program did not include value statements in its self-study, and the Council could not find value statements on the program websites. Based on the totality of information and the fact that
Taken as a whole, guiding statements address instruction, scholarship, service				



<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health &amp; 2) promote student success</p>		<p><i>teaching and learning environment grounded in student-centered culture and excellence.”</i></p>		<p>defined values are a required criterion element, the Council acted to change the team’s finding of met to a finding of partially met.</p>
<p>Guiding statements reflect aspirations &amp; respond to needs of intended service area(s)</p>		<p>The program has four goals related to instruction, research, service, and diversity:</p> <ol style="list-style-type: none"> <li>1. To provide foundational public health knowledge and skills through real-world application.</li> <li>2. To engage in research and scholarly activities that address health disparities and/or the health of diverse populations, locally and/or globally.</li> <li>3. To engage in service experiences that improve health and access for diverse populations in the Illinois and/or Missouri communities.</li> <li>4. To support an inclusive climate and diversity among the student body and faculty.</li> </ol>		<p>The concern relates to the program’s lack of a defined statement of values, as required by this criterion.</p>
<p>Guiding statements sufficiently specific to rationally allocate resources &amp; guide evaluation of outcomes</p>		<p>The self-study did not list any values, nor could reviewers locate values on the program’s website. Values statements are a required element for compliance with this criterion.</p> <p>The program’s guiding statements reflect its aspirations to serve its students and work with diverse communities, address health disparities, provide real-world experiences for students, and support an inclusive environment. The statements are sufficiently specific to allocate resources and guide decision making. In addition to promoting student success through providing real-world experiences in an inclusive environment, the program advances the field of public health through research and service activities with diverse populations.</p>		

**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program presented graduation rates for the BSPH and MPH that meet or exceed the 70% threshold. The BSPH numbers were incorrectly presented in the final self-study document, but the program provided corrected numbers before the site visit.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>For the BSPH, the program reports a graduation rate of 73% for the 2012-13 cohort, which has reached the maximum time to graduation of seven years. The 2013-14, 2014-15, 2015-16, and 2016-17 cohorts have already exceeded the 70% threshold, and the attrition rates are low enough that the 2017-18 and 2018-19 cohorts can meet the threshold.</p> <p>For the MPH, the program enrolled its first cohort in 2019-20 and therefore has not had a cohort that has reached the maximum time to graduation of five years at the time of the site visit. The program reports that it will have a graduation rate of 82% for the 2019-20 cohort and 77% for the 2020-21 cohort at the end of spring semester 2022, well before the maximum allowable time. The attrition rate is low enough that the 2021-22 cohort can meet the threshold.</p> <p>The program tracks MPH data and receives BSPH data from the university and the school's academic advisors.</p>		

**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		The program exceeds the threshold for positive post-graduation outcomes for the BSPH and MPH. For the BSPH, the program reports the following positive post-graduation placement rates for 2018, 2019, and 2020: 91%, 90%, and 97%. For the MPH, the program reports a positive post-graduation placement rate of 80% for 2022. Not all graduates were accounted for, with unknown rates falling between 9% and 42%. The 42% unknown rate occurred for BSPH graduates in 2018. Since then, the program has made progress in reducing its unknown rates year over year with a 9% unknown rate in 2020. The program now uses a multipronged approach with the undergraduate program director sending a personalized, tailored message to each graduate with a request to complete the alumni survey. The undergraduate program director follows up with alumni and posts a reminder message on the program Facebook page.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The program uses its alumni survey to collect post-graduation data. Both the graduate and undergraduate program directors assess the results of the respective alumni survey data and share the results during the annual program retreat.		

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program assesses alumni perceptions of competencies and the curriculum through the alumni survey mentioned in Criterion B3. Alumni answer a mixture of closed and open-ended questions, with open-ended questions focusing on programmatic improvements. The program sends this survey out one year after graduation.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data		The most highly rated skills from the last three years from the undergraduate alumni survey were related to obtaining and analyzing credible data; using data to assess needs; evaluating and interpreting results; describing the effects of programs/policies/services at multiple levels of the social-ecological model; planning and implementing programs and services; and written and oral communication with diverse audiences. The program added more didactic training related to biostatistics, research, and communication, and saw improved alumni ratings between 2018 and 2019. Alumni rated skills related to analyzing policies and leadership lowest in 2020.  MPH alumni rated competency areas related to health care systems; planning and management; policy; leadership; communications; and systems thinking most highly in the 2022 survey. Alumni also rated themselves highly on the concentration competencies which relate to evaluating appropriate theories and models; developing a program implementation or evaluation plan; and		
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>designing a research proposal. The lowest related skills related to applying epidemiological methods; explaining budgeting and resource management principles; and developing a grant proposal.</p> <p>As described in Criterion B3, the undergraduate and graduate directors assess the results of the respective alumni survey data and shares the results during the annual program retreat. During the retreat, faculty review both the results as well as the survey to determine if further edits or clarifications are needed before the next survey is sent to alumni.</p> <p>During the site visit, faculty affirmed the usefulness of the data the program collects. Since the MPH program is relatively new, the program has a small sample size for the time being but has been able to use it to make programmatic changes.</p>		
--	--	---	--	--

**B5. DEFINING EVALUATION PRACTICES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program has a total of 10 evaluation measures for its four goals. Measures include student perceptions of competency attainment, number of faculty and student publications and presentations that address health disparities, and number of courses with service-learning, among others. The program identified data sources and responsible individuals for each measure. For example, the	<a href="#">Click here to enter text.</a>	

<p>Defines plan that is ongoing, systematic &amp; well-documented. Plan defines sufficiently specific &amp; appropriate methods, from data collection through review. Processes have clearly defined responsible parties &amp; cycles for review</p>		<p>program uses course syllabi to determine the number of courses with service-learning. The program directors review these documents with the faculty at the annual retreat and discuss potential changes. Faculty monitor progress on any agreed upon changes during monthly program meetings.</p> <p>Overall, the evaluation measures align with the guiding statements and assess progress in advancing the field of public health and promoting student success. The program's evaluation plan is systematic, with major reviews during annual retreats, and well documented. Reviewers noted that the program measures additional indicators of student success such as student performance in leadership through the applied practice experience, which is not captured as one of the listed evaluation measures. The program may benefit from incorporating these measures more formally.</p>		
--	--	---	--	--

**B6. USE OF EVALUATION DATA**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As described in Criterion B5, the program reviews data for all evaluation measures during its annual faculty retreat. Faculty use this time to discuss potential changes and ways to implement these changes throughout the upcoming academic year.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		Examples of recent changes the program made based on feedback include hiring adjunct faculty and a non-tenure track instructional faculty member based on		

		undergraduate students' concern and dissatisfaction with rotating faculty and the desire for more diverse faculty; providing more elective options based on student feedback; and developing additional support tools and services to retain its diverse students.		
--	--	--	--	--

**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The fiscal resources are sufficient and adequate to support the program's mission and goals.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The university's operating funds come from two major sources: student tuition and fees, which accounts for about 80% of revenue, and state general revenue, which is allocated by the Illinois General Assembly biennially to the general administration of the university system. The university Planning and Budget Committee discusses budget allocations. SIUE's allocations, once determined, are provided to the chancellor, who then distributes funds to the provost and vice chancellor for academic affairs. The provost and vice chancellor then allocate the funds to the eight academic deans. The dean of each school or college allocates money to each of the departments.</p> <p>Department chairs are responsible for administering the budget with assistance from administrative staff. The department's operating budget is used to support all programs, including the health promotion program. The health promotion program does not have a separate budget but was able to estimate costs in the self-study</p>		

		<p>document. The program does not directly participate in decision-making and development of the budget but can make recommendations on the program's budget needs including personnel, space, equipment, and supplies.</p> <p>The program covers faculty salaries and operating costs using the operating budget it receives from the university. The program considers all costs associated with running the program operational costs.</p> <p>To request additional faculty, the program must submit a proposal to the department chair for approval. If approved, the chair sends the proposal to the dean, who sends it to the provost for final approval. Requests for additional funds for operating costs follow the same process.</p> <p>For faculty and staff professional development, the Graduate School provides \$900, the school provides \$500, and the department provides \$700 per faculty member per year. For student support, the department provides funding for students that win school awards when available. Additionally, the program supports two graduate assistant positions annually through cost sharing that the university approved as part of the MPH program. The Graduate School also provides funding for student support, and the program can use funds obtained from winter-term teaching when available. During the site visit, the program acknowledged that it did not receive the winter-term funding last year and is unsure if it will receive it for the coming year.</p> <p>Faculty members also secure funds through grants and contracts that contribute to the program's budget through</p>		
--	--	--	--	--



		<p>salary savings and indirect cost sharing. The indirect cost rate for federal grant applications is 44.5% of modified total direct costs for research and other sponsored agreements, and 26% of modified total direct costs for all off campus sponsored agreements.</p> <p>During the site visit, university leaders affirmed their commitment to the program and its growth while ensuring that the program has a defined budget. Both faculty and university leaders acknowledged that the university is going through a budget realignment process.</p>		
--	--	--	--	--

**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program has sufficient faculty resources to support its degrees and mission. The program has a total of seven primary instructional faculty (PIF) and three non-PIF. All the PIF and non-PIF teach in both the MPH and BSPH programs.</p> <p>The program calculates full-time equivalent (FTE) based on the number of courses taught. While all PIF are full-time to the university and program at 1.0, non-PIF FTE is calculated by the number of courses taught with one course being equivalent to .25 FTE.</p> <p>For undergraduate advising, the program engages two academic advisors with an average of 34 students each. For the MPH, the program director provides a majority of</p>	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				

Ratios for MPH ILE are appropriate for degree level & nature of assignment		<p>the advising, with an average of 14 students. For the BSPH cumulative and experiential activity, faculty have an average of seven students, and for the MPH, faculty have an average of 12 students completing the capstone project and two completing the thesis option.</p> <p>The program collects perceptions of class size and faculty availability through an undergraduate and a graduate exit survey. For the 2021 BSPH exit survey, 100% of respondents were very satisfied or satisfied with class sizes and 95% were very satisfied or satisfied with faculty availability. Students also provided positive qualitative feedback about both class size and faculty availability including that the program had “good class sizes” and that the faculty are “extremely helpful and caring.” For the 2021 MPH exit survey, 100% of respondents were very satisfied or satisfied with both class sizes and faculty availability. As with the BSPH students, qualitative comments about class size as well as cohort size, and faculty availability were very positive.</p> <p>During the site visit, students and alumni were highly complimentary of faculty, stating that faculty are very available and extremely supportive from both an academic and emotional perspective. Multiple students and alumni noted that faculty members did an excellent job of connecting them to resources and encouraging them to complete their degrees and pursue their career interests. University leaders also praised faculty for their work with students and the university.</p>		
Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable	N/A			
Students’ perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		In addition to faculty, the Department of Applied Health has administrative staff to help support the program. This includes an office administrator who supports administrative tasks related to hiring and paying graduate assistants, faculty travel, grant-related budgeting, ordering supplies, maintaining faculty indirect costs accounts, and end-of-year accounting. The department also employs an office support specialist who provides administrative support as needed.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>The school has two academic advisors assigned to the department who are responsible for advising undergraduate public health majors and minors. The program also supports two MPH graduate assistants who assist faculty with teaching responsibilities and grading in select undergraduate public health courses.</p> <p>The department chair told reviewers that she regularly monitors the needs of the program to determine whether additional support is needed. During the site visit, students expressed satisfaction with staff resources.</p>		

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>The physical space for the program is sufficient to fulfill the mission and goals of the program and is adequate to ensure appropriate instruction and engagement among students, faculty, and staff.</p>	<p><a href="#">Click here to enter text.</a></p>	
Physical resources appear sufficiently stable		<p>The program resides in the Lucas Annex, which provides individual offices for all full-time faculty and office space for staff. Part-time instructors also have access to office space through individual desk carrels. The suite also houses a small conference room.</p> <p>The program has priority access to classrooms in the Vadalabene Center which is adjacent to the Lucas Annex. The classrooms are equipped with state-of-the-art teaching tools, including smart classrooms. Classrooms range from 30-80 seats. For larger class sizes, the program can use classrooms in other buildings.</p> <p>Students have access to several options for shared space in the Vadalabene Center that includes student lounges and study areas. This space can be used for gathering, studying, and meetings. It includes desks, couches, other seating spaces, and vending machines are also available throughout the Vadalabene Center. The Kimmel Leadership Center in the Morris University Center also offers all student organizations, such as the program's Eta Sigma Gamma dedicated office space. Additionally, SIUE's campus offers other options for shared student space such</p>		

		as spaces in the Lovejoy Library and the Morris University Center, which are both close to the Vadalabene Center.		
--	--	---	--	--

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The program has access to the Lovejoy Library that has a collection of more than 800,000 total volumes, over 540,000 government documents, and a vast collection of films, e-books, DVDs, video tapes, and microforms. The library also provides access to over 125 databases containing journal articles and other research materials and a subscription to over 162 public health- related journals. Additionally, the library provides computer software, maps, audio records, and music compact discs.</p> <p>Through these resources, students and faculty also have access to I-Share, which is a consortium of 76 libraries throughout the state of Illinois, where they can access titles that are housed throughout the state, granting them expanded access to the textbook and journal resources. The Inter-Library Loan Internet Accessible Database (ILLiad) is also available as an electronic system to request an item through interlibrary loan.</p> <p>SIUE provides 12 computer labs across campus for students to use, five of which are open 24 hours a day. The labs offer Microsoft Office, as well as other software packages, such</p>	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>as SPSS and Amos, that can be downloaded or accessed remotely.</p> <p>The university provides faculty with computers for their instructional and administrative use with access to hardware and software that they need to teach and complete scholarly activities. Faculty can replace their computers every four years</p> <p>Students and faculty can chat with a librarian using an online portal through the library's website and receive a response with 24 hours. They can also schedule an appointment with a librarian or visit the information desk. The public health program is assigned its own librarian, who is available to assist faculty and staff as needed. The librarian offers assistance and training classes to show students how to find resources.</p> <p>For ITS assistance, faculty, staff, and students can access the health desk in the library or the Morris University Center, which is open Monday to Friday between 8:00 am and 4:30 pm. Faculty, staff, and students can also access IT assistance via phone or email. Calls are answered 24 hours a day and ITS responds to emails within 24 hours.</p> <p>Faculty also have access to an Instructional Design and Learning Technology (IDLT) team that is available to assist with teaching, learning, and technology integration. They help faculty prepare to teach online through consultations, resources, and training.</p> <p>During the site visit students expressed their satisfaction with ITS, telling site visitors that staff are very responsive and go above and beyond to support their needs.</p>		
--	--	--	--	--

**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program ensures that all students are grounded in foundational knowledge through completion of the Michigan Public Health Training Center's "Foundations of Public Health Practice" online module. Additionally, learning objectives are reinforced in required core courses such as PBHE 500: Core Principles in Public Health &amp; Public Health Leadership; PBHE 530: Epidemiology; and PBHE 550: Research and Evaluation Methods.</p> <p>The site visit team was able to validate didactic coverage of all learning objectives through a review of the module and course syllabi, as shown on the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program aims to provide coverage and assessment of the foundational competencies for all students through eight required courses: PBHE 500: Core Principles in Public Health &amp; Public Health Leadership; PBHE 520: Public Health Data Analysis; PBHE 530: Epidemiology; PBHE 540: Public Health Policy and Administration; PBHE 550: Research &amp; Evaluation Methods; PBHE 570: Environmental Health; PBHE 580: Public Health Interventions; and PBHE 598: Grant Writing.</p> <p>Examples of assessments include literature reviews, logic models, homework assignments, discussion posts, and reflection papers. Site visitors reviewed self-study documentation and syllabi and were able to validate some competencies. During the site visit, reviewers discussed the assessments for foundational competencies 1, 2, 6, 7, 8, 9, 11, 12, and 15. Faculty provided additional detail about case study questions on an exam, discussion board questions, and project instructions and expectations. The site visit team was able to validate appropriate assessments for most of the competencies through this discussion.</p> <p>The concern relates to the site visit team’s inability to validate an appropriate assessment for competencies 7 and 11. Specifically, reviewers could not validate that students assessed community needs and assets or selected</p>	<p>In response to the concern expressed for D2.2, we have revised the assessment pertaining to foundational competency 7. In PBHE 550: Research &amp; Evaluation Methods, students will be assigned a local hospital/organization in the local Metro East area, review the published community needs assessment report, and then provide a description of the needs, assets, capacities, and their overall assessment summary based on the information found. Please find attached a copy of the assignment instructions in the documents with the title, “D2.2 PBHE 550.” This assignment will be implemented in Spring 2023.</p> <p>Additionally, we have also revised the assessment pertaining to foundational competency 11. In PBHE 580: Public Health Interventions, students complete the Article Evaluation Assignment by choosing a peer-reviewed article</p>	<p>The Council acknowledges the program’s response concerning assessments to address foundational competencies. Based on the information provided, the Council was not able to validate compliance with this criterion.</p> <p>Specifically, the Council reviewed the needs assessment assignment in PBHE 550 for competency 7. The assignment description notes that this is a group assignment without any evidence of how each student is individually assessed on the competency.</p> <p>The Council’s review of the article evaluation in PBHE 580 did not support verification of alignment with competency 11. The assignment presented in the response appears to require students to critique evaluation methods, not select appropriate methods to evaluate a program.</p>



		<p>evaluation methods as part of the listed assessments. During the site visit, faculty recognized these gaps and plan to revise or add assessments to cover these competencies. Reviewers full findings are shown in the D2 worksheet.</p> <p>During the site visit, students and alumni told reviewers that they were very satisfied with the curriculum and felt well prepared for their jobs; alumni highlighted ways in which they have applied the skills they learned to their current positions. Additionally, employers and community members complimented the program’s curriculum and preparation of students for the workforce.</p>	<p>that uses quantitative or qualitative evaluation methods and one of the health behavior theoretical frameworks (e.g., Health Belief Model, Transtheoretical Model, Social Cognitive Theory). The criteria for selection, questions to answer, and the rubric have been updated. Please find attached a copy of the assignment instructions in the document with the title, “D2.2 PBHE 580.” This assignment was implemented in Fall 2022.</p>	
--	--	---	--	--

D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities’ health	CNV
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	CNV
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes

14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program's generalist MPH has five competency statements that define an appropriate depth of knowledge and skill. Competencies focus on recommending policies, programs, and partnerships; evaluating health behavior theories and models; developing program implementation or evaluation plans; designing research proposals; and developing grant proposals.	In response to the concern expressed for D4.1, we have revised the assessment pertaining to concentration competency 3. In PBHE 570: Environmental Health, students will complete the following:	The Council reviewed the team's report and program's response. Based on the information in the program's response, including attachment, the Council found that the program addressed the concern identified in the team's report.
Assesses all students at least once on their ability to demonstrate each concentration competency			Students will spend the semester researching and writing about an	Therefore, the Council acted to change the team's finding of partially met to a finding of met.

If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	<p>The site visit team was able to validate didactic coverage for all competencies and was able to validate an appropriate assessment for almost all competencies through a review of course syllabi, as shown in the D4 worksheet.</p> <p>During the site visit, reviewers asked faculty about the assessments for concentration competency 3 related to developing an implementation or evaluation plan.</p> <p>The concern relates to the site visit team's inability to validate an appropriate assessment for concentration competency 3. Specifically, the team could not validate that the logic model paper in PBHE 580: Public Health Interventions or the final paper in PBHE 550: Research &amp; Evaluation Methods requires students to develop program implementation or evaluation plans. Reviewers recognize that students complete a logic model, which is a component of an implementation or evaluation plan, but did not see evidence of other aspects of an implementation or evaluation plan in the listed assessments.</p>	<p>environmental health topic of their choice. Culminating after a thorough literature review and 2 written essays, students complete the fifth phase of their project: Program Intervention Plan. Students work through a provided template to describe aspects of a hypothetical intervention including stakeholders, problem analysis, asset mapping, etc.</p> <p>Please find attached a copy of the assignment instructions and template in the document entitled, "D4.1 PBHE 570--Phase 5 Intervention Instructions." This assignment will be implemented in Spring 2023.</p>	
---	-----	--	--	--

D4 Worksheet

<b>MPH Generalist Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Recommend policies, programs, and/or partnership activities that integrate a population's social determinants of health that contribute to health outcomes.	Yes	Yes
2. Evaluate appropriate health behavior theories and models in various research and/or intervention settings.	Yes	Yes
3. Develop a program implementation and/or evaluation plan to convey or address a public health need, condition, disease, or disability.	Yes	Yes
4. Design a research proposal using appropriate methods to address a public health issue.	Yes	Yes
5. Develop a grant proposal for a research study, intervention, or program that addresses a public health need.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program's applied practice experience (APE) is tied to a course, PBHE 560: Applied Practice Experience. Full-time students typically enroll in the summer following their first full year of courses, and part-time students typically enroll in the summer following their second year of classes. Joint degree program students in the MPH-PharmD and MPH-MBA joint programs complete the core MPH curriculum, including PBHE 560: Applied Practice Experience only after completion of most of their MPH classes. As part of this course, students select external partners; identify five competencies, of which at least three must be foundational, and one of the foundational competencies must be a leadership competency; and define at least two products that are useful to their external partner. The program gives students the flexibility to choose the format of their APE, which does not have to take the form of a traditional internship.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational		The graduate program director provides examples of acceptable products and requires students to attend virtual check ins throughout the course to ensure that they are on track. During the site visit, the graduate program director told reviewers that she is implementing an additional check in starting in July to ensure student products are rigorous and address any challenges students may be having earlier in the process.		

		<p>Students have completed their APE at a variety of placements, including the Bond County Health Department, Project Third Day, Greene County Health Department, Barnes-Jewish Hospital-Radiation Oncology Department, and Teens Against Killing Everywhere (TAKE).</p> <p>Site visitors reviewed sample student products and found them to be of a high quality. Examples include a statistical analysis, a survey, PowerPoint presentations on select public health topics, community needs assessment, secondary data analysis, and a logic model.</p> <p>In addition to the two products, students write a paper detailing how they demonstrated the chosen competencies. At the end of the course, students submit the two products and paper to the graduate program director who assesses the products for competency attainment using a rubric.</p> <p>During the site visit, students expressed satisfaction with their APE.</p>		
--	--	--	--	--

**D6. DRPH APPLIED PRACTICE EXPERIENCE**

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

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		Students can choose between a capstone project or a capstone thesis for their integrative learning experience (ILE).	Click here to enter text.	
Project occurs at or near end of program of study		Students that choose the project enroll in PBHE 599A: Capstone Project, while students choosing the thesis enroll in PBHE 599B: Capstone Thesis. Students complete these courses over two semesters in their final year of the program.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<p>During the first semester of the course, students must select at least two foundational competencies and at least one concentration competency to synthesize and complete the capstone form for approval.</p> <p>Students who select the capstone project have the option of completing a research project, like the thesis option, but can also choose applied projects, with or without an external partner, such as a program evaluation or needs assessment. For the thesis option, students must complete a research study and write a publishable manuscript.</p> <p>Each student has an Advisory Committee made up of three program faculty. The Advisory Committee assesses the final product for integration and synthesis of the student's chosen competencies using a form. Students who do not pass the evaluation typically have one to two weeks to complete a revision response.</p>		

		The site visit team reviewed student samples and validated that they were appropriately rigorous. Examples of recent ILE projects include “Cancer Patients’ Preparedness, Resiliency, and Challenges During a Health Pandemic: COVID-19;” “Examining Suicide and Suicide Prevention Utilizing the Social Ecological Model in Madison County, Illinois, 2014 to 2020: Implications for Future Research and Prevention;” and “Program Evaluation: Mobile Market Program at the St. Louis Area Foodbank.”		
--	--	--	--	--

**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D9. PUBLIC HEALTH BACHELOR’S DEGREE GENERAL CURRICULUM**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		The program ensures that students are introduced to all four domains through university general education requirements and required program courses.	Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease		For the first domain, students must take a course from the life sciences breadth area of the university general education requirement. Most students choose BIOL 111: Contemporary Biology or BIOL 205: Human Diseases.		
2. Foundations of social & behavioral sciences				
3. Basic statistics				

4. Humanities / fine arts		<p>Additionally, students must take PBHE 111: Personal Health, which covers infectious and non-infectious diseases, anatomy and physiology, and cancer.</p> <p>For the second domain, students must take a course from the social sciences breadth area covering topics such as anthropology, psychology, or sociology, as well as required program courses PBHE 305: Foundations of Community Health and PBHE 405: Health Coaching.</p> <p>For the third domain, students must take STAT 107: Concepts of Statistics or STAT 244: Statistics as well as PBHE 353: Public Health Data Analysis and PBHE 375: Research Methods.</p> <p>For the fourth and final domain, students must take a course in the humanities breadth area covering topics such as English language and literature, foreign languages, historical studies, and philosophy. Students must also complete a course in the fine and performing arts breadth area.</p>		
---------------------------	--	--	--	--

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		All BSPH students complete 120 credits, of which 45 credits are required public health major courses and 15 are approved public health major electives.	Click here to enter text.	
If curriculum intends to prepare students for a specific credential		The program maps 15 required public health major courses to the domains such as PBHE 111: Personal Health;		



(e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility		<p>PBHE 305: Foundations of Community Health; PBHE 353: Public Health Data Analysis; PBHE 363: Health Policy and Management; 370: Instructional Strategies in Community Health; PBHE 405: Health Coaching; and PBHE 410: Environmental Health.</p> <p>The site visit team validated coverage of each of the domains through a review of course syllabi, as demonstrated in the D10 worksheet.</p> <p>During the site visit, students and alumni expressed satisfaction with the curriculum and felt that it prepared them well for their careers or continuing education.</p>		
---	--	---	--	--

D10 Worksheet

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

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		<p>The program ensures that all BSPH students can demonstrate the ability to (a) communicate public health information and (b) evaluate and synthesize public health information through nine of the 15 required public health major courses referenced in Criterion D10.</p> <p>Examples of assessments include presentations, a social media campaign assignment, a grant proposal, and a data sources and skills homework assignment.</p> <p>The site visit team validated coverage of each of the competencies through a review of course syllabi, as shown on the D11 worksheet.</p>	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				
2. ability to locate, use, evaluate & synthesize public health information				

D11 Worksheet

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

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		Given the structure and design of the undergraduate curriculum, students can integrate, synthesize, and apply knowledge through experiential learning throughout the curriculum. All undergraduate students are required to take PBHE 305: Foundations of Community Health, in which students complete at least 10 hours of service learning in a health education or public health setting.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Towards the end of the program, students also enroll in PBHE 499: Internship in Public Health and complete a 250-hour internship with a community organization. Students must write a paper reflecting on the internship, program coursework, and their competence in the public health domains. This serves as the second experiential activity. Students work with the program's internship coordinator to select their sites.</p> <p>The program also offers two cumulative activities in the form of a program plan and evaluation completed in PBHE 491: Program Planning &amp; Evaluation in Community Health and a grant proposal completed in PBHE 495: Grant Writing in Public Health. Both courses are taken near the end of the program.</p> <p>Examples of recent cumulative and experiential activities include serving as a health educator at an addiction</p>		

		<p>treatment center; creating an asthma awareness program for the Girl Scouts of Southern Illinois; and developing a COVID-19 educational effort for first-year university students.</p> <p>During the site visit, students expressed their satisfaction with the cumulative and experiential components of the program. Additionally, preceptors expressed satisfaction with faculty support and noted that SIUE students are very competent and well prepared.</p>		
--	--	--	--	--

**D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>The program ensures that students have opportunities for exposure to the 12 cross-cutting concepts through required coursework and participation in extracurricular activities such as Eta Sigma Gamma. For example, the fifth concept – “ethical decision making as it relates to self and society” – is addressed through PBHE 305: Foundations of Community Health, where students learn about ethical decision making and work through case studies with opportunities to reflect on their own decisions, as well as in PBHE 375: Research Methods, where students complete a module on research ethics. The seventh concept – “networking” – is addressed through social networking events and mock interviews in PBHE 498: Senior Professional Seminar and through collaborating with community organizations as part of Eta Sigma Gamma. Students are exposed to the eighth concept –</p>	<p>Click here to enter text.</p>	

		<p>“organizational dynamics” – through discussions with guest lecturers in PBHE 363: Health Policy &amp; Management.</p> <p>The site visit team was able to validate opportunities for exposure to all cross-cutting concepts through a review of the syllabi and other documentation, as shown on the D13 worksheet.</p>		
--	--	---	--	--

D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public’s health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & 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 & leadership	Yes

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All students must complete a minimum of 42 credit hours to graduate. Joint degree students (MPH-PharmD and MPH-MBA) complete all required MPH courses and share	Click here to enter text.	

		<p>nine credits with the other degree program which count towards the MPH electives.</p> <p>The university defines a credit hour as equivalent to approximately one classroom/contact hour per week. The university also expects that each credit hour equates to approximately one hour of outside work per student per week.</p>		
--	--	--	--	--

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		<p>All BSPH students must complete a minimum of 120 credit hours to graduate. This includes a minimum of 54 credit hours of general education requirements and at least 60 hours of coursework in their major core and elective courses. These requirements are similar to the BS in exercise science and BS in nutrition, which require a minimum of 120 credit hours, of which a minimum of 54 are general education requirements and at least 63 are major core and elective courses.</p> <p>The university's Transfer Center evaluates coursework completed at regionally accredited institutions upon</p>	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges				

		<p>admission of a transfer student. Transfer students must complete certain course requirements pre-transfer and satisfy either the Illinois Articulation Initiative (IAI) General Education Core or receive an AA, AS, or AAT degree from an IAI community college. The university also has MOUs in place with two community colleges in Illinois.</p> <p>The university has an online course equivalency database that it uses to show how courses transfer from other institutions. For public health courses not listed in the database, the public health academic advisor and undergraduate program director review the syllabus to determine if it can be accepted. If the program director determines that the course will always be accepted, the university will add it to the database.</p>		
--	--	--	--	--

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

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

**D19. ALL REMAINING DEGREES**

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

**D20. DISTANCE EDUCATION**

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

**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The program has seven PIF who teach and supervise students. These PIF have diverse educational backgrounds and work experiences that align with their instructional responsibilities. Five of the seven PIF hold doctoral degrees, including PhD and MD, with the other two holding an MPH and an MEd. Degrees are in public health, health education, education, epidemiology, and health and human performance.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		The program also has three non-PIF who teach in the BSPH program. Two hold PhDs, and the other holds an MPH. The non-PIF hold degrees in public health, health education, and health psychology. These faculty are also		



		<p>well qualified, and their education and experience align with their instructional responsibilities.</p> <p>Students told reviewers that faculty are highly qualified, and students appreciate opportunities to engage with faculty in their areas of expertise.</p>		
--	--	--	--	--

**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program integrates practice perspectives into the curriculum through faculty with practice experience, adjunct faculty members who are practicing practitioners, and guest speakers.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Examples of positions held by PIF and non-PIF with previous or current practice experience include executive director of the Clinton County YMCA; health psychologist; clinical education manager at Rush University Medical Center; evaluator at National Community Health Partners; and veteran intake specialist at Land of Lincoln Legal Aid.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>PIF and non-PIF integrate their previous and current experiences into courses. For example, the non-PIF who is also a health psychologist integrates examples and experiences into PBHE 405: Health Coaching. One of the PIF integrates her experiences with clinical trials into PBHE 375: Research Methods.</p> <p>Guest lecturers cover a broad range of topics in courses. Recent examples include a physician from A to Z Pediatrics</p>		

		<p>discussing pregnancy and birth in PBHE 210: Sexual Health and the director of community wellness at Meridian Village discussing fall prevention in PBHE 213: Injury Prevention. In the MPH program, the faculty member teaching the grant writing course brings in faculty with extensive grant writing experience to discuss experiences and share insights. Additionally, faculty have assigned podcasts from public health professionals during courses. Reviewers noted that the program integrates more guest lecturers in undergraduate courses. Program faculty recognize this and plan to incorporate more guest speakers into future MPH classes.</p> <p>During the site visit, students and alumni expressed satisfaction with integration of practice into the curriculum and service-learning opportunities.</p>		
--	--	---	--	--

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program ensures that faculty maintain currency in their areas of instructional responsibility and in pedagogical methods by tracking teaching, research, and service activities through each faculty member's annual review. Faculty members upload their activities to Digital Measures. The department Personnel Committee reviews the data and provides recommendations. The department chair also discusses the faculty member's goals in teaching, research, service, including professional development, for the following year. As discussed in</p>	<p><a href="#">Click here to enter text.</a></p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				

<p>Supports professional development &amp; advancement in instructional effectiveness for all faculty</p>		<p>Criterion C1, faculty receive a total of \$2,100 towards professional development. Faculty are encouraged to participate as reviewers and editorial board members and attend professional meetings and trainings to stay current.</p> <p>The program evaluates instructional effectiveness through formal annual teaching observations and student course evaluations. Faculty receive feedback through a peer teaching evaluation form or pedagogical observation form as well as a summary of student feedback from course evaluations. These evaluations are a core part of the annual reviews as well as the mid-point review and for promotion and tenure.</p> <p>For tenure and promotion, faculty must demonstrate a meritorious or excellent performance in teaching, documented by supporting materials. These include scores on student course evaluations, evidence of teaching observations, and evidence of exceptional teaching performance through such actions as revising course materials, providing teaching presentations, or acting as a teaching resource to other faculty.</p> <p>Faculty have access to professional development activities through the university's Center for Faculty Development &amp; Innovation, which offers mentoring presentations, teaching and learning workshops, writing groups, and peer consulting, among other services. The university is an institutional member of the National Center for Faculty Development and Diversity, which provides online resources. The university also offers an Instructional Design &amp; Learning Technologies group to</p>		
---	--	---	--	--

		<p>support online learning. At the department level, the chair organizes annual teaching workshops.</p> <p>Examples of recent faculty participation in professional development activities include faculty attending a department teaching workshop “Flipped Classroom” in 2019 and the graduate program director attending a presentation through the Center for Faculty Development &amp; Innovation “5 Strategies for Moving Online” in 2020.</p> <p>The program measures instructional effectiveness through three indicators: annual or other regular reviews of faculty productivity, relation of scholarship to instruction; participation in professional development related to instruction; and courses that integrate community-based projects. For the first and second indicator, 100% of faculty participated in annual reviews, research activities, and professional development activities from 2018-2020. For the third indicator, the program had community-based projects in five courses in the 2021-22 academic year and faculty have discussed adding a community-based project to another MPH course.</p>		
--	--	---	--	--

**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The program and department expect tenure-track faculty to provide a continuous and reasonable record of scholarly activity in their discipline. To meet this, faculty	Click here to enter text.	

Faculty are involved in research & scholarly activity, whether funded or unfunded		<p>must provide evidence of publications in national or international journals that demonstrate first or senior authorship, internal and external grant activity that demonstrates principal or senior investigator roles, and professional presentations. Typically, faculty are expected to dedicate 20% of their FTE to scholarly activities.</p> <p>For tenure and promotion, teaching is considered the most important area, typically followed by scholarship. Faculty must demonstrate a meritorious performance in scholarship through the expected scholarship activities listed in the paragraph above as part of the annual review and tenure and promotion review.</p> <p>The university provides support for faculty scholarship through multiple avenues. The Office of Research and Projects assists faculty with identifying funding sources, developing proposals, drafting budgets, applying for funding, and post-award support. The Graduate School provides several types of competitive and non-competitive funding such as seed grants and new faculty incentives. The university also provides a Peer Research Consulting Program and the Undergraduate Research and Creative Activities program, where faculty can submit a proposal to solicit student applicants to assist with a research project. As mentioned in Criteria C1 and E3, faculty also receive \$2,100 which can be used for presenting research.</p> <p>Faculty integrate their scholarship into courses and integrate students into their scholarly activities. As an example, a faculty member has integrated her experience into the undergraduate and graduate grant writing courses. Another faculty member worked with three</p>		
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>undergraduate students to implement, analyze, and prepare a manuscript for the grant “Sexual health vulnerability among Latinx in the U.S.: Using latent class analysis to improve STI prevention.”</p> <p>The program chose three indicators to measure scholarship: percent of primary faculty participating in research activities; number of articles published in peer-reviewed journals; and number of presentations at professional meetings. The program set a target of 70% for the first indicator, three for the second indicator, and four for the third indicator. The program exceeded its target for the first and third indicators from 2018-2020. The program exceeded or met its target in 2018 and 2020 for the second indicator.</p>		
--	--	---	--	--

**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program’s tenure-track faculty are required to demonstrate a record of service including service to the program, department, and university, as well as within the community. To meet this, faculty must provide evidence of notable professional service through a variety of activities such as consulting in a professional capacity or community service/outreach in a professional capacity. Typically, faculty are expected to dedicate 20% of their FTE to service.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Faculty have strong ties to the community and engage in many service activities. Faculty integrate their service		

		<p>activities into instruction and integrate students into their activities. As an example, a faculty member integrates her volunteer work with community organizations as well as her experience implementing community programs and events in PBHE 305: Foundations in Community Health, PBHE 370: Instructional Strategies in Community Health, PBHE 490: Program Planning in Community Health, and PBHE 491: Program Implementation and Evaluation in Community Health. Another faculty member is engaged in ongoing service work with the Madison County Health Department analyzing mental health data and has integrated a student into the work. The student chose to complete their ILE related to this experience.</p> <p>During the site visit, community stakeholders noted that faculty are very engaged in the community, explaining that faculty sit on many committees and task forces and are quickly able to lend their expertise to issues through consultation, technical assistance, general guidance, and other support.</p>		
--	--	--	--	--

**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program engages community members regularly through its Public Health Advisory Board. The board is made up of 20 advisors, including school administrators, students, alumni, employers, and community and university partners in addition to program faculty. The board meets annually during the spring semester. The	Click here to enter text.	

<p>Ensures that constituents provide regular feedback on all of these:</p> <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		<p>program solicits feedback between meetings on an as-needed basis through phone calls and emails.</p>		
<p>Defines methods designed to provide useful information &amp; regularly examines methods</p>		<p>As part of the advisory board meetings, members give feedback on the program’s guiding statements, the self-study document, changing practice and research needs in relation to the curriculum, and potential collaboration opportunities related to service learning, internships, and other partnerships.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>The program collects employer perceptions of program graduates’ performance through the six employers who sit on the advisory board. During the 2021 meeting, employers recommended enhancing didactic preparation for marketing and promotion as well as structural systems and systems thinking. The board highlighted the program evaluation and grant writing courses as particularly important for preparing graduates. As a result, the program decided to keep the grant writing and evaluation courses and to integrate additional didactic coverage of social marketing, promotion, and communication, as well as structural systems and systems thinking across required courses.</p> <p>The program supplements these data with feedback from BSPH preceptors and adjunct faculty who are practitioners. Preceptors rated students highly on cooperativeness, adaptability, and attitude and recommended improvements on leadership and punctuality.</p> <p>Reviewers asked faculty whether the employer data, as it is currently collected, is useful to make programmatic changes. Faculty confirmed that these data coupled with</p>		



		<p>job trends data from the local area, provide useful and actionable information to make programmatic changes.</p> <p>The program reviews advisory board feedback during the program meetings following the advisory board meeting and then discusses trends and plan for programmatic changes during the planning retreat before the fall semester.</p> <p>Reviewers validated stakeholder engagement via meeting minutes. During the site visit, members of the advisory board confirmed that the program solicits their feedback, and that faculty are very open to discussions and suggestions. Multiple members specifically mentioned that they see curricular changes based on their feedback at each meeting and feel that faculty really listen to them.</p>		
--	--	--	--	--

**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program provides multiple opportunities for students to engage in professional and community service through the curriculum and student group.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		All BSPH students are introduced to service, community engagement, and professional development activities through three required courses: PBHE 305: Foundations of Community Health; PBHE 490: Program Planning in Community Health; and PBHE 491: Program Planning and Evaluation in Community Health. Students complete service-learning projects with community members in		

		<p>these courses. MPH students are also introduced to professional and community service through courses. Student are required to engage in service as part of PBHE 560: Applied Practice Experience and have the option to engage in service as part PBHE 599A/B.</p> <p>In addition to required courses, the program encourages undergraduate and graduate students to join the student group Eta Sigma Gamma (ESG), which meets every other week. Students must maintain a GPA of 2.75, complete a minimum of 30 service hours per academic year, and pay an annual fee to maintain their membership. The organization provides opportunities for students to engage in community and professional service, enhance their professional development, and build leadership skills. ESG Executive Board members take a leadership role in identifying and developing opportunities as well as planning and implementing the activities. Students elect members of the executive board each year.</p> <p>Examples of recent activities include creating infographics for National Public Health Week, facilitating discussions during the Impact Suicide event cosponsored by the Madison County Health Department, and organizing an annual HIV testing event in early December in celebration of World AIDS Day. During the site visit, students gave additional examples of supporting planning for community events and handing out condoms during Sexual Health Week. Both students and alumni expressed satisfaction with available service opportunities.</p>		
--	--	---	--	--

**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The program defined its priority population as public health professionals in the local Metro-East area: the region encompasses eight Illinois counties (including the county the university is in), six Missouri counties, and the city of St. Louis. The program chose this region because it is the area where the majority of the program’s students, faculty, and community partners live and work.</p> <p>The program assesses professional development needs annually during the Public Health Advisory Board meeting. The program specifically asks the community partner members about their organizational needs. During the 2021 meeting, the community members provided feedback that pertained to areas for student growth which would strengthen interaction with their organization but did not identify any organizational training needs for their own employees. Faculty are unsure if the data collection method is not collecting useful data or if organizations do not have professional development needs. An advisory board member from the Illinois Public Health Association noted that the organization provides many trainings to public health professionals, which may be addressing community organizations’ needs already.</p> <p>The university has an Enrollment Systems, Research and Analysis (ESRA) unit that provides market research for the program’s local job market. The program director will use this data source and bring information to the program’s</p>	<p>In response to the concern expressed for F3.2, our program aims to implement the following to enhance the usefulness of the data collected pertaining to our community’s professional development needs and to supplement our existing data collection:</p> <p>Alongside the Advisory Board meeting agenda and invitation, we will include a prompt to elicit feedback on our community partner’s professional development needs prior to the next Advisory Board meeting in Spring 2023 (April). In her invitation email, our Undergraduate Program Director will include a link to a Qualtrics survey or Google Forms for Board members to share any needs. This will provide the opportunity for more reflection and private sharing of their needs. This survey will be in addition to a solicitation and discussion of needs at the Advisory Board meeting.</p>	<p>The Council appreciates the program’s response regarding its current efforts and future plans to improve the usefulness of data collected from community members.</p>

		<p>annual program planning retreat before the fall semester begins. These data primarily focus on the skills that are most desirable for BSPH and MPH graduates.</p> <p>Community members and university partners also reach out directly to program faculty with professional development and service needs. As an example, the university's School of Nursing reached out in 2020 requesting presentations on interprofessional education relevant to patient populations in the Metro-East region. As another example, the university's Lifelong Learning Office requested a training on WHO's role in a pandemic. The Lifelong Learning Office provides educational programs for senior citizens, who specifically requested this topic. Additionally, the Madison County Health Department has contacted faculty with requests to help support initiatives or data needs.</p> <p>Reviewers noted that the examples provided in the self-study, such as faculty serving as a health consultant for the university's Early Childhood Center and students assisting a community organization with implementing a survey, align more with the criterion related to extramural service, rather than to this criterion.</p> <p>The commentary relates to the limited usefulness of the data the program collects from community members from the advisory board related to professional development needs. The program may need to supplement this with additional data collection methods, leverage existing data sources such as the ESRA system, and/or partner with other organizations that collect data and provide trainings.</p>	<p>In late Fall 2022 (November), the Undergraduate or Graduate Program Director will solicit professional development needs to our community partners through a post on our Program Facebook page to broaden the scope of community partners beyond our Advisory Board and include other partners.</p>	
--	--	---	--	--

**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
<p>Provides activities that address professional development needs &amp; are based on assessment results described in Criterion F3</p>		<p>The self-study indicates that program faculty review professional development needs data collected from the Public Health Advisory Committee during the annual program planning retreat (assuming such data are available). During the retreat, faculty can discuss the needs and develop a plan, designating a lead person to develop and carry out the training based. The lead person will share updates during monthly program meetings and may engage other faculty for support or guidance as needed.</p> <p>For ad hoc community requests, the faculty member who receives the request typically plans and implements the event. The faculty member may also engage other faculty members and students.</p> <p>The program provided multiple examples, though the audience for these examples were not the program's priority audience of public health professionals in the Metro-East region.</p> <p>In response to the School of Nursing's request for interprofessional education, one of the program faculty provided four presentations in 2021 and 2022 related to the impact of social determinants of health and implications for health professionals; asthma epidemiology and environmental health; chronic disease epidemiology; and substance abuse epidemiology.</p>		<p>The Council reviewed the self-study and the team's report. The examples of professional development activities provided either represented service activities (session for community members) or were not geared towards the program's priority workforce audience (session for nursing faculty).</p> <p>Based on this information, the Council found that the program has not demonstrated compliance with this criterion. Therefore, the Council acted to change the team's finding of met to a finding of partially met.</p> <p>The concern relates to the program not providing professional development trainings for public health workforce members.</p>

		<p>The same faculty member also gave a presentation titled “What is the WHO’s role in responding to international pandemics?” in May 2022 to older community members in the region with interest in this topic and will give one more presentation in collaboration with the WE CARE clinic related to clinical and public health needs in the local community.</p> <p>The program’s other examples, as noted in Criterion F4, align more with the criterion related to extramural service, rather than to this criterion.</p> <p>The program recognizes that it does not have formal or regular professional development offerings and is planning to host a program showcase with presentations and sessions that address professional development needs with relevant speakers in spring or fall of 2023.</p> <p>Reviewers noted that at the time of the site visit, the presentations were primarily conducted by one faculty member.</p>		
--	--	---	--	--

**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)		The public health program has identified its priority populations as students and faculty who identify as a minority race or ethnicity and male as their gender. The program chose these populations based on demographic	In response to the concern expressed for G1.6, we have added a question to the next 2023 BSPH Exit Survey pertaining to the program climate around diversity	The Council appreciates the program’s response regarding its future plans to collect student perception data related to climate from BSPH students.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				

Learning environment prepares students with broad competencies regarding diversity & cultural competence		data indicating these gaps in the current student and faculty population.	and cultural competence. Please find attached a copy of the revised survey with the question added on p. 11 in the document entitled, "G1.6. 2023 Undergraduate Exit Survey." This revised survey will be disseminated to our undergraduate seniors next Spring 2023 (April) by the Undergraduate Program Director.
Identifies strategies and actions that create and maintain a culturally competent environment		To increase these priority populations, the program has identified three goals: to build a community and create a climate that supports and promotes inclusion, understanding, and humility; to develop leaders to work with diverse communities towards advancing health equity and social justice; and to recruit and support a diverse student body and faculty.	
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)			
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		The program has engaged in multiple strategies for each of its goals. The program has mandated professional development related to diversity, equity, and inclusion for faculty and staff and is providing opportunities for conversations of understanding after university and school events.	
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		The department has also developed a plan for recruiting diverse faculty and staff, which includes having a diversity advocate on all search committees; advertising in publications, websites, and listservs that serve predominantly Black and Hispanic/Latinx academics; and providing mentoring for faculty.	
Perceptions of climate regarding diversity & cultural competence are positive		The program has engaged in efforts to recruit international students, working with a company to translate information about the university into nine languages and working with the Graduate Admissions Office's established network of international recruitment agents.  The program also added statements regarding inclusion, understanding, and humility to all course syllabi. The program directors monitor student and faculty	

		<p>demographic data and bring the data to annual retreats to discuss the program's success and propose changes.</p> <p>The program provides opportunities for students to learn about cultural competence in courses and integrate what they are learning into service-learning experiences. Examples of courses with cultural competence content include PBHE 305: Foundations of Community Health, PBHE 363: Health Policy and Management, PBHE 420: Contemporary and Controversial Issues in Health, PBHE 570: Environmental Health, and PBHE 580: Interventions. Faculty also participate on the school's Diversity Committee, and two faculty members are members of Safe Zone and have participated in trainings and programming to promote inclusion for LGBTQIA+ students and faculty. Additionally, the program has led travel study to Ghana for more than five years and recently added trips to Uganda and Costa Rica.</p> <p>The program presented demographic data for both undergraduate and graduate students. The program increased its undergraduate students that identify as male from 10% in 2018 to 19% in 2020. The program had one MPH student that identified as male in 2019 and one in 2020. For race/ethnicity, the program increased its undergraduate students who identify as a minority race or ethnicity from 51% in 2018 to 54% in 2020. For the MPH, 56% of students identified as a minority race or ethnicity in 2019 and 46% in 2020.</p> <p>The program uses exit survey data to understand MPH student perceptions of the program's climate. In 2022, 91% of respondents reported being very satisfied or satisfied with the program's climate regarding diversity and cultural</p>		
--	--	---	--	--



		<p>competence, and 91% strongly agreed or agreed that the courses prepared them to work with diverse communities. BSPH students are also asked about their preparation to work with diverse audiences in the exit survey. In 2021, 75% of respondents reported being extremely prepared to work with diverse communities. The program distributed a faculty diversity and cultural competence survey in 2021. One hundred percent of respondents strongly agreed that the program is committed to supporting students from historically underrepresented groups and that the program's community is one where members seek to counter bias and inequities; 40% strongly agreed and 60% somewhat agreed that the faculty, staff, and student body are sufficiently diverse. Additionally, 80% strongly agreed and 20% somewhat agreed that the program is inclusive of different cultural values and practices.</p> <p>The commentary relates to the program not collecting BSPH student perception data related to climate at the time of the site visit, which limits the program's ability to ensure a coherent and systematic approach to diversity and cultural competence. Faculty acknowledged that this was an oversight and plan to add a question to the next exit survey.</p>		
--	--	---	--	--

**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		All students have an assigned academic advisor upon enrollment and have ongoing access to faculty for course selection, grading, and other academic issues.	Click here to enter text.	

<p>Advisors are actively engaged &amp; knowledgeable about the curricula &amp; about specific courses &amp; programs of study</p>		<p>The school's academic advisors provide advising to the BSPH students, and the graduate program director serves as the advisor for all MPH students. BSPH students are required to meet with their advisor at least once a semester and are encouraged to meet more frequently to track their progress towards graduation. MPH students meet with their faculty advisor at least once a year, and more frequently as needed.</p>		
<p>Qualified individuals monitor student progress &amp; identify and support those who may experience difficulty</p>		<p>Staff academic advisors undergo a rigorous training period following their hire and meet regularly with their assigned programs to stay abreast of curricular changes that impact students. Advisors also attend monthly advisor professional development activities and meet annually at the school level to discuss changes to curricula and update advising summaries.</p>		
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>New graduate program directors receive an orientation package from the director of graduate education in the Graduate School. The graduate director can also access resources on the website and must attend the graduate program directors meeting each semester to discuss policy and procedure changes, resources and services, and other updates.</p> <p>All incoming first-year bachelor's students attend a new student orientation and transfer students attend a transfer orientation to learn more about the university, academic and co-curricular expectations, and available opportunities and resources. MPH students attend the MPH orientation, which reviews the student handbook, course registration, available resources, and any student questions or concerns. The graduate director also sends</p>		

		<p>out a new student questionnaire to provide information about each student to the faculty such as name pronunciation, personal pronouns, and areas of interest.</p> <p>The program collects advising satisfaction data through exit surveys. In 2021, 90% of BSPH respondents reported being very satisfied or satisfied with ongoing advisement on degree requirements and helpfulness of the public health advisor. For MPH students in 2021, 80% of respondents reported the quality of advising as excellent, and 100% were very satisfied or satisfied with ongoing advisement on degree requirements and helpfulness of the public health advisor.</p> <p>During the site visit, students and alumni expressed high satisfaction with academic advising.</p>		
--	--	--	--	--

**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The program provides BSPH and MPH students with access to career advising through program faculty as well as through courses.	Click here to enter text.	
Variety of resources & services are available to current students		Program faculty have an open-door policy, so students can talk to whichever faculty member they choose for career counseling. Additionally, BSPH and MPH students engage in career counseling through required courses.		
Variety of resources & services are available to alumni		BSPH students are required to write a health professional philosophy paper to articulate their personal philosophy as a future health professional in PBHE 305: Foundations		

		<p>of Community Health. In PBHE 498: Senior Professional Seminar, students listen to guest speakers discussing potential public health careers. Course requirements include an updated resume, cover letter, participation in a mock interview with the university Career Development Center, and development of a LinkedIn profile.</p> <p>For MPH students, the graduate director provides monthly capstone workshop sessions as part of PBHE 599 A/B where students can discuss professional development topics such as resumes, manuscripts and conference posters, and certifications and continuing education. Additionally, the program posts career resources on its Facebook page.</p> <p>Faculty regularly discuss challenges and ways to address them. To help remedy some past career advising gaps, the graduate director is working to figure out the variety of MPH student needs and created a “Careers in PH” folder in Blackboard for student reference and use. She is also working to create more formal activities outside of the classroom to assist students with career advising.</p> <p>Recent examples of student and alumni engagement in career counseling include students who completed the job posting and resume assignments as part of PBHE 305: Foundations of Community Health and a BSPH alum engaging the undergraduate program director as her preceptor for her DrPH pedagogy practicum.</p> <p>The program collects student feedback on career counseling through the same process described in Criterion H1. In 2022, 73% of MPH respondents reported being very satisfied or satisfied with “advisement as to</p>		
--	--	---	--	--

		careers.” In 2021, 65% of BSPH respondents reported being very satisfied or satisfied with advisement on public health careers.		
--	--	---	--	--

**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The program has a defined set of policies and procedures to govern formal student complaint and grievances. The process is standard across the university, and all information is included on the university’s policy webpage.</p> <p>Before filing a formal grievance, students must make a good faith effort to meet and confer with the party against whom they have a grievance to resolve the matter informally. If the student is unable to resolve the matter informally, the student may file a grievance with the chair. If the grievance is against the chair, the student would file it with the next highest administrator. Grievances related to discrimination or harassment based on race, color, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, civil union status, disability status, or military status must be filed with the Office of Equal Opportunity, Access, and Title IX Coordination for resolution. The provost’s office maintains all records for grievances and appeals.</p> <p>During the site visit, students confirmed that they are aware of the process. They also acknowledged their comfort in discussing any issue they were having (e.g.,</p>	<p><a href="#">Click here to enter text.</a></p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>grades) with a faculty member before engaging in the formal grievance process.</p> <p>Within the last three years, the program received one grievance related to a grade. The faculty member and student met, and the grievance was resolved with the student accepting the original grade.</p>		
--	--	--	--	--

**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program utilizes a range of methods to recruit students and increase awareness of both the BSPH and MPH programs.</p> <p>BSPH recruitment efforts are mostly focused regionally, targeting high schools and community colleges in the St. Louis Metro-East area and select undeclared students at SIUE. ESG members give presentations in the PBHE 111: Personal Health course to promote the public health program, and faculty send messages to students enrolled in that course as well as another general education course, PBHE 210, highlighting the public health major. Additional initiatives are employed to recruit students, including using the program's and ESG's social media accounts, working with the university's marketing and communications team to develop news stories on student and faculty successes, and participating in SIUE student events.</p>	<p><a href="#">Click here to enter text.</a></p>	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

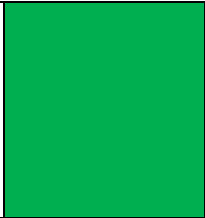

		<p>MPH recruitment efforts are local, regional, and international. The Graduate and International Admissions Office provides general program advisement for prospective graduate students. They have been building relationships with global partners to promote SIUE graduate opportunities, including the MPH program. Additional recruitment activities include providing guest lectures in PBHE 498: Senior Professional Seminar and PSYC 200: Careers in Psychology to discuss and promote the program and public health careers with undergraduate students, hosting MPH open houses, Facebook advertisements, targeted individual outreach to select qualified graduating undergraduate students, and developing joint graduate degree programs with the School of Pharmacy and the School of Business.</p> <p>The program has also had success with word-of-mouth advertising and continues to successfully use this method to attract diverse applicants.</p> <p>Undergraduate students wishing to major in public health typically must have a minimum cumulative GPA of 2.5 and have completed ENG 101 and 102 with grades of C or better. To receive direct admission from high school, students must demonstrate a 25 composite ACT score/ 1150 SAT score and a minimum 3.25 high school GPA. For 2021 and 2022, the program did not require the ACT or SAT and changed the direct admission requirements to a 3.5 high school GPA.</p> <p>For the MPH program, applicants must have a minimum 3.0 GPA and must submit an application, transcripts, a personal statement, current resume, and proof of English proficiency for international applicants. GRE scores are</p>		
--	--	--	--	--

		<p>recommended but not required. The program considers applicants with undergraduate degrees in public health, community health, exercise science, health education, psychology, nursing, nutrition, pharmacy, sociology, and social work to be competitive applicants.</p> <p>The indicators that the program chose for both degree levels are the percentage of priority under-represented students accepting offers of admission (minority race/ethnicity) and the percentage of priority under-represented students accepting offers of admission (male gender). The program met its target of 50% in admitting minority race/ethnicity between 2018-19 and 2020-21 for the BSPH and met the target in 2019-20 and 2021-22 for the MPH. The program did not meet the target of 25% enrolled male students for the BSPH. The same was true for the MPH program in the first two years, but by year three, male enrollment exceeded the target by over 10%. During the site visit, faculty noted the challenge of recruiting students who identify as male and will continue to meet to strategize ways to increase enrollment for the BSPH and maintain the trajectory with the MPH offering.</p>		
--	--	--	--	--

**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program maintains current and accurate information about curricular requirements and key policies on the	Click here to enter text.	



<p>Catalogs &amp; bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards &amp; degree completion requirements</p>		<p>university website. Recruiting and promotional materials available for review also presented accurate information.</p>		
<p>Advertising, promotional &amp; recruitment materials contain accurate information</p>				



**Council on Education for Public Health Site Visit Agenda  
SIUE Public Health Program**

**Tuesday, June 21, 2022**

8:30 am      **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Alice Ma, PhD – Graduate Program Director, Asst. Prof Nicole Klein, PhD – Undergraduate Program Director, Full Prof	<i>Guiding statements – process of development and review?</i>
Alice Ma, PhD – Graduate Program Director, Asst. Prof Nicole Klein, PhD – Undergraduate Program Director, Full Prof	<i>Evaluation processes – how does program collect and use input/data?</i>
Alice Ma, PhD – Graduate Program Director, Asst. Prof Nicole Klein, PhD – Undergraduate Program Director, Full Prof Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Alice Ma, PhD – Graduate Program Director, Asst. Prof Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Budget – who develops and makes decisions?</i>
<b>Total participants: 3</b>	

9:30 am      **Break**

9:45 am      **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Alice Ma, PhD – Graduate Program Director, Asst. Prof Cedric Harville, II, PhD – Asst. Prof	<i>Foundational knowledge</i>

Ellen Santos, PhD – Asst. Prof Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	
Alice Ma, PhD – Graduate Program Director, Asst. Prof Cedric Harville, II, PhD – Asst. Prof Ellen Santos, PhD – Asst. Prof Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Foundational competencies – didactic coverage and assessment</i>
Alice Ma, PhD – Graduate Program Director, Asst. Prof Cedric Harville, II, PhD – Asst. Prof Ellen Santos, PhD – Asst. Prof	<i>Concentration competencies – development, didactic coverage, and assessment</i>
<b>Total participants: 4</b>	

11:00 am      **Break**

11:15 am      **Curriculum 2**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Alice Ma, PhD – Graduate Program Director, Asst. Prof	<i>Applied practice experiences</i>
Alice Ma, PhD – Graduate Program Director, Asst. Prof Nicole Klein, PhD – Undergraduate Program Director, Full Prof Cedric Harville, II, PhD – Asst. Prof Ellen Santos, PhD – Asst. Prof Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Integrative learning experiences</i>
Nicole Klein, PhD – Undergraduate Program Director, Full Prof Cedric Harville, II, PhD – Asst. Prof Ellen Santos, PhD – Asst. Prof Caitlyn Carroll, MPH – Instructor, Internship Coordinator Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Public health bachelor's degrees</i>
<b>Total participants: 6</b>	

12:15 pm      **Break & Lunch in Executive Session**

1:00 pm      **Instructional Effectiveness**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Alice Ma, PhD – Graduate Program Director, Asst. Prof	<i>Currency in areas of instruction &amp; pedagogical methods</i>
Nicole Klein, PhD – Undergraduate Program Director, Full Prof	<i>Scholarship and integration in instruction</i>
Huaibo Xin, DrPH – Dept. Chair, Assoc. Prof	<i>Extramural service and integration in instruction</i>

Cedric Harville, II, PhD – Asst. Prof	<i>Integration of practice perspectives</i>
Ellen Santos, PhD – Asst. Prof	<i>Professional development of community</i>
Caitlyn Carroll, MPH – Instructor, Internship Coordinator	
<b>Total participants: 6</b>	

2:00 pm      **Break**

3:00 pm      **Students  
Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Arne' Burns – 3rd year MPH, BSPH alumna	<i>Student engagement in program operations</i>
Kailah Hilmes – 2nd year MPH, Graduate Assistant, BSPH alumna*	<i>Curriculum</i>
Geonel Ebali Moluba – 1st year MPH, Graduate Assistant	<i>Resources (physical, faculty/staff, IT)</i>
Gabriel Msengi – 1st year MPH	<i>Involvement in scholarship and service</i>
Jacob Emmons – 1st year MPH, BSPH alumnus	<i>Academic and career advising</i>
Bridget Patrick – senior BSPH, incoming MPH	<i>Diversity and cultural competence</i>
Taylor Jeans – senior BSPH	<i>Complaint procedures</i>
Elizabeth Levey – senior BSPH	
<b>Total participants: 8</b>	

4:00 pm      **Break**

4:15 pm      **Stakeholder/ Alumni Feedback & Input  
Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Riane Greenwalt – Director, SIUE Health Service; Community Partner	<i>Involvement in program evaluation &amp; assessment</i>
Jerrica Ampadu – WE CARE Clinic Director; Community Partner	<i>Perceptions of current students &amp; program graduates</i>
Tracey Smith – Director of Community Health and Programs, Illinois Public Health Association; Community Partner	<i>Perceptions of curricular effectiveness</i>
Rashaad Adams – Infection Preventionist, SSM Health Cardinal Glennon Children's Hospital; Alumna	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>Program delivery of professional development opportunities</i>

<p>Hope Cherry – Population &amp; Community Health Service Coordinator, SIU School of Medicine; BSPH Alumna; Community Partner; Employer  Nicole Holmes – Resource Manager, Illinois AIDS, HIV &amp; STD Hotline; BSPH Alumna; Employer  Marcy Bitner – Community Health Specialist, Chestnut Health Systems; Community Partner; Employer; Former Adjunct Instructor  Aldara Henderson – Systems Quality Manager, St Clair County (IL) Health Department; Alumna</p> <p>Demonica Jones – Adjunct Instructor; BSPH Alumna  Lakshmi Praneetha Vennam – Graduating MPH Student (Alumna)  Arne’ Burns – 3rd year MPH, BSPH alumna</p>	
<b>Total participants: 11</b>	

5:15 pm      **Site Visit Team Executive Session 3**

6:00 pm      **Adjourn**

**Wednesday, June 22, 2022**

8:30 am      **University Leaders  
Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Robin Hughes, PhD – SEHNB Dean	<i>Program’s position within larger institution</i>
Elza Ibroscheva, PhD – Associate Provost	<i>Provision of program-level resources</i>
Denise Cobb, PhD – Provost and Vice Chancellor for Academic Affairs	<i>Institutional priorities</i>
<b>Total participants: 3</b>	

10:00 am      **Site Visit Team Executive Session 4**

1:00 pm      **Exit Briefing**

1:45 pm

**Team Departs**