

REVIEW FOR ACCREDITATION  
OF THE  
STANDALONE BACCALAUREATE PROGRAM  
AT  
WESTERN WASHINGTON UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

June 11-12, 2020

SITE VISIT TEAM:

Carl Hanson, PhD, MS, MCHES—Chair  
Alison R. Sullivan, MPH

SITE VISIT COORDINATOR:

Nicole Williams, MPH, PMP

CRITERIA:

Accreditation Criteria for Standalone Baccalaureate Programs,  
amended June 2018

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## INTRODUCTION

Western Washington University (WWU) is a public university in Bellingham, Washington. The university was founded as the state-funded New Whatcom Normal School in 1893, succeeding a private school of teaching for women. The university houses eight degree-granting colleges and schools, which offer over 175 undergraduate degree programs, 25 master's program, one clinical doctorate program, and four certificate programs. At the time of site visit, the university enrolled 16,000 students, 95% of which are undergraduate, and employed approximately 937 faculty and 1,200 staff.

WWU is regionally accredited by the Northwest Commission on Colleges and Universities. The university also holds specialized accreditation in music, speech and hearing, teaching, computing sciences, engineering, business, and nursing, among others.

The Bachelor of Science in community health was implemented in 1976 and renamed the Bachelor of Science in public health in 2020. The program has been housed in the Department of Health and Human Development, which is housed in the College of Humanities and Social Sciences since its inception.

This is the program's first review for CEPH accreditation. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix – Degrees and Concentrations			
Degrees		Campus based	Distance based
Public Health	BS	X	

**A1. ADMINISTRATION AND GOVERNANCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program has autonomy to make decisions related to the following:</p> <ul style="list-style-type: none"> <li>• allocation of program resources</li> <li>• implementation of personnel and policies and procedures</li> <li>• development and implementation of academic policies and procedures</li> <li>• development and implementation of curricula admission to the major</li> </ul>		<p>The program has appropriate autonomy in areas such as allocation of resources, personnel contributing to the program, academic policies and procedures, and student enrollment. Site visitors confirmed that program faculty are involved in the design of the curriculum, student assessment, and program evaluation.</p> <p>The program coordinator requests resources on behalf of the program. Requests for resources are approved through the department, college, and provost’s office, as required. Personnel resources must be approved by the dean and provost on an annual basis. The program coordinator told site visitors that she is the program’s representative on the Planning and Resources Committee at the university. During the site visit, faculty noted that they have access to multiple funding sources, and the process for accessing and using these funds varies based on the dollar amount and timing of the ask.</p>	<p><a href="#">Click here to enter text.</a></p>	
<p>Program’s faculty have formal opportunities for input in decisions affecting the following:</p> <ul style="list-style-type: none"> <li>• curriculum design (e.g., program specific requirements)</li> <li>• student assessment</li> <li>• program evaluation</li> </ul>				
<p>Faculty have input in resource allocation within the institution and existing program administration.</p>		<p>The personnel policies and procedures are governed by WWU’s faculty handbook, the collective bargaining unit agreement, as well as the Department of Health and Human Development’s policies and procedures. Program faculty, including the program coordinator, are directly involved in hiring faculty, determining teaching assignments, promoting/granting tenure, as well as hiring personnel who advise program students. In addition, faculty also vote in decisions made at the department</p>		

		<p>level. For example, faculty who met with the site visit team recounted a vote to grant a reduction in teaching credit hours. This change reduced the teaching load of public health faculty from 30 to 28 credit hours.</p> <p>Program faculty are responsible for designing the curriculum and defining the requirements for the major. Program faculty follow university standards to determine the requirements for completion of the degree program, as well as other academic governance matters, including the development and implementation of curricula. The curriculum design process begins within the program's faculty who work together to develop curricula to fill a specific need highlighted by students or community members. All revisions are submitted to the college's Curriculum Council Committee for approval. All approved requests are then sent to the university's Academic Coordinating Commission for final approval, and faculty are empowered to speak and act as a part of the Western Faculty Senate.</p> <p>The program is a cohort-based model and admits between 25-30 students each year. Students can first explore their interest in the program as pre-majors. Students who are interested in declaring the major formally apply during the fourth quarter of their sophomore year. Faculty review all applications to the major using a common rubric. Applicants must submit a resume, essay, and transcript.</p> <p>Faculty are responsible for student assessment and program evaluation. Faculty develop student assessment activities by course. Tenure-track faculty observe and provide feedback to non-tenured faculty and design assessment methods to evaluate performance of the staff</p>		
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		<p>advising program students. Faculty develop and implement plans to measure program effectiveness. The program's method for measuring program effectiveness is highly dependent on CHES standards for determining success. This includes using the CHES self-assessment as well as the CHES proxy exam, and summary results from WWU students who take the CHES exam after graduation to evaluate program effectiveness.</p> <p>During the site visit, faculty noted (and students and stakeholders agreed) that faculty are very involved in program evaluation. For example, multiple students highlighted that their professors routinely ask them for course feedback during the quarter and work to adjust in real time vs. waiting for the course to end.</p> <p>University leaders who met with the site visit team spoke highly of the program faculty's involvement in multiple levels of governance.</p>		
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**A2. FACULTY ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Faculty (both full-time and part-time) regularly interact with colleagues &amp; are engaged in ways that benefit the instructional program</p>		<p>Faculty members regularly interact with their colleagues through formal and informal avenues.</p> <p>Given that there are only three full-time faculty for the program, coordination and collaboration are made easier. A shared office suite promotes engagement across full-time faculty, part-time faculty, and students; the suite includes an office for each faculty member and a common room where students meet and engage on program work.</p> <p>Faculty interact on a weekly basis as a group to discuss program-related business. These faculty also have a bi-weekly meeting with the departmental faculty cohort.</p> <p>In addition to daily informal interactions, and weekly/bi-weekly scheduled meetings, program faculty are also involved in committee activities together on an as-needed basis (e.g., hiring committee, teaching evaluations, etc.), as well as orientation for all new program faculty held each year.</p> <p>During the site visit, faculty also highlighted their annual retreat as well as weekly meetings as ways in which they engage about larger programmatic feedback and changes.</p>	<p><a href="#">Click here to enter text.</a></p>	

**B1. PUBLIC HEALTH CURRICULUM**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		<p>The program offers a BS in public health, which includes a science core (24-25 credits), a health education core (67 credits), and electives (10 credits). The total credits for the major, excluding general education courses, is 101-102 credits. The health education core includes the following required courses:</p> <ul style="list-style-type: none"> <li>• HLED 150 Consumer and Environmental Health</li> <li>• HLED 151 Society and Drugs</li> <li>• HLED 152 Society and Sex</li> <li>• HLED 345 Health Promotion/Disease Prevention</li> <li>• HLED 350 Nutrition</li> <li>• HLED 407 Principles and Foundations of Health Education</li> <li>• HLED 410 Health Communication and Social Marketing</li> <li>• HLED 420 Epidemiology and Biostatistics</li> <li>• HLED 432 Organization and Administration of Community Health Programs</li> <li>• HLED 447 Community Health</li> <li>• HLED 450 Methods and Materials in Health Education</li> <li>• HLED 460 Program Planning and Implementation of Health Programs</li> <li>• HLED 465 Program Evaluation and Research Design</li> <li>• HLED 471 Professional Preparation Seminar</li> <li>• HLED 472 Internship</li> </ul>	<p>In response to program assessment data, one course that addresses public health advocacy &amp; policy (HLED 397 c Health Policy) will be offered in 2020-2021 academic year (originally the course was added in 2019-2020 academic year, but due to workload associated with CEPH accreditation it has been delayed by 1 academic year). Additionally, issues and assignments surrounding policy and advocacy will be incorporated into HLED 447 Community Health.</p>	<p>The Council reviewed the team's report, program's response, and self-study document. Based on the updated documentation in the program's response, the Council found that the program has implemented a course in health policy for the 2020-2021 academic year. Therefore, the Council changed the team's finding of met with commentary to a finding of met.</p>



		<p>The program has mapped its required curriculum to the public health domains. Public health domains are designated “introduced” in the course if students learn the material through reading, lecture, and/or in-class activity. Public health domains are designated “covered” in the course if student learn the material through reading, lecture, and/or in-class activity and their knowledge about it is assessed through assignments and/or exams.</p> <p>The site visit team reviewed program syllabi to validate didactic coverage of domain areas. For example, for Domain 4 (Basic concepts, methods and tools of public health data collection, use and analysis, and why evidence-based approaches are an essential part of public health practice), site visitors were able to identify a group research project as well as lectures on research methods, instrument design, formative research, statistics and analysis, and evidence-based interventions as evidence of domain coverage. Through this review and the subsequent site visit, site visitors were able to verify didactic coverage of each domain area, largely through the delivery of the core health education courses. A summary of the team’s findings is presented in the B1 worksheet.</p> <p>Students and alumni who met with site visitors noted that they are well prepared in important skill areas such as health communication and social marketing as well as issues related to racial and ethnic health disparities.</p> <p>The commentary relates to the opportunity for greater focus in the curriculum on health policy and advocacy. Students and stakeholders identified this as an area of weakness in the curriculum that would benefit from more attention. Students and faculty who met with site visitors</p>		
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		said that while these topics are touched on in the current curriculum, a greater emphasis would better prepare students for the workforce.		
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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
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program addresses the foundational competencies through two courses. In the methods and materials in health education course, students address foundational competency 1 through the delivery of health presentations to seniors living in local senior residence centers, as well as children attending preschool. In addition to these oral presentations, students are required to design written health information materials using multimedia software.	Click here to enter text.	
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		Students address the foundational competency 2 through the program planning and implementation of health programs course. In this course, students are required to locate and explore current peer-reviewed health literature and evidence-based interventions. Students then evaluate the applicability of evidence they find and synthesize the information to inform their program plans.		
Assesses all students at least once on their ability to demonstrate each concentration competency		Site visitors were able to validate that the program teaches and assesses all elements of the two foundational competencies, as shown in the B2.1 worksheet.  The program intends to prepare students to sit for the Certified Health Education Specialist (CHES) exam at the end of the program of study, and therefore uses select NCHCEC competencies to guide the curriculum.		

		<p>The program has selected 14 competencies within three CHES areas of responsibility as concentration-specific competencies. The three areas of responsibility are 1) assess needs, resources, and capacity for health education/promotion (five sub-competencies); 2) plan health education/promotion (four sub-competencies); and 3) implement health education/promotion (five sub-competencies).</p> <p>The program maps these competencies to five courses. Students perform assessments related to developing, implementing, and evaluating a health promotion plan; writing a grant proposal; and designing different health education materials, among others.</p> <p>Faculty who met with the site visit team provided additional information that allowed the team to validate each of the concentration competencies, as shown in the B2.2 worksheet. For example, faculty explained that students implement the data collection tool described in the assessment for concentration competency 2. Faculty also described how students are prepared throughout the curriculum to work directly with community partners in planning a social media campaign.</p> <p>Students who met with the site visit team said that the faculty clearly orient them to the program's foundational and concentration-specific competencies.</p>		
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B2.1 Worksheet

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

B2.2 Worksheet

BS in Public Health Concentration Competencies*	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Plan assessment process for health education/promotion	Yes	Yes
2. Collect primary data to determine needs	Yes	Yes
3. Analyze relationships among behavioral, environmental and other factors that influence health	Yes	Yes
4. Examine factors that influence the process by which people learn and that enhance or impede the process of health education/promotion	Yes	Yes
5. Determine needs for health education/promotion based on assessment findings	Yes	Yes
6. Involve priority populations, partners and other stakeholders in the planning process	Yes	Yes
7. Develop goals and objectives	Yes	Yes
8. Select or design strategies/interventions	Yes	Yes
9. Develop a plan for the delivery of health education/promotion	Yes	Yes
10. Address factors that influence implementation of health education/promotion	Yes	Yes
11. Coordinate logistics necessary to implement plan	Yes	Yes
12. Train staff members and volunteers involved in implementation of health education/promotion	Yes	Yes
13. Implement health education/promotion plan	Yes	Yes
14. Monitor implementation of health education/promotion	Yes	Yes

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

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)</p>		<p>The program uses required public health coursework to expose students to cross-cutting concepts. Students learn about community dynamics through a PhotoVoice project through which they interview different health agencies to explore and understand community dynamics. Students are exposed to critical thinking and creativity through a health communication and social marketing class, in which students work with community agencies to create social marketing/health communication campaigns. Ethical decision making as related to self and society is introduced through readings, lectures, small and large group discussions, and course assignments. Students are exposed to research methods through a program evaluation course in which students explore and apply research methods when developing and conducting a research study.</p> <p>Reviewers verified that all cross-cutting concepts are adequately introduced through coursework, as shown in the B3 worksheet.</p> <p>Students who met with the site visit team described curricular and co-curricular experiences that exposed them to cross-cutting concepts and experiences. For example, one student described meeting with a local public health organization to learn about topics such as the cultural contexts in which public health professionals work and community dynamics. Students also described a rich</p>	<p>Click here to enter text.</p>	

		<p>preparation in professionalism before the internship, which included skills to support themselves during the internship and as a professional in the field after leaving the program.</p> <p>Alumni who met with the site visit team said that they felt particularly well prepared in teamwork, stating that they are well equipped to work with a variety of teammates with differing work and communications styles.</p>		
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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 EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		<p>Students take a professional seminar course near the end of the program of study where they work with faculty, student colleagues, and agency leaders to explore and secure an internship. The seminar provides students with the opportunity to explore various community health agencies, network with future supervisors and colleagues, enhance their e-portfolios, practice and improve professional interview skills, and secure an internship. The cohort nature of the program allows courses to be sequenced in a manner that emphasizes the cumulative nature of the curriculum.</p> <p>All students complete a 12-credit, 10-week, full-time (370-400 hour) internship as their cumulative capstone experience. Students complete this internship during the summer or fall after they complete all required coursework. Students can complete the internship anywhere from local to international sites.</p> <p>Students complete activities such as developing surveys for community research regarding pill lockboxes, entering survey responses into REDCap software, developing health education materials around sexual health and consent, and providing sexual education for high school students, among others.</p> <p>Internships are completed in non-profit organizations; non-governmental agencies; local, county, and state</p>	<p><a href="#">Click here to enter text.</a></p>	
Activities require students to integrate, synthesize & apply knowledge				
Program encourages exposure to local-level professionals & agencies				



		<p>health departments; federal agencies; and hospital-based health education and wellness programs, which ensures that students are exposed to public health professionals and agencies.</p> <p>Students and alumni who met with the site visit team said that the internship experience was the highlight of the program and often leads to employment after graduation.</p> <p>In addition to the internship, students complete research papers throughout the curriculum that require students to build on cumulative skills. The final research paper takes place in HLED 465 Program Evaluation and Research Design, which is taken at the end of the course of study and requires the synthesis of the full public health curriculum.</p>		
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**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 the CHES responsibility and competency self-assessment and the national CHES exam to gain summary data on student competency attainment.	Student competency attainment is assessed through 4 aspects at the program level:	The Council acknowledges the program’s response concerning CHES competency attainment and plans to track trends of student competency attainment. The program must ensure that the required CEPH competencies are also incorporated into data collection and analysis activities. The Council looks forward to seeing
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		The competency self-assessment measures students’ perceived competency for all entry-level CHES responsibilities and competencies, 14 of which serve as the program’s concentration competencies. The self-assessment includes a pre- and post-test. The pre-test is administered to students during the first week of taking their first 400-level community health course, and the	1) individual course evaluations. All 400 level major courses are designed to meet certain CHES competencies. Therefore, students are evaluated on their competency attainment through course	

		<p>post-test is administered at the end of the students' internship. Students self-assess their ability/self-efficacy on the seven areas of responsibility and 162 CHES competencies.</p> <p>The program director conducts an analysis of the pre- and post-test scores. When the average score of a competency is low, faculty determine how to adapt the curriculum to improve students' ability/self-efficacy. Over the last three years, students' perceived self-efficacy for the competencies all improved when comparing the results from the pre- and post-test. At the first program faculty meeting of the year, the faculty discuss the lowest scoring competencies to determine whether any changes are needed. One competency received unusually high pre-test scores, so the faculty discussed how to explain the pre-test to students to ensure they understand the purpose of the exercise.</p> <p>The program faculty meet and discuss the assessment results at the beginning of the fall quarter of each academic year. Based on low scores related to advocacy, the program proposed a course in policy and advocacy. However, based on faculty resources, the program has not yet been able to implement the change.</p> <p>All graduates are encouraged, but not required, to take the national CHES exam soon after graduating. Faculty who met with the site visit team reported that about 60% of graduates take the exam. The program director compares program graduate scores against the national average score for the CHES exam and presents the data at the first faculty meeting of the year. For the last three years, program graduates' average score and passing rate has</p>	<p>evaluation. Each faculty monitor student performance and make the necessary adjustments to improve student competency attainment.</p> <p>2) Pre and post-CHES student self-assessment conducted at the beginning of students' entry into the program and the time when students graduate from the program. The results of the pre-post assessment are shared and discussed during program retreat. The competencies with low scores are paid particular attention. For example, the low scores related to advocacy led to the decision of offering HLED 397 C Health Policy starting in Spring 2021</p> <p>3) Internship evaluation completed by the internship site supervisor. The supervisor is required to rate each student's performance based on CHES competencies. During the site visit at the end of the internship, the university supervisor, student, and site</p>	<p>evidence of data collection and analysis.</p>
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		<p>been higher than the national average. The faculty reflect on the competency category scores to identify areas in need of improvement in the curriculum.</p> <p>Faculty members also explained that internship preceptors provide feedback to the program on student performance and skills.</p> <p>The concern relates to the lack of robust data sources to gather information on student competency attainment. Currently, the program uses a student self-assessment and an exam that is not required to gather data about competency attainment. While these data may prove to be helpful, there is minimal evidence that they have been used to adjust the curriculum or assessment activities. The program must employ data collection methods that rely on sources other than student self-report. Data sources may include internship preceptors, curricular assessments, etc. The program may also consider implementing data analysis processes that will enable faculty to track trends in student learning over time as the faculty cohort evolves.</p>	<p>supervisor discuss the evaluation. At the fall program retreat, faculty share the feedback from those evaluations.</p> <p>4) Students are encouraged to take the national CHES exam after graduation. Students take a practice exam in their senior year to gauge how they would score. Low scores from the national exam are discussed and used to identify areas for improvement and revision, such as the offering of HLED 397c Health Policy course.</p> <p>We agree that we could do a better job of implementing a thorough data analysis process with existing information. Going forward, we plan to keep track of the CHES self-assessment scores, or internship evaluation scores to find the trends over the years.</p>	
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**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 has a maximum time to graduation of six years. The program begins counting students as part of a cohort when they enroll in HLED 447 Community Health at the beginning of their junior year. The program consistently meets the 70% graduation rate threshold.  The most recent cohort to reach the maximum time to graduation, the 2014-2015 cohort, reached a graduation rate of 92%. Subsequent years have far exceeded the threshold, reporting rates of 89%, 96%, and 100%.	Click here to enter text.	
Achieves graduation rates of at least 70%				
If program does not meet the threshold of 70% <ul style="list-style-type: none"> <li>its grad rates are comparable to similar baccalaureate programs</li> <li>it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable</li> </ul>	NA			

**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		The program maintains an alumni email list for each cohort by collecting students’ personal email addresses immediately prior to graduation. Using this list, the program distributes a graduation survey, using Qualtrics, to graduates one-year post-graduation to ascertain their post-graduation placements.	We recognize the limitations of using an anonymous survey to collect graduation data. Therefore, we added two identification questions in 2020 graduation survey for the purpose of sending out	The Council appreciates the updated information in the program’s response and looks forward to continuing to review post-graduation outcome data through annual reports.
Achieves graduate response rates of at least 30% each year				

Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program has successfully achieved an 80% positive placement rate for responding graduates over the last four years, reporting 100% (2016) and 95% (2017). The program collects data one-year post-graduation and had not collected data from 2019 graduates at the time of the site visit.	follow-up emails and tracking down the non-response students through other approach, such as LinkedIn.	
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: <ul style="list-style-type: none"> <li>document that its rates are comparable to a similar baccalaureate program in home unit</li> <li>provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement</li> </ul>	NA	The program reports rates of unknown outcomes of 32% (2016), 17% (2017), and 26% (2018). The program is unable to follow up with non-responders due to the survey being anonymous. The program plans to add an identifying question to the summer 2020 survey to gather information for follow-up with non-responders.  The commentary relates to the opportunity to use methods that are explicitly designed to minimize the number of unknown outcomes. Current methods do not allow for any follow-up to reduce the number of unknowns, but future endeavors have the possibility of doing so. The program may consider diversifying its data collection timeline and methodologies to reduce the total number of unknowns.		

**C4. STAKEHOLDER FEEDBACK**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Collects information about the following through surveys or other data collection:		The program gathers stakeholder feedback through four mechanisms: a senior exit survey, an internship supervisor	The alumni survey contains two specific questions that ask how the CH program prepares students for	The Council appreciates the program's response relating to the

<ul style="list-style-type: none"> <li>• alignment of the curriculum with workforce needs</li> <li>• preparation of graduates for the workforce</li> <li>• alumni perceptions of readiness and preparation for the workforce and/or further education</li> </ul>		<p>written evaluation, community agency supervisor evaluation, and an alumni survey.</p> <p>Students complete the senior exit survey at the end of their internship. The survey asks students to reflect on their experience in the program, learning experiences in their internship, and satisfaction with advising. In addition to quantitative measures, the survey includes one open-ended question prompting students to provide advice to incoming students. During the site visit, current students said that they felt prepared for the next step in their public health career, and alumni highlighted that the program's curriculum developed the skills necessary for their first jobs following graduation. Faculty noted that completion of the survey is required to receive credit for the internship, which results in a 100% response rate.</p>	<p>graduate school or current position: How well did the Community Health program at WWU prepare you for graduate or professional school? If you are employed right now, how well did the Community Health Program at WWU prepare you for your current position? In addition, both the Senior Exit survey and Alumni survey contain an open question for students to provide any additional comments.</p>	<p>collection of feedback from students and alumni.</p>
<p>Information collected from BOTH:</p> <ul style="list-style-type: none"> <li>• alumni</li> <li>• relevant community stakeholders</li> </ul>		<p>Each internship site supervisor completes a written evaluation. The evaluation includes a Likert scale question rating whether a student was prepared to engage in and complete expected tasks. The program also asks internship supervisors to list any deficiencies in the program and areas that they believe should be addressed in the curriculum. The information gleaned from the internship evaluation is not related to the alignment of the curriculum with workforce needs, nor does it adequately address preparation of graduates for the workforce. At the end of the internship there is an opportunity for supervising faculty and the preceptor to discuss with the student their preparedness for the workforce. In addition, the program coordinator highlighted, and alumni confirmed, that faculty maintain a close relationship with alumni through informal coffee chats and phone conversations to collect additional feedback on the</p>		
<p>Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program</p>		<p>Each internship site supervisor completes a written evaluation. The evaluation includes a Likert scale question rating whether a student was prepared to engage in and complete expected tasks. The program also asks internship supervisors to list any deficiencies in the program and areas that they believe should be addressed in the curriculum. The information gleaned from the internship evaluation is not related to the alignment of the curriculum with workforce needs, nor does it adequately address preparation of graduates for the workforce. At the end of the internship there is an opportunity for supervising faculty and the preceptor to discuss with the student their preparedness for the workforce. In addition, the program coordinator highlighted, and alumni confirmed, that faculty maintain a close relationship with alumni through informal coffee chats and phone conversations to collect additional feedback on the</p>		

		<p>program and the skills needed in post-graduation placements. Feedback from internships is reviewed by faculty at the end of the summer in preparation for the following year's coursework.</p> <p>As part of select courses, students work with local community agencies and are assigned a community agency supervisor. At the end of each course, supervisors provide written feedback on students' professionalism and performance. Community members who have serve as hosts for the social marketing course provide feedback to the program. This feedback includes an evaluation of the student they worked with and general comments that the program uses to improve the course. The faculty member who teaches this course also highlighted changes he has made to the course based on feedback.</p> <p>Finally, every four years, program alumni are contacted by faculty and asked to provide information regarding their career experiences and how the program prepared them for these experiences. The majority of alumni reported that the program prepared them adequately well or more than adequately well for employment. Some alumni said that they had graduated from the program such a long time ago that they could not remember well enough to answer. During the site visit, faculty explained that they now use LinkedIn and other social networking sites to connect with alumni after graduation given the difficulty of maintaining email addresses that change after leaving the university.</p> <p>Individual faculty members review the data each summer to allow for incorporation into the next year's curriculum. During the site visit, faculty described the review process:</p>		
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		<p>each faculty member reads the totality of the survey results. However, the review does not include an analysis of the data or identification of any trends over time.</p> <p>The program has made changes based on results from methods mentioned above. Alumni reported the unpopularity of InDesign and SPSS software in their job settings; therefore, the program has moved to using Microsoft Publisher and Excel instead. Another change came from an internship supervisor suggesting that more nutrition knowledge associated with chronic conditions be addressed in the curriculum, and the program has embedded that information in the HLED 345 course. Finally, students and internship supervisors have recommended more training in office dynamics as well as leadership skills, which were incorporated into the HLED 471 course in winter 2020.</p> <p>The first commentary relates to the data collection methods used to elicit feedback from students and alumni. The program may consider adding free-response questions that request specific feedback on career readiness based on the curriculum and experiences, augmenting alumni touchpoints for curricular feedback. The program may also consider alternative methods that increase data collection from alumni, such as a shorter timeframe, as well as a more rigorous analysis process to track the impact of the changes implemented over time.</p> <p>The second commentary relates to the unsustainable methods used to examine trends over time and to evaluate changes made based on feedback. The process described is more of a review than a rigorous analysis of the data and identification of trends. The program would</p>		
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		benefit from data analysis processes that will allow it to track trends over time, even as faculty change roles and leave or join the program.		
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**D1. DESIGNATED LEADER**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		<p>The designated leader serves as the program coordinator and is a full-time associate professor having started her academic career at WWU in 2006. The program coordinator received a PhD from the University of Florida in health and human performance with an emphasis in health behavior and statistics. Since joining the faculty, she has taught a number of public health-related courses in the department and provided mentoring to numerous students.</p> <p>The program coordinator's FTE to the program is 1.0. Duties assigned to the program coordinator include curricular oversight, course scheduling and teaching assignments, advocating for and allocating resources, managing student assessment, and program evaluation.</p> <p>During the site visit, the site visit team confirmed that the program leader is fully engaged in all aspects of decision making related to the program. Annually, the program coordinator receives a three-credit course release from teaching to serve as the program leader.</p>	<a href="#">Click here to enter text.</a>	
<ul style="list-style-type: none"> <li>• a full-time university faculty member</li> </ul>				
<ul style="list-style-type: none"> <li>• dedicates at least 0.5 FTE to the program</li> </ul>				
<ul style="list-style-type: none"> <li>• has educational qualifications and professional experience in a public health discipline</li> </ul>				
<ul style="list-style-type: none"> <li>• fully engaged with decision-making about the following <ul style="list-style-type: none"> <li>- curricular requirements</li> <li>- competency</li> <li>- development</li> <li>- teaching assignments</li> <li>- resource needs</li> <li>- program evaluation</li> <li>- student assessment</li> </ul> </li> </ul>				

**D2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Program employs at least 2 FTE (in addition to the designated leader)		The program has six faculty members who regularly contribute to the program, including three full-time faculty at 1.0 FTE and three part-time faculty members, all at less than 0.5 FTE. In 2019, one faculty member was on sabbatical. As a result, part-time faculty taught more classes during that time.	We appreciate the comment that we need to monitor the growth of our program as the number of students may increase after the program name change. The program name change has received positive support from both the department and college. Administrators are aware of the possible program growth and we are confident the department and college will provide support if additional faculty is needed due to the program growth.	The Council appreciates the program's response relating to potential growth.
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		<p>The program reports student-faculty ratios (SFR) of 19:1, 8:1, 13:1, and 13:1 for the last four quarters. The average class size for the last four quarters ranged from 19-23 students.</p> <p>The program has chosen the recreation program in the Department of Health and Human Development as a comparable program. The rationale for this choice is that both programs share a cohort system, an internship requirement, and the presence of a national accrediting body. In addition, both are similarly sized and are housed within the same department. The comparable program reports SFR of 12:1, 9:1, 15:1, and 13:1 for the last four quarters. The average class size for the recreation program ranged from 17-60 students over the last four quarters.</p> <p>The program reports generally lower advising ratios than the comparable program: 19:1, 8:1, 13:1, and 13:1 vs. 9:1, 12:1, 26:1, and 17:1.</p> <p>The program keeps low student faculty and advising ratios by limiting the number of students in each cohort to 30.</p>		

		<p>This ensures that resources are consistent from year to year.</p> <p>Students who met with the site visit team were overwhelmingly positive about faculty availability. Students reported that faculty are readily available during office hours, by appointment, and by email. Students said that the community health suite allows for organic interaction as well. One student also said that faculty are able to support them in projects, such as a grant proposal, outside of the program.</p> <p>The commentary relates to the sufficiency of the current faculty resources given the projected growth of the program. The program changed its name from community health to public health in May 2020 and expects to see a future increase in enrollment. The program is encouraged to monitor its faculty resources related to teaching and advising as its student body grows to ensure responsiveness before the student experience is negatively impacted.</p>		
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**D3. STUDENT ENROLLMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		Students first interact with the program as pre-majors and then work with the public health advising coordinator to formally declare the public health major. The program considers students to be enrolled when they officially declare and are accepted into the public health major.	Click here to enter text.	

<p>Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals</p>		<p>The program tracks headcount as the number of registered majors each semester.</p> <p>Each student's credit hour for each quarter is retrieved from Classfinder and Degree Works, institutional software programs, to calculate student FTE. A student with 12 or more credits per quarter is considered 1.0 FTE. All students in the major are currently full-time.</p> <p>The program advisor also keeps a list of current pre-majors and majors.</p>		
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**E1. DOCTORAL TRAINING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Faculty trained at the master's level have exceptional professional experience and teaching ability</p>		<p>The program has three full-time faculty with terminal degrees who teach in the program. Additionally, the self-study includes four part-time faculty without terminal degrees who have contributed in the past three years. Three of the four served as community health faculty during the 2018-2019 academic year when one full-time faculty member was on leave and one faculty line was vacant. At the time of the site visit, only one part-time faculty member without a terminal degree was still associated with the Department of Health and Human Performance. She has taught in the program in the past, but site visitors learned that upon the full-time faculty member's return from sabbatical, she is no longer teaching in the public health program as her primary area of instruction is health education in grades K-8.</p>	<p>Click here to enter text.</p>	

		Students expressed confidence in the public health faculty and spoke highly of their professional experience and teaching ability.		
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**E2. FACULTY EXPERIENCE IN AREAS OF TEACHING**

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

**E3. INFORMED AND CURRENT FACULTY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		<p>Program faculty remain informed and current in their disciplines through a combination of participation in national boards and organizations, research, and collaborations with local public health organizations.</p> <p>The program coordinator remains informed and current in public health through activities including, but not limited to, participation in community advisory boards, collaboration with senior living centers, serving as a journal reviewer, participation in professional conferences (e.g., American Public Health Association, Society for Public Health Education), and research/publication.</p>	Click here to enter text.	

		<p>During the site visit, the program coordinator said that she also remains involved with the Area Health Education Center (AHEC) regional office to stay informed about issues in the field. For example, recent discussions through the AHEC related to the engagement of hospitals for helping homeless transition.</p> <p>Other full-time faculty members participate in student-centered teaching workshops, collaborate with the local public health department, participate in professional conferences (e.g., American Society for Tropical Medicine and Hygiene), serve as a journal reviewer, and conduct research. These activities support their efforts to remain informed in areas in which they have teaching responsibilities.</p> <p>During the site visit, students commented that they appreciate that faculty have a diverse background of experience in which they remain current and bring into the classroom. Overall, students and community partners were complimentary of the faculty and their professional experience.</p>		
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**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		Practitioners serve as guest lecturers and as agency supervisors in the HLED 410 Health Communication & Social Marketing course. The program uses guest lecturers in a variety of courses and in a variety of topics, such as drugs and society, the complexity of addiction,	Click here to enter text.	

		<p>STI-related stigmas, food bank-related information, and grant writing. Agency supervisors in HLED 410 work in a variety of settings, such as public schools, local farms, and early learning centers.</p> <p>During the site visit, students highlighted multiple opportunities to engage with practitioners within the coursework as well as through their internships and other activities at the university. Students and community partners both said that learning from ‘boots on the ground’ public health professionals is invaluable.</p>		
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**E5. GRADUATE STUDENTS**

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

**F1. FINANCIAL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The program has the financial resources required to fulfill its stated mission, goals, and degree offerings. The self-study presents steady increases in funding from tuition, grants, endowments, and university support amounting to \$607,000 for FY18. The widest variability in funding sources is gifts, with more than a 54% decline (\$20,400 in FY17 to \$11,200 in FY18). However, in comparison to</p>	<p><a href="#">Click here to enter text.</a></p>	
Financial support appears sufficiently stable at time of site visit				

		<p>previous years with similar numbers of students, this funding was still sufficient.</p> <p>During the site visit, program leaders highlighted the few thousand dollars in discretionary funding the program receives each year. This funding, combined with university resources allocated through the department, provides sufficient funding for the program's needs. For example, in the time of COVID-19, faculty highlighted the need for additional software on their home computers while they telework, and this was provided by the university. In addition, faculty discussed university funds for professional development: faculty can receive between \$50 and \$1,000 dollars to attend, and there are more than 40 training opportunities to choose from.</p>		
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**F2. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		Each program in the department has a separate office suite. Each of the full-time faculty for the program have dedicated office space within the community health suite. The suite also has a student gathering space to encourage interaction between students and faculty of the program. The office suite also includes a private meeting room with AV capabilities and a resource library.	<a href="#">Click here to enter text.</a>	
Physical resources appear sufficiently stable		For classroom instruction, the program has access to an auditorium that seats up to 80 students as well as classrooms seating 25-40 students each. These are all located within the same building on campus, and the		



		program has priority class scheduling for these spaces. The program also has access to two types of laboratories: class labs and research labs with the ability to host up to 30 students. During the site visit, students and faculty spoke highly of their space and said that it contributes to collaboration and community building, which has benefitted the program.		
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**F3. ACADEMIC AND CAREER SUPPORT RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission <u>and</u> to achieve expected student outcomes		Site visitors determined that the program’s academic support services are sufficient to accomplish its mission and to achieve expected student outcomes.	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		Computing and technology services are provided by the university’s Academic Technology and User Services. Through this office, new technologies are adopted to support the goals of the university including accounts, passwords, and access; computer maintenance; teaching, training, and learning; classroom and lab technology; printing, copying, and scanning; university tools and systems; communication, email and calendars; security; video; equipment loans; software and productivity tools; and wireless networking.  Library services are provided by the Western Libraries and managed by the dean of libraries. Services available to students include a research and writing studio for literacy support; an online repository for sharing research and intellectual creativity of students, faculty, and staff;		

		<p>and a large acquisitions fund for use by departments, as requested.</p> <p>Career services are provided by the WWU Career Service Center. Through this center, students and alumni receive assistance related to career goals, career-related experience, job search strategies, graduate/professional education, and employment.</p> <p>The Academic Advising Center provides students with general advising support. Each department and program provides additional advising for majors. The Disability Access Center provides services that facilitate equal access to curricular and co-curricular opportunities for students who are disabled.</p> <p>Faculty noted during the site visit that library journal resources have been reduced due to budget constraints, but they said that they remain satisfactory for research and educational purposes. Students confirmed that library resources are adequate.</p>		
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**G1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
		Met with Commentary		
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		Advising at the university is a shared responsibility between the Academic Advising Center, department support staff, and department faculty. Prior to major selection, students work with the Academic Advising Center, which assists students with information related to academic programs and degree requirements. Students	We are aware of the financial struggles some students experience for completing the internship requirement in summer. To address this issue, we believe that early and good planning of financial aid could	The Council appreciates the program's response relating to advising in advance of the required internship.

		<p>identify public health as a major by speaking with Academic Advising Center staff; discovering the major themselves through conversations with other students and faculty; or through taking public health-related courses.</p> <p>When students decide to pursue public health, they meet with the public health advising coordinator and are registered as pre-majors. During this time, students are also assigned a faculty member who provides career advice and major advising. All three full-time faculty in the program are assigned major advising responsibilities by the advising coordinator.</p> <p>Public health advising happens in two stages: pre-major advising and major advising. Pre-major advising includes meeting with the advising coordinator to answer questions, assist with the major application, and build an academic schedule that will lead to program completion within six quarters following admission. The advising coordinator is the only pre-major advisor. If a request is made for a change of advisor, any full-time faculty member can fulfill this responsibility. Pre-majors are encouraged to meet with the advisor a minimum of once a quarter.</p> <p>Major advising occurs after students are admitted into the program. Faculty members are assigned advising responsibilities at this point to help students move through the program in a timely manner and to give career advice.</p> <p>The advising coordinator is ultimately responsible for assisting full-time public health faculty. As such, she is trained by the program coordinator and faculty relative to program admission procedures, course scheduling, curriculum requirements, and record keeping. The advising</p>	<p>help alleviate the issue. Use of financial planning is carefully advised during the first meeting with our departmental advising coordinator. In addition, we also created an Internship Acknowledgement form that students will sign when they are accepted into the program to make sure that students are well informed of their responsibility regards to the internship. This Acknowledgement Form will ensure they know what to expect financially in their final summer quarter and to clarify that their internships do not have to be unpaid and if they can secure a position that is compensated, they are encouraged to do so. In addition, we also secured a scholarship to support students who experience financial challenges.</p>	
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		<p>coordinator also receives training on the university's online advising platforms (i.e, Degree Works), student support platform (i.e., Student Success Collaborative), and student record keeping and search tool (i.e., Banner).</p> <p>Students who met with the site visit team said that the academic advising process begins when they are pre-majors. Once in the major, there is a hand-off from the department advisor to a faculty member. However, the academic advisor remains available to assist with schedule building. Students reported that the academic advisor as well as faculty members are available and willing to help them with their advising needs.</p> <p>The commentary relates to opportunities to improve advising related to the requirements of the internship program. Program faculty and students both said the summer internship requires significant planning related to allocating credit hours and funding. Students, advising, and preceptors all gave examples of financial hardship experienced due to the timing of the internship. Students said that advising on these requirements as early as possible would help to alleviate some of the unexpected burden. At the time of the site visit, the program had begun to increase advising around the internship.</p>		
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**G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion</p>		<p>Faculty are assigned to advise students related to their public health career aspirations when they are admitted to the major. Advisors help students identify career possibilities, acquisition of internships, support when course schedules need adjustment due to academic or personal events, and schedule mapping with assistance from the advising coordinator. Students can switch career advisors by speaking directly to the faculty member they wish to have as an advisor. Students are encouraged to visit with their advisors at least once a quarter.</p> <p>Policies related to faculty career advising responsibilities are outlined in the department policies and procedures manual and in the university’s collective bargaining agreement.</p> <p>Students said that faculty are engaged and skilled in career advising. One student expressed appreciation that faculty have been involved in connecting them with not only internship opportunities but also job opportunities in the community. Students spoke highly of faculty and their ability to connect them with numerous opportunities and organizations based on their interests.</p>	<p><a href="#">Click here to enter text.</a></p>	

**G3. STUDENT SATISFACTION WITH ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising</p> <p>Program uses methods that produce specific, actionable data</p>		<p>The program administers a student exit survey at the end of the internship, which includes information on student satisfaction with advising. Students are asked to rate their satisfaction with plans of study, availability of the advisor, and whether questions and concerns are addressed in a timely manner. Students are asked to rate these items as excellent, acceptable, no opinion/not applicable, or not acceptable. Each question has a space to provide narrative feedback.</p> <p>Students report high rates of satisfaction with advising, with over 90% reporting advising as either excellent or acceptable over the last three years. The exit survey is a requirement for graduation and has a 100% response rate.</p> <p>The full-time faculty review all responses and discuss the findings at the first faculty meeting of the year. As part of this discussion, the faculty identify any areas for improvement and make any relevant changes. For example, in 2018, the faculty identified a student concern related to the limited availability of a popular faculty advisor. Faculty determined that the advisor was overbooked. As a result, the advising appointments were shortened to allow more students the opportunity to meet with this faculty advisor.</p>	<p>Click here to enter text.</p>	

		Students who met with the site visit team said that they were very satisfied with advising from the program faculty.		
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**H1. DIVERSITY AND INCLUSION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program demonstrates a commitment to diversity and inclusion through</p> <ul style="list-style-type: none"> <li>• assurance that students are exposed to individuals and agencies reflective of the diversity in their communities</li> <li>• research and/or community engagement conducted</li> </ul>		<p>The program is committed to diversity and inclusion by preparing faculty, staff, and students through initiatives that include 1) hiring practices for faculty and staff and admission practices for students that do not exclude based on age, country, race, refugee status, religion, culture, sexual orientation, health status, communication affiliation, and socioeconomic status; 2) bringing in guest lecturers with diverse backgrounds; and 3) creating opportunities for student exposure to scholars and practitioners from various backgrounds.</p> <p>Faculty in the program are involved in various activities related to diversity and cultural consciousness. For example, one faculty member's research agenda is focused on sexual and reproductive health and the effects of intersecting social identities. She works to incorporate her experiences into discussions with students regarding marginalized populations. Another full-time faculty member's research agenda is focused on LGBTQ populations in Kenya. He has actively engaged the campus and community by organizing a global health training for county health department staff. The program coordinator's research agenda involves wellness among Chinese seniors and teenage refugees. These experiences</p>	<p><a href="#">Click here to enter text.</a></p>	

		<p>help qualify her to teach about diversity and cultural consciousness in the program.</p> <p>Research assignments associated with HLED 410 Health Communication and Social Marketing, HLED 460 Health Program Planning and Implementation, and HLED 465 Program Evaluation and Research Design expose students to culture differences.</p> <p>During the site visit, faculty acknowledged that the extent to which diversity and inclusion is included in classes depends on the course. Faculty reported that discussions related to social determinants of health are covered throughout the curriculum and directly lead to conversations about racism and equity. Faculty report that most courses, especially upper-division courses, are “community-facing.” That is, they connect with community partners to integrate experiential learning projects and guest lectures. For example, in HLED 407 Principles and Foundations includes nine guest speakers, the majority of whom are from Africa.</p> <p>During the site visit, students confirmed that diversity and inclusion conversations are integrated throughout the curriculum. Students provided examples of various readings related to these topics.</p> <p>Faculty reported that the program’s proximity to the Seattle metro area encourages many students to be socially engaged. Faculty also reported additional activities that help students recognize and adapt to culture differences. For example, in HLED 465 Program Evaluation and Research Design, students complete a research project regarding food insecurity issues on</p>		
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		campus. This project requires students to collect survey data to better understand food insecurity among diverse student populations. In the same course, students also complete a project assessing the provision of mental health services in the LGBT community.		
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**H2. CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		<p>The program has three main avenues to prepare students for competence in diversity and cultural considerations within the curriculum.</p> <p>The program maintains formal relationships with seven organizations that regularly provide student internships. The internship provides students first-hand experience building program and educational materials designed for the diverse communities served by the organizations.</p> <p>Guest lectures are an important component of four courses. Guest lecturers represent organizations that serve diverse populations in the community, such as a support network for addicts. Several classes include a guest speaker series that allows students to interact with local leaders.</p> <p>Experiential learning is incorporated into at least three courses, all at the 400 level. These experiences vary from year to year, as students are tasked with working with community partners directly to design and help implement different projects including communication</p>	Click here to enter text.	

		<p>campaigns, fundraising, and community health interventions. These activities are designed to train students to effectively serve many different populations, and diversity within populations.</p> <p>Students and alumni gave multiple examples of organizations that they had interacted with during their time at WWU as well as guest lectures who increased their cultural awareness and competence. Students specifically noted that they felt educated in concepts of cultural humility and approaches to increased cultural awareness, especially in relationship to designing and implementing programs.</p>		
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**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			

**13. DISTANCE EDUCATION PROGRAM SUPPORT**

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

**14. DISTANCE EDUCATION PROGRAM EFFECTIVENESS**

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

**15. DISTANCE EDUCATION STUDENT IDENTITY**

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

**J1. INFORMATION ACCURACY**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		Information regarding the public health major is located on the department website, program website, and the university catalog.	We appreciate the comments about our webpages, which is an issue we have been working on due to the fact that there are many parties that manage different webpages related	The Council appreciates the program’s response relating inaccuracies on the program’s website.

<p>Advertising, promotional &amp; recruitment materials contain accurate information</p>		<p>Students reported that the university website is fairly easy to navigate for obtaining general information and policies. Some students noted difficulty finding policies related to the internship. However, upon review of the university website, site visitors were unable to visit the program's webpage or to confirm that the required information is available and accurate.</p> <p>The concern relates to the fact that some digital information on the university and program website is not available, accurate, or easily accessible. Faculty explained that because the program just went through a name change, not all weblinks have been updated. Site visitors noted that accessing some information was difficult and not intuitive. For example, information regarding the internship was only accessible from the department webpage rather than the program webpage. In addition, the department webpage included inaccuracies related to credit hours. Due to the importance of program information for successful student navigation of the program, especially during pandemic times and remote learning, access to accurate digital information is essential.</p>	<p>to our program. We will share this comment with our administrator to advocate for a unified message.</p>	
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**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		The program follows university grievance and complaint policies, which are clearly stipulated on the WWU website. When faculty receive student grievances or complaints, faculty inform the program coordinator and report directly to the department chair. The department chair tracks and maintains summative information on student grievances.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		<p>Over the last three years, the program has had 20 formal complaints. Fifteen of these complaints related to teaching skills, treatment of guest speakers, and inability to facilitate student-faculty conversations in response to one faculty member. The university terminated this faculty member's tenure-track employment contract and changed it to a visiting professor for academic year 2018-19. In June 2019, the employment contract between this faculty member and WWU was terminated.</p> <p>The remaining five complaints related to course scheduling. This was due to a building being closed, limiting the number of students allowed to enroll in a course. The building has since reopened, and many issues with scheduling have been alleviated.</p>		

		Students who met with site visitors said that they were aware of the resources available to them related to complaints and grievances.		
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**AGENDA**

**Council on Education for Public Health Site Visit Agenda  
Western Washington University  
Standalone Baccalaureate Program**

**Wednesday, June 10**

2:00 pm PDT, 3:00 pm MDT, 4:00 pm CDT, 5:00 pm EDT  
**Site Visit Team Executive Session 1**

**Thursday, June 11**

8:30 am PDT, 9:30 am MDT, 10:30 am CDT, 11:30 am EDT  
**Site Visit Team Executive Session 2**

9:15 am PDT, 10:15 am MDT, 11:15 am CDT, 12:15 pm EDT  
**Program Leadership**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Steve Bennett, assistant professor of Community Health	<i>Administration and governance</i>
Mary Hunt, assistant professor of Community Health	<i>Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed?</i>
Ying Li, professor and program coordinator of Community Health	<i>Faculty qualifications</i>
	<i>Practitioner involvement</i>
	<i>Diversity, inclusion, and cultural competence</i>
<b>Total participants: 3</b>	

10:15 am PDT, 11:15 am MDT, 12:15 pm CDT, 1:15 pm EDT  
**Break**

10:30 am PDT, 11:30 am MDT, 12:30 pm CDT, 1:30 pm EDT	
<b>Curriculum</b>	
Participants	Topics on which participants are prepared to answer team questions
Steve Bennett, assistant professor of Community Health	<i>Curriculum</i>
Mary Hunt, assistant professor of Community Health	<i>Evaluation of program effectiveness; collection and analysis of data</i>
Ying Li, professor and program coordinator of Community Health	<i>Distance education</i>
<b>Total participants: 3</b>	

11:45 am PDT, 12:45 pm MDT, 1:45 pm CDT, 2:45 pm EDT  
**Break**

12:30 pm PDT, 1:30 pm MDT, 2:30 pm CDT, 3:30 EDT	
<b>Students</b>	
Participants	Topics on which participants are prepared to answer team questions
Anna Fritschen (Junior) Isaac Nicholl (Junior) Tess Davis (Senior) Christiane Jones (Senior) Alaina Rhodes (Senior)	<i>Faculty qualifications</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, academic &amp; career support)</i> <i>Evaluation of program effectiveness</i> <i>Academic and career advising</i> <i>Diversity, inclusion, and cultural competence</i> <i>Student complaint processes</i>
<b>Total participants: 6-8</b>	

1:45 pm PDT, 2:45 pm MDT, 3:45 pm CDT, 4:45 pm EDT  
**Break**



2:00pm PDT, 3:00 pm MDT, 4:00 pm CDT, 5:00 pm EDT	
<b>Faculty Roles and Responsibilities</b>	
<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Steve Bennett, assistant professor of Community Health	<i>Information accuracy</i>
Mary Hunt, assistant professor of Community Health	<i>Student complaint processes</i>
	<i>Faculty engagement</i>
Ying Li, professor and program coordinator of Community Health	<i>Informed and current faculty</i>
Jen Leita, advising coordinator of Health & Human Development Department	<i>Academic and career advising</i>
	<i>Diversity, inclusion, and cultural competence</i>
<b>Total participants: 4</b>	

3:00 pm PDT, 4:00 pm MDT, 5:00 pm CDT, 6:00pm EDT
<b>Site Visit Team Executive Session 3</b>

4:00 pm PDT, 5:00 pm MDT, 6:00 pm CDT, 7:00 pm EDT	
<b>Stakeholder Feedback/Input</b>	
<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Danika Troupe, CHES, Program Coordinator, Community Health Outreach Programs of United General District #304 (Alumnus)	<i>Resources (personnel, physical, academic and career support)</i>
	<i>Practitioner involvement</i>
Erin Montgomery, Community Health Educator, Mt. Baker Planned Parenthood (Alumnus)	<i>Cumulative and experiential activities</i>
	<i>Cross-cutting concepts</i>
Kelly Collins, PhD, MPH, President & CEO, SureAdhere Mobile Technology, Inc.	<i>Stakeholder feedback</i>
	<i>Academic and career advising</i>
Kiara Bogovich-Rojo, Foster Care Specialist, Skookum Kids (Alumnus)	<i>Diversity, inclusion, and cultural competence</i>
Rocio Castillo-Foell, MPH, Health Education Program Manager, Sea Mar Community Health Center	
Maggie Feeney, Health Educator at WWU	
<b>Total participants: 6</b>	

5:00 pm PDT **Adjourn**

**Friday, June 12**

8:30 am PDT, 9:30 am MDT, 10:30 am CDT, 11:30 am EDT

**University Leaders**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Steven Vanderstaay, VP for Undergraduate Education	<i>Program's position within larger institution</i>
	<i>Provision of program-level resources</i>
Maria Paredes Mendez, dean of Humanities & Social Science	<i>Institutional priorities</i>
	<i>Designated leader</i>
	<i>Administration and governance</i>
Keith Russell, department chair of Health & Human Development	<i>Faculty engagement</i>
<b>Total participants: 3</b>	

9:15 am PDT, 10:15 am MDT, 11:15 am CDT, 12:15 pm EDT

**Site Visit Team Executive Session 4**

1:00 pm PDT, 2:00 pm MDT, 3:00 pm CDT, 4:00 pm EDT

**Exit Briefing**