REVIEW FOR ACCREDITATION

OF THE

BS IN PUBLIC HEALTH AND COMMUNITY HEALTH EDUCATION

AT THE

UNIVERSITY OF WISCONSIN AT LA CROSSE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
September 13-14, 2021

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

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INTRODUCTION

The University of Wisconsin at La Crosse (UWL) was established in 1909 as a State Normal School. It is currently a public institution under the University of Wisconsin System. The university has three colleges and two schools and offers 101 undergraduate academic programs in 30 disciplines, 30 graduate programs, and two doctoral programs. As of fall 2021, the university enrolled approximately 10,500 students and employed approximately 650 faculty and 740 staff.

The university has been regionally accredited by the Higher Learning Commission since 1928, with its most recent affirmation of accreditation granted in 2016 for a 10-year period. The university also holds specialized accreditation in business, occupational therapy, physical therapy, nuclear medicine, psychology, and music, among others.

The BS in public health and community health education (PH-CHE) resides in the Department of Health Education and Health Promotion, which was established in the 1970s and is housed in the College of Science and Health. In 1991, the department implemented an MPH in community health education. In 2006, the department added a BS in community health education. This bachelor's program became the BS in public health and community health education in 2016. In 2018, because of low enrollment and very few applications, admission to the MPH program was suspended.

The unit received initial accreditation for the MPH program in the public health program (PHP) category in 1992 and added the BS in community health education as part of its review for reaccreditation in 2007. The most recent reaccreditation in 2014 resulted in a term of seven years, with interim reporting related to monitoring and evaluation, diversity, MPH curriculum, and employer and alumni feedback. The Council accepted the interim report in 2015. With the suspension of the MPH degree, the program submitted an application to transition to the standalone baccalaureate program (SBP) category of accreditation in 2020. This is the program's first review in the SBP category.

Instructional Matrix – Degrees and Concentrations			
Degree		**Campus based**	**Distance based**
Public Health and Community Health Education (PH-CHE)	BS	BS	---

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Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program has autonomy to make decisions related to the following: • allocation of program resources • implementation of personnel and policies and procedures • development and implementation of academic policies and procedures • development and implementation of curricula admission to the major		The program and its faculty have appropriate autonomy to make decisions relating to curricular, operational, and resource-related issues. The department is the primary unit for decision-making processes and authority. Although the department contributes faculty to online degrees in health and wellness management and healthcare administration, the PH-CHE program is the department's primary degree offering, with all department faculty fully dedicated to the BS program. When PH-CHE faculty contribute to other online degrees, this is considered "overload" in addition to their 1.0 FTE.	Click here to enter text.	
Program's faculty have formal opportunities for input in decisions affecting the following: • curriculum design (e.g., program specific requirements) • student assessment • program evaluation		The department chair, who also serves as the designated leader of the program, participates in the annual budget request process with the college dean, identifying needed resources, including financial and faculty (new or replacement lines for full-time faculty and/or funds for part-time faculty). The dean participates in broader university discussions, and the state appropriates funds to the Board of Regents for the University of Wisconsin System, which allocates funds to UWL as a whole. The department chair meets with the dean at least monthly to review resource issues and identify emerging needs as part of the university's incremental budgeting process. The incremental budgeting process seeks to ensure that funds are used efficiently, with neither deficit nor excess at the end of each year.		
Faculty have input in resource allocation within the institution and existing program administration.				

		Program faculty provide input to the department chair on anticipated or emerging needs, such as funds for professional development, conference travel, etc. The self-study indicates that most requests are fully funded. During the site visit, faculty noted that the department recently needed a new copier, and the dean provided funds quickly, which was not common across campus.		
		The department chair is also responsible for implementing personnel policies and procedures. The department chair helps define expectations of each faculty member upon hire and conducts regular, at least annual, review processes for full-time, pre-tenured faculty. The review process examines teaching, scholarship, and service efforts over the year. Tenured faculty undergo five-year reviews. The department has a Promotion, Tenure, and Retention (PTR) Committee with roles in faculty evaluation that are defined in university policy documents. The department chair also hires and evaluates part-time faculty, as applicable.		
		Program faculty, acting as a committee of the whole, define academic policies and update them as needed. Faculty meet monthly to discuss academic and related matters and make decisions. Faculty discuss and vote on changes to policies and procedures.		
		All faculty participate in the university-wide Academic Program Review process. This process occurs on a regular cycle.		
		The university coordinates recruitment and admissions. Faculty and staff participate in recruitment events to highlight the major. The self-study indicates that most		

		students discover the major after several semesters of enrollment at UWL rather than declaring the major when applying to the university. Admission to the major courses requires completion of a set of 32-35 "pre-admission" courses with a grade of C or better. These courses include requirements in biology, statistics, anatomy/physiology, and some lower-level public health courses. During the site visit, the program discussed the potential need to place restrictions on admissions with growing enrollment numbers. Faculty noted that they have authority to decide what those restrictions would be and when they would implement them. Site visitors confirmed that the faculty have an appropriate level of participation in resource allocation and academic matters. A clear process for receipt of resources was presented in the self-study and confirmed during the site visit.		

A2. FACULTY ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program		All faculty with .50 FTE or greater allocation to the department attend and participate in monthly meetings. The meetings include updates from the department chair and from individuals who are members of internal or external committees of interest, as well as discussions on issues including strategic planning, curriculum, emerging issues, and resources. Site visitors reviewed recent minutes from these meetings and verified robust attendance and discussion of a variety of issues.	Click here to enter text.	

| | | Part-time faculty may attend faculty meetings but primarily interact with the department chair. The program uses few or no part-time faculty during most academic years.

Faculty also interact through planning the annual state Health Education Advocacy Summit and the Public Health Legislative Gathering. Additionally, faculty attend trainings and sessions sponsored by UWL's Center for Advancing Teaching & Learning.

Finally, all faculty offices are in the same hallway, which allows for spontaneous interactions and meetings. | | |

B1. PUBLIC HEALTH CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The BS in PH-CHE requires a total of 131 credit hours. A total of 42 are general education requirements, and 89 are PH-CHE program required courses. The required major courses include biology, statistics, creating a healthy and active lifestyle, behavioral health, infectious disease, human anatomy and physiology, public health and the educated citizen, global health, foundations of health education, epidemiology, environmental health, strategies for health education, motivational interviewing, US healthcare system, assessment and planning, health policy and advocacy, grant writing, implementation, administration, evaluation of health education programs, senior capstone, and professional preceptorship. Several	Click here to enter text.	

| | | electives are also available in the areas of mental and emotional health, sexual health promotion, health aspects of aging, drugs and society, violence and injury prevention, and nutrition education. Through a review of syllabi, course assessments, and site visit discussions, site visitors were able to validate all 11 domains, as shown in the B1 worksheet. Students who met with site visitors reported feeling well prepared in the program with a strong foundation of knowledge and skills from the program curriculum. When going out for the preceptorship, students said that they had an advantage over other students because of their strong foundational knowledge. Alumni also reported feeling that they were well prepared for the workforce in public health with a good base of knowledge. Preceptors told site visitors that the curriculum prepares students in all domains, with students able to learn quickly, ask good questions, collaborate well, and work with diverse populations. | | |

B1 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes

8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

B2. COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Students demonstrate & are assessed on each competency & all its elements:		The program uses six courses to address both foundational and concentration competencies. The program prepares students to sit for the Certified Health Education Specialist (CHES) credential, and as such, prepares students in the National Commission for Health Education Credentialing (NCHEC) eight areas of responsibility. The program identifies three concentration-specific competencies that describe students' preparation in community health education.

The assessments that address foundational competency 1 include a video webcast, newsletter, pamphlet, infographic, and a grant. The assessments that address foundational competency 2 include a needs assessment to create a health promotion program, locating grant opportunities, and evaluating pilot tests of a health promotion program to make needed modifications.

Concentration competency 1 relates to implementing, administering, and managing community health | In addition to what was provided for the site visit, to further clarify alignment of concentration competency #1 listed with classes and assignments, please see below:

✵ CHE 430 for administering and managing community health education to align with Concentration Competency #1

The syllabus for CHE 430 Spring 2021 is located in the Electronic Resource File email attachment in folder 'B – Curriculum/Criterion B2 – Competencies'

Please see the Electronic Resource File email attachment in folder 'B. Curriculum/Criterion | The Council reviewed the program's response, including attached materials. The Council was not able to validate that the exam questions, as provided, consistently and fully assess the competency. |
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies				
Assesses all students at least once on their ability to demonstrate each concentration competency				

		education and is assessed through writing a grant proposal.	B2/Competencies/Concentration Competency 1' attached to the UWL Program Response email for changes made to the assignments, and how students performed. Part of Concentration Competency #1 is assessed using a group assignment.	
		The concern relates to the lack of methods to assess the entirety of concentration competency 1. Through a review of the syllabus, reviewers were unable to determine how students are assessed on implementing and managing community health education. When asked during the site visit, faculty stated that there is no guarantee that all students will be assessed on the totality of the skills identified in this competency statement every semester.	Going forward, to better assess competencies through collaborative changes, faculty who teach classes where competencies are addressed will meet on a semester-by-semester basis to discuss relative success of teaching and learning. Those faculty will come up with a list of recommended changes and share the information with the entire departmental faculty. The full faculty will have an opportunity to respond. Possible changes to competencies for teaching and learning will be finalized by the group of faculty responsible for classes aligned with competencies and shared with the department. This will be a process repeated each spring [starting with spring 2022]. Based on this collaborative process and changes to academic and professional demands, it is possible that competencies will get aligned with other classes and assignments. Records [e.g., meeting minutes,	
		Concentration competency 2 relates to demonstrating cultural competence when engaging in community health education. Students are assessed on their ability to accomplish this skill by creating a health pamphlet that encompasses proper reading levels, culturally appropriate graphics, and overall understanding of a priority population.		
		Concentration competency 3 relates to communicating and advocating for best practices in community health education. Students are assessed on their ability to demonstrate this skill through a health policy and advocacy project.		
		Reviewers' assessments can be found in the B2.1 and B2.2 worksheets.		

		pertinent email communications] will be kept for all deliberations, decisions, and actual changes.	

B2.1 Worksheet

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

B2.2 Worksheet

BS in Public Health and Community Health Education Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Implement, administer, and manage public and community health education.	Yes	No
2. Demonstrate cultural competence while performing community dimensions of public health and community health education practice.	Yes	Yes
3. Communicate and advocate for best practices in community health education and public health.	Yes	Yes

B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program uses a variety of required courses as opportunities to expose students to all of the cross-cutting concepts. For example, the self-study describes how the health policy and advocacy course exposes students to advocacy and community and organizational dynamics. Additionally, the grant writing course exposes students to professionalism, teamwork and leadership, and networking. The B3 worksheet lists each cross-cutting concept and the site visit team's ability to validate available opportunities related to each.	Click here to enter text.	

B3 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

B4. CUMULATIVE AND EXPERIENTAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All students complete a 15-credit service-learning class, PH 498, Public Health and Community Health Education Preceptorship, during the final semester of enrollment. Students begin planning for the experience at least one year in advance. Students are required to present their experience at the preceptorship sharing expo at which preceptors, faculty, and other students learn about student experiences and interact with each other for future preceptorship ideas and relationship building.

A faculty advisor works with the student to identify and approve an appropriate site and preceptor at the site. Sites must be involved in health promotion activities and must be able to provide supervision and opportunities to conduct work that addresses the areas of responsibility defined by NCHEC. Students complete a group of projects or one major project that relates to the areas of responsibility. Students work with a faculty member to complete a series of forms that define a plan for the preceptorship experience.

Students complete interim reports during the experience, as well as a final report and presentation. The interim reports require students to articulate how they have been applying and synthesizing the skills they gained throughout their curricula. Students share their final project at the preceptorship expo, which includes a tri-fold | Click here to enter text. | |
| Activities require students to integrate, synthesize & apply knowledge | | | | |
| Program encourages exposure to local-level professionals & agencies | | | | |

		poster, handouts, and conversation with faculty, college leaders, and fellow students.		
		Site visitors reviewed samples of planning forms and student work. In these samples, students completed experiences at local health departments, non-profit agencies, and the Centers for Disease Control and Prevention. Many recent experiences indicate that students were involved in work related to the COVID-19 pandemic. Students produced educational and communications-related materials, delivered trainings, and completed other responsibilities that relate to the areas of responsibility. Site visitors determined that the sample work provided was of high quality.		
		Students who met with site visitors expressed a high degree of confidence that the program provided them with a solid foundation to be successful in their preceptorship experiences and future employment.		
		Preceptors commented that they value working with UWL students, describing them as quick learners with good problem-solving skills and praising their ability to make independent decisions, and their solid knowledge base. When asked to suggest opportunities for curricular improvement, preceptors identified research and data collection methods, data analysis, and data interpretation. Preceptors reported that faculty are available and receptive to feedback.		

C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program uses alumni and preceptor/employer feedback as well as CHES exam pass rates to gauge student competency attainment.	In addition to what was provided for the site visit, to further clarify alignment of the five [5] competencies listed with classes and assignments, please see below:	The Council appreciates the information on efforts underway and future plans. The Council looks forward to reviewing evidence of full compliance with this criterion.
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		The self-study states that alumni and other stakeholders report feeling that the program prepares students well in the competency areas. Data regarding these perceptions can be found in Criterion C4.

The program cites CHES exam pass rates to assess how well students have attained skills relevant to the eight NCHEC areas of responsibility. However, it is not a requirement that all students sit for the CHES exam upon graduation, and the program reports that between 50-60% of graduates take the exam. The program provided data comparing program pass rates to national pass rates. In 2018, 37 graduates sat for the exam with an 85% pass rate, compared to a 65% pass rate nationally. In 2019, 41 graduates sat for the exam with a 95% pass rate, compared to 67% nationally. In 2020, six graduates sat for the exam with a 100% pass rate, compared to 72% nationally. While these data provide some information related to student preparation, the data do not present information that is representative of the competency statements outlined in Criterion B2 nor does it provide data representative of all students in the program. | ✴ CHE 400 (ignite) aligned with FC #1
✴ CHE 380 (lit rev) aligned with FC #2
✴ CHE 450 for implement align with CC #1
✴ CHE 360 (brochure) aligned with CC #2
✴ CHE 400 (part 4) align with CC #3

Please see the Electronic Resource File email attachment in folder 'C. Evaluation of Program Effectiveness/Criterion C1 – Summary Data on Student Competency Attainment' attached to the UWL Program Response email for what assignments looked like (rubric), changes made to the assignments, and how students performed. For some assignments, data is not available for all of the | |

During the site visit, faculty discussed looking individually at assessments in their own courses to monitor student progression; however, they noted that the data are not compiled in a systematic way that allows the faculty to make decisions about curricular changes.

The program was not able to provide examples of changes made as a result of data gathered through the means outlined above in the self-study or during the site visit.

The first concern relates to the lack of data collection methods identified to measure student success in achieving the competencies identified in Criterion B2. The program has stated that it plans to use course-based assignments to assess the level of competency of each student; however, no data were available at the time of the site visit. Additionally, while the program provides data from alumni and other stakeholders, it has not provided faculty-driven assessments of students' ability to achieve competencies. The faculty noted that they have created a CEPH data group that will meet soon to discuss how to set up data-tracking systems, including to address this criterion.

The second concern relates to the lack of data-driven updates related to curriculum or assessment activities. Additionally, when reviewing departmental minutes, site visitors did not find evidence of discussions based on data collected regarding alumni, other stakeholder, or CHES data.

most recent semesters. This is because some classes have several faculty teaching those courses, and there can be some variance in the application of certain assignments. Also, at this time, part of Concentration Competency #1 is assessed using a group assignment.

Going forward, to better assess competencies through collaborative changes, faculty who teach classes where competencies are addressed will meet on a semester-by-semester basis to discuss relative success of teaching and learning. Those faculty will come up with a list of recommended changes and share the information with the entire departemental faculty. The full faculty will have an opportunity to respond. Possible changes to competencies for teaching and learning will be finalized by the group of faculty responsible for classes aligned with competencies and shared with the department. This will be a process repeated each spring [starting with spring 2022]. Based on this collaborative process and changes to academic and professional demands, it is possible that competencies will get aligned with other classes and assignments.

		Records [e.g., meeting minutes, pertinent email communications] will be kept for all deliberations, decisions, and actual changes.	

C2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data		The program achieves high rates of graduation that exceed this criterion's required threshold. The program uses a five-year maximum time to graduation, beginning with the 2016-2017 cohort. Since 2016, the program has achieved graduation rates between 94% and 95% The program's curriculum is 'blocked', meaning that all students must proceed from block one (the interdisciplinary core courses) to block two, ending at block five, which is the preceptorship. Entrance into block five requires completion of blocks one through four and the dean's permission. When students complete block one, they are admitted to the BS in PH-CHE program. Students are tracked from entry into the program until graduation. Most students complete the program within two years of completing block two. At present, the department chair manually calculates graduation rates. During the site visit, program representatives discussed opportunities to create a more systematic method to reduce potential inaccuracies and confusion for reporting purposes.	Click here to enter text.	
Achieves graduation rates of at least 70%				
If program does not meet the threshold of 70%: • its grad rates are comparable to similar baccalaureate programs • it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable	N/A			

C3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation	(yellow)	The program primarily gathers data on post-graduate placement at the preceptorship expo, during which students indicate their plans verbally to the department chair. The department chair then reports the numbers to the dean of the college. The program also uses data gathered from an alumni survey, a closed Facebook group, LinkedIn, and a newly developed Qualtrics survey to bolster data. The program was able to gather placement data for all but three graduates over the last three years.

During the site visit, the department chair noted that when gathering verbal communication from graduates about future plans, he does not gather names or other contact information, which does not allow for future follow-up for those with uncertain plans.

The commentary relates to the opportunity to collect this data in a more systematic way to allow for follow up.

For 2018, the program gathered information on 53 out of 56 graduates (95% known) with 48 of 53 graduates positively placed (91%). For 2019, the program gathered information on all 60 graduates, with a positive placement rate of 87%. For 2020, the program gathered information on all 63 graduates, with a positive placement rate of 81%.

Graduates currently hold positions in health departments, hospitals and clinics, voluntary health organizations | In addition to what was provided for the site visit, data on post-graduation outcomes (C3) and alumni feedback (C4) will now be standardized and collected via a combined survey that is sent directly to graduating seniors at the end of PH 498. This survey will capture both graduating seniors' short-term and long-term plans, as well as their perceptions regarding the extent to which they were prepared for their preceptorships (i.e., the extent to which they mastered the public health competencies). The survey subsequently will be administered to the same cohort the next year in May following their graduation from the program. This survey has yet to be finalized, but is based on existing tools used to collect C3 and C4 data (shared in materials for the September 2021 site visit).

Starting in the spring of 2022, this survey will be sent to all graduates from the last year (spring 2021, summer 2021 and fall 2021). This | The Council appreciates the update on the program's plans in this area. |
Achieves graduate response rates of at least 30% each year	(green)			
Chooses methods explicitly designed to minimize number of students with unknown outcomes	(green)			
Achieves rates of at least 80% employment or enrollment in further education	(green)			
If program does not meet the threshold of 80%, the program must:
• document that its rates are comparable to a similar baccalaureate program in home unit
• provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement	N/A			

		(American Cancer Society, American Diabetes Association), and community organizations and agencies (YMCA, Coulee Council on Addictions, Planned Parenthood, and Habitat for Humanity.) Graduates continuing their education enter programs related to epidemiology, health policy, healthcare administration, and nursing or physician assistant programs.	process will be repeated each year (for example: sent out spring 2023 for graduates from spring 2022, summer 2022, and fall 2022). The department will uniformly request individual contact information beyond current student records from students as part of their final preceptorship report to assure access to them for future assessments.	

C4. STAKEHOLDER FEEDBACK

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Collects information about the following through surveys or other data collection: • alignment of the curriculum with workforce needs • preparation of graduates for the workforce • alumni perceptions of readiness and preparation for the workforce and/or further education	(red)	The program began to collect stakeholder data in fall 2019. The program conducted a survey of all alumni who had graduated in the past seven years and sorted the data by pre- and post-2019 curriculum changes. Graduates were surveyed using the department alumni Facebook page. The program also surveyed a group of employers and preceptors and received nine responses. Employers and preceptors were identified using the preceptor email list. The surveys asked respondents to indicate how strongly they agree or disagree that the program prepared graduates in each of the domains defined in Criterion B1. There were no other questions and no opportunity for open-ended, qualitative responses.	Starting in the spring of 2022, planning for panels of alumni and current employers of graduates will be implemented in upper-level classes eventually to collect data on alignment of the public health and health education/health promotion guided (e.g., NCHEC competencies) curriculum with workforce needs, preparation of graduates for workforce skills, and alumni perceptions of readiness and preparation for the workforce and/or further education. Panels of alumni and employers will take	The Council appreciates the update on the program's plans in this area.
Information collected from BOTH: • alumni • relevant community stakeholders	(yellow)			

Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program		The self-study indicates that faculty did extract some useful information from the survey results. In response to lower ratings on preparation in legal, ethical, economic, and regulatory dimensions of health care and public health policy, the program added a required class, CHE 400: Health Policy, Advocacy, and Community Organizations. Faculty also developed a course in global health in response to another area in which survey results indicated lower levels of agreement. The self-study also describes several curricular enhancements that have occurred or were in process because of feedback from 56 preceptors in 2019-2020, which was gathered through the end-of-semester preceptor evaluations. Preceptors discussed specific skills that could benefit from greater preparation, including the ability to switch between professional and conversational writing, time management, data analysis in Excel, and delegation. The self-study notes that faculty are working to identify opportunities to build and enhance these skills throughout the curriculum. The self-study also highlights the program's participation in WiCPHET, a coalition that includes representatives from all Wisconsin universities that offer undergraduate or graduate public health degrees, along with individuals representing the Wisconsin Public Health Association and the Wisconsin Association of Local Health Departments and Boards. The program provided reviewers with an email thread of the participants discussing potential topics for an upcoming meeting. However, much of the discussion related to MPH curricula.	place in the fall and spring each academic year. Individuals will not be asked to participate more than once in a three [3] year cycle. The survey that currently goes out to the preceptorship site supervisors each semester to evaluate student performance (which was included in the materials shared for the September 2021 site visit) will be modified to better assess alignment of the curriculum with workforce needs and preparation of graduates for the workforce. This modified survey will be issued for the first time in the spring of 2022. Stakeholder feedback from the three aforementioned sources will be reviewed by the full faculty each spring (starting with spring 2022). This will enable the department to make minor changes or pursue substantive changes to how we prepare students for the upcoming fall semester. Records will be kept for all deliberations, decisions, and actual changes throughout the accreditation cycle.	

		Finally, the self-study indicates that the program gathers useful information from formal and informal discussions with students and alumni, but these data are not systematically collected or compiled for discussion and analysis, as such, site visitors were not able to review this information. The preceptor, WiCHPET, and personally gathered information is richer and more detailed than the alumni and employer/preceptor surveys, but it is not fully responsive to two of the three areas of data required by this criterion. The concern relates to the fact that the program has not collected sufficient data to satisfy this criterion's expectation of information on two of the three listed areas: preparation of graduates for the workforce and alumni perceptions of readiness and preparation for the workforce and/or further education. Because of the design and implementation of the two surveys that have been deployed, the data are not sufficiently informative on any of these topics, with particular gaps relating to items one and two, above. It is possible to infer some information about the curriculum and graduates' perceptions from the quantitative responses to the survey questions, but the data are minimally informative. The closed-ended questions on the alumni survey provide minimal information to inform curricular changes, and the design of the employer/preceptor survey limits its usefulness as well. The program's current curriculum has only been fully implemented since fall 2019, and the program could not track whether the respondents to the employer/preceptor		

		survey had interacted with students/alumni who completed the current curriculum.		
		Likewise, the available and rich preceptor data provides some basis to infer information about graduates' preparation for the workforce, but it is solicited in the context of asking about the performance of individual students who are still completing their studies at the time of evaluation.		
		During the site visit, faculty recognized the need for a systematic collection of data. To achieve this goal, the department has created a CEPH data group that will develop processes and procedures for the collection and analysis of data, including stakeholder feedback. The self-study suggests that the program may use other methods going forward to gather qualitative information that can inform future discussions, and this approach may prove more fruitful to supplement the limited quantitative data that would be available at this stage of curricular implementation.		

D1. DESIGNATED LEADER

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		The program has identified a designated leader who meets this criterion's requirements. The designated leader contributes 1.0 FTE to the program and holds an MS in	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
• a full-time university faculty member		environmental health sciences, an EdD in health behavior, and the CHES credential. The leader has extensive experience, with 36 years in teaching, scholarship, and service in the public health field. He also serves on various health community/public health-related boards that include the National Board of Directors of the American Cancer Society and the American Cancer Society's Cancer Action Network. He is also an active member of the American Public Health Association and Society for Public Health Education.

The designated leader serves as chair of the department and is engaged in all decisions about curriculum, competency development, teaching assignments, resource needs, program evaluation, and student assessment. The self-study outlines responsibilities related to registration and scheduling; budgeting for resources such as textbooks, equipment, and facilities; monitoring registration and assessing course needs; initiating discussions around curriculum; receiving and responding to concerns about curriculum; facilitating meetings and committees and recommending representation when needed; assessing and addressing personnel needs; and receiving and responding to student concerns. | | |
| • dedicates at least 0.5 FTE to the program | | | | |
| • has educational qualifications and professional experience in a public health discipline | | | | |
| Fully engaged with decision-making about the following:
- curricular requirements
- competency
- development
- teaching assignments
- resource needs
- program evaluation
- student assessment | | | | |

D2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments

	Met		
Program employs at least two FTE (in addition to the designated leader)		The program has nine full-time faculty members and one part-time faculty member, totaling 9.5 FTE, including the designated leader (1.0). The faculty complement is a mixture of tenured, tenure-track, and instructional academic staff (IAS). Tenured and tenure-track faculty have a 12-credit load each semester, and IAS have a 15-credit load each semester. Tenured and tenure-track faculty are required to teach nine credits, and the remaining three credits relate to advising and other duties. IAS are required to teach a minimum of 12 credits with the remaining three credits related to other duties as outlined by their contracts. In addition, tenured and tenure-track faculty are required to be engaged in both scholarship and service. The department considers tenured and tenure-track faculty members' workload to be 60% teaching, 25% scholarship, and 15% service. The program reports student-faculty ratios (SFRs) of 26:1, 27:1, 23:1, and 19:1 for the last four semesters. The average class size over the last four semesters ranged from 22 to 31. The program identified the BS program in political science and public administration as the comparable baccalaureate program, as the program has approximately the same number of students and similar instruction styles as the PH-CHE program. Both programs have three-credit courses that comprise lecture, discussion, active engagement of students inside and outside of the classroom, volunteer experiences, and culminating experiences. The comparable program reports SFRs of 18:1, 19:1, 18:1 and 10:1 for the last four	Click here to enter text.
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising			
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes			

		semesters, and average class sizes ranged from 25 to 31 over the same time frame.		
		The program reports advising ratios of approximately 29:1 for the last four semesters. The PH-CHE program reports higher rates of advising than the comparable program, which reports rates of approximately 20:1 over the same time period, which is due to the comparable program having more faculty advisors than the PH-CHE.		
		The program has used enrollment data to gauge resource adequacy. The program has added second sections of some courses because of the increase in the number of enrolled students. The courses require pedagogy that large enrollments make difficult. Additionally, the program moved to holding group advisement sessions because of continued growth.		
		During the site visit, faculty stated feeling as though they are at their limit in terms of workload. While faculty lines across the campus have been cut, the program has been able to retain all positions it was allocated, including replacing a faculty line after a retirement. Despite the program's higher SFRs than its comparison program, students reported feeling as though the class sizes were just right for them, as they were able to collaborate but still be heard during class contributions. University leaders reported that due to suspending the MPH degree and moving other degrees out of the department, they believe that faculty loads should even out. It was also noted that most faculty in the program serve in other programs at an overload of their FTE, which could contribute to the feeling of being at the limit of workload capabilities.		

D3. STUDENT ENROLLMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		The program gathers enrollment data from the university regarding student headcount. Student headcount is calculated as the number of majors enrolled in the program as of the tenth day of the semester. All students are identified as full-time. Enrollments have stayed between 209 and 222 for the last four semesters.	Click here to enter text.	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

E1. DOCTORAL TRAINING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		Nine of 10 faculty members hold doctoral degrees (eight PhD, one EdD). The remaining full-time faculty member holds a BS in biology, an MPH in community health education, and the MCHES certification. In addition, she has five years of experience as a health promotion consultant with Mayo Clinic Health Systems and has been teaching a variety of undergraduate courses across the PH-CHE program since 2013.	Click here to enter text.	

E2. FACULTY EXPERIENCE IN AREAS OF TEACHING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience		Site visitors' review of the self-study and associated documents indicate that all faculty currently teach courses directly aligned with their education and experience. For example, the department chair has a master's in environmental health and teaches the environmental health course. For other faculty with graduate degrees in community health, health education, and/or public health, they teach courses in community health, administration, implementation, and evaluation of health programs, assessment and program planning, and other related courses.	Click here to enter text.	

E3. INFORMED AND CURRENT FACULTY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		All program faculty engage in activities that inform their work and teaching in their disciplines. They are active members of appropriate professional organizations (e.g., SOPHE, APHA, Eta Sigma Gamma [ESG]). All faculty are engaged in discipline-related community service activities such as being a member of the Wisconsin Public Health Council, GROW La Crosse Board of Directors, and manuscript reviewer for the *American Journal of Health Behavior*.	Click here to enter text.	

		Many faculty present and publish in peer-reviewed venues associated with APHA, SOPHE, Wisconsin Public Health Association, and other groups. Seven faculty hold credentials in health education (four MCHES, three CHES) and must engage in continuing education to maintain these credentials.		

E4. PRACTICIONER INVOLVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		In addition to the interactions with public health professionals that occur during preparation for and completion of the preceptorship, students interact with practitioners who serve as guest lecturers in several required courses, including Environmental Health, Motivational Interviewing for Health Educators, and Grant Writing and Resource Management. These individuals are employed at health departments, hospital systems, and community foundations. Site visitors confirmed that practitioners are involved with students as guest lecturers and preceptors.	Click here to enter text.	

E5. GRADUATE STUDENTS

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has adequate financial resources to fulfill its mission and sustain degree offerings. The program budget and department budget are essentially one and the same, since the department's online degree programs follow a separate funding model. The department chair participates in the budget planning process and has the authority to allocate and spend funds throughout the year. Faculty salaries and benefits constitute most of the budget, with a smaller portion allocated more flexibly to equipment, travel, and incidental needs. Funding levels are based on past years' funding and on projected/approved needs. The budget information provided in the self-study indicates that the program's total funding has declined since 2016. Program leaders explained that this decrease in funding is a result of a 10-year, university-wide tuition freeze but affirmed that the current budget is sufficient to meet programmatic needs. Reviewers met with university leaders who expressed their commitment to the program, faculty, and students. University leaders also mentioned putting resources where they will best support the students and described the program as very strong.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

F2. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		The program occupies a hallway on the fourth floor of Carl Wimberly Hall. All full-time faculty have assigned office space, and additional office space is available for ESG and to accommodate part-time faculty and/or student workers. The program's allocated space also includes storage space and shared office equipment (e.g., photocopier).	Click here to enter text.	
Physical resources appear sufficiently stable				
		Students can access shared space at a wide array of locations on campus via an online scheduling system for group work or study space.		
		Site visitors confirmed that physical resources are adequate. Faculty have a dedicated building, floor, and access to classrooms within the building. All classrooms are equipped with the necessary technology.		
		Students who met with site visitors expressed a high degree of satisfaction with physical resources, space, and class size.		

F3. ACADEMIC AND CAREER SUPPORT RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission and to achieve expected student outcomes		The university provides computing and technology assistance through a client services and support team (Information Technology Services-ITS) that is accessed via web request or live chat. There are over 200 rooms on the campus that contain technology used for teaching and presenting. ITS provides support and training to faculty, staff, and students.	Click here to enter text.	
Academic support services include, at a minimum, the following: a) computing and technology services b) library services c) distance education, if applicable d) career services e) other support services (e.g., writing center, disability and support services), if they are relevant to the program		The Murphy Library advertises that it provides a dynamic and diverse learning environment, and librarians can be accessed through a variety of methods (e.g., chat, telephone, and email). The Academic Advising Center and Career Services staff support academic planning and career development. They provide services related to graduate school exploration and linkages to job/internship opportunities. The program refers students to Career Services to explore career opportunities in the public health profession. Additional support services are provided for students including the ACCESS Center, which promotes equal access and educational opportunities for students with disabilities; the Pride Center, which provides resources and fosters a safe environment for all LGBTQ+ students, faculty, and staff, educates the campus and community on issues, and advocates for student success and inclusivity; and Student Support Services (SSS), which		

		enhances academic skills, increases retention, increases graduation rates, and facilitates entrance into graduate or professional programs.		

G1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion		When students declare their majors, the College of Science and Health's main office assigns an advisor within the appropriate program. Advising in the Department of Health Education and Health Promotion takes place in multiple ways. The department conducts mass advising, in which all faculty advisors and their advisees meet during a set time frame (three hours). Faculty and students told site visitors that they enjoy this method of advising, as it is one time when all faculty are in one spot so students can speak with multiple faculty members about courses and opportunities. Students also reported being able to talk with other students about their experiences with different courses, faculty, and course sequencing.

In addition to mass advising, students engage with their advisors during normal office hours for academic, career, and graduate school advising. The program holds a PH-CHE majors meeting each semester to discuss coursework, career options, networking, professional memberships, and other current issues. The academic advisors in the college's main office hold periodic advisor training sessions for new advisors, with additional training opportunities prior to the start of registration each semester. | Click here to enter text. | |

		Students who participated in the site visit mentioned being satisfied with the accessibility of faculty for advising.		

G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		Faculty in the program provide all advising (career and academic) to students. They are responsible for assisting students with understanding potential career options in public health and community health education. Formal advising is required twice a year in addition to mass advising and all-major meetings. As students get closer to preceptorship and graduation, frequency of meetings may increase but varies by student.

Additional ways that students are introduced to career paths in public health include alumni panels, professional guest lectures, introduction courses (PH 200 & HED 210), ESG, and in capstone courses. Preceptorship preparation with advisors also provides opportunities to explore career options with students. The program also refers students to career services for additional career exploration and services.

Students said that they are satisfied with the accessibility of faculty for career advising and that the preceptorship is an additional way to explore career paths. Students and alumni reported that even after graduation they can reach out to faculty advisors if they need career information or | Click here to enter text. | |

		advice because of the strong relationships they build during the program.		

G3. STUDENT SATISFACTION WITH ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising Program uses methods that produce specific, actionable data		In the alumni survey, the program uses one question to gauge student satisfaction with academic advising and one question to gauge student satisfaction with career advising. The program asks the questions, "While in the program, how satisfied were you with academic advising?" and "While in the program, how satisfied were you with career advising?" The question is a Likert scale, with the options "extremely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, and extremely dissatisfied." The program has administered the alumni survey twice: in summer 2020 to those who graduated between August 2013 and August 2020 and in fall 2020 to those who graduated during that semester. From the initial survey, the program received 63 responses with 39 (62%) of the respondents being graduates from 2018, 2019, and 2020. When asked about satisfaction with academic advising, 64% of respondents said they were extremely satisfied, 31% said they were somewhat satisfied, 2% said they were neither satisfied nor dissatisfied, 3% said they were	In addition to what was provided for the September 2021 site visit, starting with the fall of 2021, the program will now issue a revised academic and career advising survey to all public health students each semester. A copy of the new survey results (with questions asked) is located in the Electronic Resource File email attachment in folder 'G – Advising/Criterion G3 - Student Satisfaction with Advising/PH-CHE Student Evaluation of the PH-CHE Program's Academic and Career Advising'. Going forward, the same process will be implemented each semester. In the spring of 2022, the full faculty will decide on changes to make to advising as a result of the first two semesters of data collection. Records	The Council appreciates the update on the program's plans in this area and the initial data collected.

	somewhat dissatisfied, and none said they were extremely dissatisfied.	will be kept for all deliberations, decisions and actual semester or annual changes throughout the accreditation cycle.	
	When asked about career advising, 39% of respondents said they were extremely satisfied, 43% said they were somewhat satisfied, 12% said they were neither satisfied nor dissatisfied, 5% said they were somewhat dissatisfied, and 2% said they were extremely dissatisfied.	The response rate was 47% (n=87). Overall, advising by the faculty is positively viewed by those completing the survey. Over time, additional insights will come to light as students in Blocks 1 and 2, specifically, progress through the program.	
	For the fall 2020 administration of the survey, the program received eight responses with the following responses related to academic advising: 50% of respondents said they were extremely satisfied, 38% said they were somewhat satisfied, 13% said they were neither satisfied nor dissatisfied, and zero were somewhat or extremely dissatisfied. Regarding career advising, the program received the following responses: 13% of respondents said they were extremely satisfied, 50% said they were somewhat satisfied, zero said they were neither satisfied nor dissatisfied, 38% said they were somewhat dissatisfied, and none said they were extremely dissatisfied.	As further data/information is gathered, reviewed and discussed by the faculty, additional questions/items will be added as necessary to the survey. The faculty are also discussing ways to increase the response rate.	
	The first concern relates to the lack of methods that produce specific, actionable data on both academic and career advising. At present, the program does not gather any qualifying data to provide more information on why students reported low satisfaction. The program acknowledges the limited data available through current data collection methods and has developed a more in-depth Qualtrics survey, which will be deployed in December 2021. Reviewers were able to review the survey instrument and note that it should allow the program to gather more useful and actionable data.		

		The second concern relates to the lack of regularity with which the program tracks data on student satisfaction. The program has gathered data twice in the last eight years, with both data collection points occurring within the last year.		

H1. DIVERSITY AND INCLUSION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program demonstrates a commitment to diversity and inclusion through: • assurance that students are exposed to individuals and agencies reflective of the diversity in their communities • research and/or community engagement conducted		The program demonstrates a commitment to diversity and inclusion. The self-study indicates that program faculty and staff vary by ethnicity, gender, religious affiliation, age, urban vs. rural upbringing, and country of origin. The self-study also notes that students' preceptorship experiences have involved a wide array of organizations and individuals who represent various types of diversity. Program faculty have served on university-wide committees that provide leadership in diversity and inclusion, including the Joint Multicultural Affairs Committee and the Equity Liaison Initiative. All program faculty completed the university's Diversity and Inclusion Training Module during the 2019-2020 academic year, followed by reflection on how the topics and themes were present in their own experiences and student experiences. In spring 2019, faculty adopted a departmental statement on diversity, and in 2020, faculty conducted an audit of courses with an aim to increase the specificity of their equity, diversity, and inclusion aims.	Click here to enter text.	

| | | Students have served and currently serve as leaders of various multicultural organizations on campus and within the community, such as working with American Indian youth from the Pine Ridge Reservation, the Lily Project, and La Chapina Bonita Stove Project.

The self-study highlights guest speakers and experiences in several elective classes that expose students to diverse individuals and populations. The self-study also highlights service and scholarly projects completed by students and faculty that relate to diverse communities. A group of faculty and students have participated in an annual (prior to COVID-19) spring break service trip to Guatemala, and students have been active in the local health system's partnership with the Pine Ridge Reservation.

The college has developed a strategic plan that includes four pillars, one being diversity. The department is now in the midst of its strategic planning process with diversity as one of the primary focus areas, including the recruitment of diverse students and faculty. University leaders acknowledged the lack of racial and ethnic diversity among students and faculty, attributing it to the geographic location and distance from a major metropolitan area. Faculty asserted that while they currently lack ethnic and racial diversity, they are still committed to recruiting diverse populations for the program. | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program appropriately prepares students for competence in diversity and cultural considerations by embedding these concepts throughout the curriculum. Examples include PH 200: Public Health for the Educated Citizen, in which students complete a 'Pursuit of Health' project that introduces them to health disparities, the role of social determinants in defining advantage, and a conceptual understanding of health and healthcare equity. In PH 335: Environmental Health, students complete a unit on environmental justice in which they are introduced to the concepts of racism, justice, and ethics. Also in PH 335, students watch a video on environmental justice and submit a reflection paper based on the video. Students reported that faculty provide good opportunities within courses and coursework to understand diverse populations. Students are prepared for diversity and cultural competence in other ways beyond the curriculum such as through research or community engagement. Examples provided during the site visit include a research study with the Hmong community that involved students and faculty and preceptorships working with refugee populations in Wisconsin. During the site visit, students and stakeholders noted that the preceptorship is one of the best opportunities for students to build cultural competence outside of	Click here to enter text.	

		foundational knowledge provided in courses. One student mentioned developing a brochure during their internship for the Hmong population applying cultural competence skills that they learned from the program. Students report a high degree of confidence working with diverse populations following their preceptorship.		

I1. DISTANCE EDUCATION PROGRAM OFFERING

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

I2. DISTANCE EDUCATION STUDENT INTERACTION

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

I3. DISTANCE EDUCATION PROGRAM SUPPORT

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

I4. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

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

I5. DISTANCE EDUCATION STUDENT IDENTITY

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

J1. INFORMATION ACCURACY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The program webpage accurately presents admissions policies, educational offerings, degree requirements, and general education requirements. The university website accurately presents the academic calendar, undergraduate catalog, and grading policies.	Click here to enter text.	
Advertising, promotional & recruitment materials contain accurate information				

J2. STUDENT COMPLAINT PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints Maintains records on the aggregate number of complaints received for the last three years		The program has informal and formal processes that students can follow to resolve complaints and grievances. These processes are available in the student handbooks and on the university website. Students are first encouraged to resolve complaints and grievances informally. They are encouraged to have a conversation with the individual(s) involved, in which all perspectives can be heard and a resolution that satisfies all parties can be reached. If the grievance is not resolved through this method, students then refer to the department chair if the grievance is within the department. Within the department, a student must submit in writing to the department chair, the formal complaint/grievance and must include, in detail, what the complaint/grievance entails. The department chair will gather a grievance committee, comprising three uninvolved faculty members, and the committee will review the written materials provided by the student. If the matter is still not resolved, the student is then referred to the dean of the college. If the grievance cannot be resolved within the college, the student may then choose to file a formal grievance at the university level.	Click here to enter text.	

		Students must submit a formal grievance or complaint through university email to the vice chancellor for student affairs/dean of students. Students must demonstrate that they have already attempted and not achieved a resolution through other university processes (such as specific routes for Title IX, equity and affirmative action, hate/bias incident report). The program has not had any formal grievances or complaints during the last three years.		

Council on Education for Public Health Site Visit Agenda
University of WI-La Crosse Standalone Baccalaureate Program

Sunday, September 12, 2021

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

Monday, September 13, 2021

9:30 am   **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
Dan Duquette, Keely Rees, Anders Cedergren	*Administration and governance* **(Criterion A)**
	Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed? **(Criteria D, F)**
	Faculty qualifications **(Criterion E)**
	Practitioner involvement **(Criterion E)**
Sarah Pember	*Diversity, inclusion, and cultural competence* **(Criterion H)**
Total participants: 4	

10:30 am   **Break**

10:45 am   **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Dan Duquette, Keely Rees, Anders Cedergren, Michele Pettit, Gary Gilmore, Emily Whitney, Katie Wagoner, Sara Pember	*Curriculum* **(Criterion B)**
	Evaluation of program effectiveness; collection and analysis of data **(Criterion C)**
Total participants: 8	

12:00 pm   **Break & Lunch**

12:45 pm   **Faculty Roles and Responsibilities**

Participants	Topics on which participants are prepared to answer team questions
Dan Duquette, Keely Rees, Anders Cedergren, Michele Pettit, Gary Gilmore, Emily Whitney, Katie Wagoner, Sara Pember, Lien Nguyen	*Information accuracy* **(Criterion J)**
	Student complaint processes **(Criterion J)**
	Faculty engagement **(Criterion A)**
	Informed and current faculty **(Criterion E)**
	Academic and career advising **(Criterion G)**
	Diversity, inclusion, and cultural competence **(Criterion H)**
Total participants: 9	

1:45 pm   **Break & Executive Session 2**

2:00 pm   **Transport to Hotel**

2:45 pm   **Students**
                   Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
Maddy Vantassel, Kiley Ohlrogge, Edith Ben-Eboh, Sophie Spiess,	*Faculty qualifications* **(Criterion E)** *Curriculum* **(Criterion B)** *Resources (physical, faculty/staff, academic & career support)* **(Criteria D, F)** *Evaluation of program effectiveness* **(Criterion C)**

Issy Beach, Timmy Kissel, Jessica Barber, Ryan Gegory, Danielle Flitz, Olivia Hohenstein, Taylor Szwedo	*Academic and career advising* **(Criterion G)** *Diversity, inclusion, and cultural competence* **(Criterion H)** *Student complaint processes* **(Criterion J)**
Total participants: 11	

3:45 pm   **Break**

4:00 pm   **Stakeholder/ Alumni Feedback & Input**
                   Zoom Meeting

Participants	**Topics on which participants are prepared to answer team questions**
Brenda Rooney, Paula Silha, Katherine Drewiske, Kristen Wanta, Molly Heisterkamp, Blanche Collins, Rachel King, Megan Anderson, Judy Zabel	*Resources (personnel, physical, academic and career support)* **(Criteria D, F)**
	Practitioner involvement **(Criterion E)**
	Cumulative and experiential activities **(Criterion B)**
	Cross-cutting concepts **(Criterion B)**
	Stakeholder feedback **(Criterion C)**
	Academic and career advising **(Criterion G)**
	Diversity, inclusion, and cultural competence **(Criterion H)**
Total participants: 9	

5:00 pm   **Break & Executive Session 3**

5:45 pm   **Adjourn**

Tuesday, September 14, 2021

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

Participants	Topics on which participants are prepared to answer team questions
Betsy Morgan, Provost	*Program's position within larger institution*
Mark Sandheinrich, Dean College of Science and Health	*Provision of program-level resources*
Gubbi Sudhakaran, Associate Dean College of Science and Health.	*Institutional priorities*
Joe Gow, Chancellor	*Designated leader* **(Criterion D)**
	Administration and governance **(Criterion A)**
	Faculty engagement **(Criterion A)**
4	

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

1:00 pm   **Exit Briefing**

1:45 pm   **Team Departs**