REVIEW FOR ACCREDITATION

OF THE

STANDALONE BACCALAUREATE PROGRAM

AT

SYRACUSE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
April 28-29, 2016

SITE VISIT TEAM:
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CRITERIA:
Accreditation Criteria for Standalone
Baccalaureate Programs, amended June 2014

Table of Contents

1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE

Criterion 1.1: The program maintains an organizational description and organizational chart(s) that define the program's administrative structure and relationships to other institutional components. The organizational chart presents the program's relationships with its department(s), school(s), college(s) and other relevant units within the institution.

(For evidence, see DR 1-1 and DR 1-2)

Finding:

Met

Team Comments:

Observations from the Self-Study

The public health program resides in the David B. Falk College of Sport and Human Dynamics. The college includes five academic departments, and the bachelor's degree in public health is located within the Department of Public Health, Food Studies and Nutrition. The SBP offers a bachelor's of public health degree with three minors from which to choose, including public health; health and wellness; and addiction studies. Advanced degrees and certificates are also available, including a master's of addiction studies and global health and certificates of addition studies and global studies.

The public health program resides within an independent administrative structure and is administered by two faculty members/program directors. One director is responsible for the SBP, while the other is responsible for the graduate programs. These program directors have primary responsibility for planning, implementing and evaluating the academic programs in their own areas. The director for the bachelor's of public health reports to the chair of the Department of Public Health, Food Studies and Nutrition and to the dean of Falk College. The dean reports to the vice chancellor and provost, who in turn reports to the chancellor and president.

The lines of authority are clear from the program faculty to the executive leadership of the university.

Observations on Site

The site visit team confirmed that the program's organizational description and chart clearly and accurately defines its administrative structure and relationship to other institutional components.

Commentary:

(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 1.2: The program demonstrates administrative autonomy that is sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation. Administrative autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:

- allocation of program resources
- implementation of personnel policies and procedures
- development and implementation of academic policies and procedures
- development and implementation of curricula
- admission to the major

(For evidence, see DR 1-3)

Finding:

Met

Team Comments:

Observations from the Self-Study

> The allocation of resources is mutually agreed upon by the program directors; if differences arise, then consensus from the department chair and college dean is sought. Department chairs and program directors within the college have primary responsibility for planning the budget as directed by the university's Office of Budget and Planning. All financial resources and expenditures are reviewed multiple times a year. A five-year "rolling long-range" plan is also reviewed multiple times a year and updated.
>
> Implementation of personnel policies and procedures is the primary responsibility of the program directors and chair. Annual evaluations are conducted with all program staff and part-time faculty. The department chair conducts an annual evaluation of tenure-track and tenured faculty and professors of practice.
>
> The development and implementation of academic policies and procedures is the responsibility of all public health faculty. The undergraduate director oversees implementation. University-wide policies are vetted by university faculty and voted on prior to adoption.
>
> Program faculty share responsibility for curriculum development. Curricular changes and new courses are vetted by the public health faculty. A detailed process for curriculum approval was provided in the self-study.

The faculty have identified standards for admission that include a GPA of at least 3.0, strengths in natural and social sciences, participation in extracurricular activities and an expressed desire to work within a community.

Observations on Site

Program and university leadership and faculty confirmed the program's ability to make decisions and provide input regarding allocation of resources, implementation of personnel policies and procedures, implementation of academic policies, curriculum development and admission to the major.

The program leader and faculty reported that the university and chancellor are committed to assuring the resources needed for the continued growth and expansion of the public health program.

The dean and associate dean of academic affairs for Falk College and the interim vice chancellor and provost all expressed a commitment to the public health program as it continues to grow. The program is currently in the process of hiring three new faculty: two tenure-track faculty and one full-time, non-tenure track instructor.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

The SBP was sucessful in its search for new faculty. For fall 2016, we have hired three additional faculty:

a. Arthor Owora, Dr.PH.., M.P.H., C.Ph. (epidemiology and biostatistics)

b. Brittany Kmush, Ph.D., Sc.M. (global disease epidemiology and control)

c. Ignatius Ijere, Psy.D., M.S., CADC (mental health and addiction counseling)

Council Comments:

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Criterion 1.3: The program has a single individual who serves as the designated leader. The designated leader is a **full-time faculty member** at the institution and has immediate responsibility for developing and monitoring the program's curriculum.

Finding:

Met

Team Comments:

Observations from the Self-Study

The designated leader of the undergraduate public health program is a full-time faculty member at Syracuse University. As program director, she has the responsibility for developing and monitoring the public health program curricula.

Observations on Site

The site visit team confirmed that the designated program leader is a full-time faculty member with direct responsibility for developing and monitoring the program's curriculum.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 1.4: Program administrators and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for input in decisions affecting curriculum design, including program-specific degree requirements, program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.

(For evidence, see DR 1-3 and DR 2-4)

Finding:

Met

Team Comments:

Observations from the Self-Study

Program faculty have opportunities to provide input at program-, department- and college-level faculty meetings and through representation on various department and college curriculum committees.

In the same manner, faculty input for student assessment and program evaluation is solicited during faculty meetings and workshops. The self-study noted that program-level assessments were conducted in 2009 and 2014.

The program director is responsible for internal transfer admissions decisions; however, the university's and college's Admissions Offices seek faculty input for freshman and external transfer students.

Observations on Site

During the site visit, faculty reported engagement in numerous committees related to topics such as curriculum, promotion and tenure and CEPH accreditation.

Faculty reported heavy involvement in the development of curriculum. Currently, the curriculum is updated regularly to reflect the most current and proven science in public health. The university has a standard syllabus format that the program uses that clearly outlines the courses learning objectives.

Nearly 50% of students enrolled in the public health program have transferred from another major. These students contact the program leader to discuss why they want to pursue a degree in public health and what their goals are. Students transferring into the program must have a

cumulative GPA of 2.7 or higher. Program faculty are involved in determining any requirements for admission, such as GPA requirements, to the program for change-of-major students.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 1.5: The program ensures that all faculty (including **full-time and part-time faculty**) regularly interact and are engaged in ways that benefit the instructional program (eg, instructional workshops, curriculum committee).

(For evidence, see DR 1-4)

Finding:

Met

Team Comments:

Observations from the Self-Study

Faculty have a variety of opportunities to interact and engage within the public health program and university. Faculty meetings and workshops are open to all public health faculty, including part-time faculty. Other ways in which faculty are encouraged to engage include study abroad initiatives and Curriculum Committee representation. A list of public health program faculty who participate in university-wide programs to promote research, policy development, teaching and professional development was provided in the self-study. The self-study highlighted several university-sponsored events to promote and support instruction, teaching and assessment. These activities include Annual Blackboard Faculty Day, Developing an Assessment and Action Plan and School Faculty Center of Teaching and Learning.

Observations on Site

Faculty meetings are held on an as-needed basis: for example, to review proposed curriculum changes, assessment data and program data. Meetings were held biweekly for CEPH accreditation. Faculty reported a high level of camaraderie, which was evident to the reviewers throughout the visit. Part-time faculty said that they attend regular faculty meetings and reported a high level of interaction and collegiality among all faculty members.

Commentary:
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Compliance Concern:

(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 1.6: Catalogs and bulletins used by the program, whether produced by the program or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, contains accurate information.

(For evidence, see DR 3-5, DR 5-16 and DR 5-17)

Finding:

Met

Team Comments:

Observations from the Self-Study

The catalog is easily accessible through the university website. The program entry describes the program's academic requirements. A list of required and elective courses is also provided. The catalog sufficiently covers the academic calendar, admission policies, grading policies, integrity standards and degree completion requirements.

Observations on Site

Site visitors confirmed that information on the website is accurate and regularly updated when the program makes changes.

Commentary:
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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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2.0 RESOURCES

Criterion 2.1: The program has **sufficient faculty resources** to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.

(For evidence, see DR 2-1, DR 2-2, DR 2-4 and DR 2-5)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program uses full-time and part-time faculty as well as part-time instructional staff to teach the curriculum. As of fall 2015, the program had 11 full-time and two part-time faculty. In spring 2016, three additional part-time faculty were hired.

The program uses the Common Data Set (CDS) initiative to calculate faculty FTE. CDS considers all faculty effort (teaching, research and service) to determine faculty FTE. The calculation equals the number of full-time faculty plus one-third of the number of part-time faculty. The CDS calculation for FTE faculty with primary appointment to the public health program was 11.66 in fall 2014 and spring 2015. The CDS FTE for spring 2016 was 12.66.

The program also calculates FTE considering faculty teaching effort exclusively within the program. The program's FTE was 9.08 in fall 2014, 8.91 in spring 2015, 7.33 in fall 2015 and 8.41 in spring 2016.

The program determines the minimum number of faculty necessary to teach the required curriculum using five priorities: 1) keep enrollment in content-related courses at 50 students or less, 2) keep enrollment in the advanced methods course to 24 students or less, 3) keep internship seminars and supervision groups to 24 students or less, 4) be able to offer courses on an 'every-semester' schedule and 5) allow non-majors to enroll in program courses. As the program has experienced difficulty meeting each of these priorities for all courses, it has requested—and received—additional faculty to meet these needs.

The institution has approved the program's request to hire three additional faculty for fall 2016. The program is in the final stages of hiring for two of these lines. The program is hiring a tenure-track assistant professor with advanced training in biostatistics and a non-tenure-track instructor with training in behavioral health. The program is still searching for a tenure-track assistant/associate professor with generalist public health training.

Observations on Site

The program currently has 16 faculty with primary assignments to the department. In spring 2016, 13 of these faculty taught within the program. Two faculty are currently on research leave and the third is only teaching graduate courses. Most full-time tenure track faculty have a 2 + 2 teaching load and can receive release time for research. Most full-time non-tenure track faculty (Professors of Practice and Instructors) have a 3 + 3 teaching load. Part-time faculty teaching loads are typically one course per semester.

Students reported that faculty are readily available. Program leaders and faculty noted that with adjunct faculty and the three new faculty lines beginning in fall 2016, the program has the faculty resources necessary to fulfill its mission and objectives. The program leader reported that two hires have been finalized. The dean reported that the third hire was being finalized at the time of the site visit.

The program has strong support from the college and university. The department chair explained that the chancellor has brought a renewed level of commitment to public health at the institutional level. Institutional leaders reinforced this sentiment and expressed strong support for the program. The program was characterized as being in build-out mode. The university leadership plans to continue to provide necessary resources as the program grows.

Commentary:
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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 2.2: The mix of **full-time and part-time faculty** is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

(For evidence, see DR 2-3, DR 2-5 and DR 3-1)

Finding:

Met

Team Comments:

Observations from the Self-Study

Historically, the program has relied on exclusively full-time faculty. In recent years, as faculty research has increased, the program has used part-time faculty to meet its faculty resource needs. In academic year 2015-2016, the program had five faculty on research or other leave. As a result, the program has hired three part-time faculty to teach required courses for the academic year. In anticipation of any future trends, the program was in the process of hiring three additional full-time faculty for academic year 2016-2017.

Observations on Site

The program reiterated its goal to have full-time faculty be the primary instructors of its required courses. The program has finalized contracts for two of its three open faculty lines. All three lines will be for full-time faculty. Site visitors met with some part-time faculty who reported being welcomed to the faculty complement, well oriented and engaged in the program.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 2.3: The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining "enrollment" in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

(For evidence, see DR 2-6 and DR 2-7)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program tracks its student enrollment each semester (September and February) at the time of the university-wide census.
The program defines enrolled students as those who have formally declared public health as their major.
The student headcount was 203 in fall 2014, 205 in spring 2015, 223 in fall 2015 and 229 in spring 2016. During these four semesters, student FTE was 198.31, 199.0, 215.63 and 221.0, respectively.

Observations on Site

The program leader described how the university census data is downloaded from the Office of Institutional Research. The program cross-references the university data against its own records to accurately track where students are in their course of study. The final census numbers are presented at the next faculty meeting. The program uses these data to assess resource adequacy.
For example, as the program grows, a disproportionate number of its students are juniors and seniors. This imbalance results in the majority of students attempting to complete the internship and capstone simultaneously, in the spring semester of the senior year. The program is undertaking efforts to redistribute its cohorts by encouraging students to enroll sooner and limiting the number of change of major transfer students entering as juniors.

Commentary:
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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 2.4: The program's **student-faculty ratios (SFR) are sufficient** to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.

(For evidence, see DR 2-6, DR 2-7 and DR 2-8)

Finding:

Met with Commentary

Team Comments:

Observations from the Self-Study

The program's SFR and class size were 17 and 41.33 in fall 2014; 17.06 and 36.01 in spring 2015; 17.97 and 44.58 in fall 2015; and 17.46 and 37.79 in spring 2016. In spring 2016, the program's class size ranged from 17 students in methods courses to 64 students in content courses.

The program identified the Child and Family Studies (CFS) program as a comparable baccalaureate program. CFS has a high undergraduate enrollment and requires a senior year internship experience. Its department also has a small graduate enrollment. Both programs are committed to developing future professionals to work in community settings with diverse populations.

CFS's SFR and class size were 17.73 and 44.75 in fall 2014; 19.39 and 46.88 in spring 2015; 16.91 and 45 in fall 2015; and 17.79 and 41.38 in spring 2016. These data points represent an equivalent amount of resources when compared with the SBP.

The SBP advising load was 19.91 in fall 2014, 18.6 in spring 2015, 24.77 in fall 2015 and 22.9 in spring 2016. The CFS advising load was 19.18 in fall 2014, 20.18 in spring 2015, 16.83 in fall 2015 and 17.41 in spring 2016. While the advising loads of the two programs are comparable, the SBP advising load is higher than that of CFS and has grown over the past four semesters.

The program anticipates continued growth in enrollment. Until this point, the program has restricted non-major enrollment in its classes to keep class sizes under 50 students. However, continued growth will make this an unfeasible option. As a response, the program has begun

searches for three additional faculty. The three faculty hires currently underway will add 1.5 FTE to the total faculty complement. These faculty will teach and advise program students.

Observations on Site

The program explained that having adjunct faculty temporarily fill in for full-time faculty on research leave has resulted in increased advising loads. As full-time faculty return and new faculty lines are added, the program expects advising loads to decrease. Faculty did note some concerns related to maintaining the current SFRs as the program continues to grow. The program plans to grow to approximately 300 students.

Students reported no difficulties meeting with their advisors. Additionally, students described all faculty as available, regularly serving as informal advisors. Faculty described working together to advise students and sending advisees to their colleagues if their interests and experiences matched.

Commentary:
(if applicable)

The commentary relates to the program's ability to maintain sufficiently low SFRs and advising loads as it continues to grow. The program has three additional faculty lines approved for fall 2016 to address recent growth. As student enrollment continues to grow, the program should continue to monitor additional faculty resource needs.

Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 2.5: The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.

(For evidence, see DR 2-1, DR 2-9, DR 2-10 and DR 2-11)

Finding:

Met

Team Comments:

Observations from the Self-Study

The financial center for the program is Falk College where all funds are reviewed and expenses budgeted. Budget planning begins with the university's Central Office of Budget and Planning. Budgeting involves communication with key individuals including, but not limited to, department chairs and program directors.

Full-time faculty teach most courses, and the program has received approval to hire three additional faculty during 2016-2017.

Falk College is located in the newly remodeled MacNaughton and White Halls – the Falk Complex. Physical resources include two office suites for faculty, six lecture halls of varying size, six classrooms, two computer labs and two student lounges. All classrooms are technology supported. Research labs and conference rooms are also available.

Observations on the Site Visit

Faculty and administrative staff in the program confirmed that they have the resources necessary to fulfill operating needs and accomplish the mission of the program. Faculty provided examples of how requests are made for additional resources and confirmed that the process starts at the faulty level as proposals are created and submitted through the program director, department chair and, ultimately, to the dean. Most recently, the program has successfully obtained three new faculty lines as well as an additional support staff member. While resources are adequate given the current number of students, faculty expressed some concern that future increases in student enrollment will necessitate the need for additional support staff, especially internship coordination.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 2.6: The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- computing and technology services
- library services
- distance education support, if applicable
- advising services
- public health-related career counseling services
- other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program.

(For evidence, see DR 2-1, DR 2-12 and DR 2-13)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program has adequate technology services for classroom support through BlackBoard and Lynda.com. Additionally, faculty, staff and students use Qualtrics research software for assessments. Turning Point also supports clickers for student engagement in classrooms. Library services are available for course reserve materials, video bookings and reservations and student research assistance.

Advising services are offered through Falk College's Office of Student Services. Four advisors and two recorders support faculty in their advising responsibilities. The University Career Counseling Office is available to all students at Syracuse. Career counselors participate in introductory seminars (HSH 101) and the senior internship seminar (HSH 422) to help prepare students for securing internships and employment.

Computing and technology services are offered through university-level technology services. Falk College also provides two PC-equipped computer classrooms to support courses including HTW 401 Epidemiology. Library services are offered through the Syracuse University Libraries, which maintains four primary libraries on campus. Distance education services are offered through Syracuse Online Learning Services. The Office of Disability Services provides support for students with physical disabilities, while the Office of Student Services provides support for student with learning disabilities.

Template G in the self-study document offers a rich list of academic support services at the university, college and program levels.

Observations on Site

The site visit team confirmed that the program has adequate services to support the academic needs of students. Students and faculty reported that the college's Office of Student Services advisors helps are particularly helpful.

Career services are also provided at the university level. Alumni who met with site visitors expressed some frustration with career fairs, as public health-specific employers were rarely included. As a result, alumni reported that they chose not attend these events when they were students. Faculty indicated, however, that a new model has recently been implemented on campus where career fairs will be offered at the college level rather than the university level. Faculty predicted that this model will help provide more opportunities for public health employers to participate in career fairs. Organizational leaders participating in the site visit expressed their willingness to participate in career fairs.

Commentary:
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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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3.0 FACULTY QUALIFICATIONS

Criterion 3.1: The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

(For evidence, see DR 3-1, DR 3-2, DR 3-3 and DR 3-6)

Finding:

Met

Team Comments:

Observations from the Self-Study

Syracuse University is accredited by the Middle States Association of Colleges and Secondary Schools. The last review in 2008 resulted in an accreditation term of 10 years.

Over the past four semesters, the program has relied on 11 full-time faculty with primary appointments in public health. All of these faculty are trained at the doctoral-level in fields such as community health education, health and social psychology, medical anthropology, public health/tropical medicine, community and prevention research psychology, health services organization and management, child and family studies, law and adult education. Four faculty members have an MPH, and four have a nursing degree. Two faculty members are CHES certified.

Over the past four semesters, the program has relied on five part-time faculty with primary appointments in public health. One part-time faculty member has a PhD in global disease, and a second is a PhD candidate studying public health, heath education and promotion. Three of the part-time faculty are master's prepared in education, social work and marriage and family therapy. These part-time faculty also have a variety of professional experiences in county health departments, public health research and mental health.

In academic year 2015-2016, five faculty members were granted research or family leave time. To compensate, three part-time instructors were hired to teach some of the core public health courses. These non-tenure, part-time instructors all hold doctoral degrees and have relevant professional experience.

Observations on Site

Site visitors noted a significant number of faculty with educational qualifications in nursing. This trend is based on the program's evolution from a nursing program in 2008 to its current form as a public health program. The program is currently completing three new hires with public health educational qualifications.

The overall qualifications of the program faculty allowed site visitors to confirm that the faculty complement as a whole has the educational qualifications and professional experience required to teach baccalaureate-level public health students.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 3.2: The designated leader of the program is a **full-time faculty member** with educational qualifications and professional experience in a **public health discipline.** If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (eg, PhD, DrPH) in a public health discipline or a terminal professional degree (eg, MD, JD) and an MPH.

(For evidence, see DR 3-1)

Finding:

Met with Commentary

Team Comments:

Observations from the Self-Study

The designated leader of the program holds an MS in child and family nursing and a PhD in child and family studies. She has professional experience with school health services, including in primary care and population-based health. The designated leader serves as a consultant for the US General Services Administration and the Maternal and Child Health Bureau. She also serves on several coalitions and committees including Greater Syracuse HOPE (Healing, Opportunity, Prosperity and Empowerment) and the Alliance for Communities Transforming Syracuse, Health Care Task Force. The program leader has participated in several community health projects. For example, one project for school health services included a primary care and population-based health program designed to reduce asthma triggers, control tinia corporis outbreaks, control head lice outbreaks and develop policies related to school exclusion for selected transmittable diseases. The designated leader is supported by the program's faculty complement, which includes four full-time faculty with an MPH degree and formal doctoral training in public health or a related field.

Observations on Site

The site visit team met with the program leader and the full-time faculty. The educational credentials of the leader and faculty complement were discussed in relation to guiding the public health curriculum. The leader noted that those faculty with public health credentials are particularly important in this process. The program acknowledged that many of its faculty have a nursing background due to the program's origin as a nursing program.

Commentary:
(if applicable)

While the designated leader of the SBP does not have a public health degree the program's faculty provide support in this area. Her educational qualifications and professional experience is primarily in nursing and child and family studies.

However, the designated leader works closely with the program faculty who are well-prepared in public health and include full-time faculty with formal public health educational qualifications.

Faculty participation in developing and monitoring the public health curriculum is particularly important given the leader's educational qualifications.

Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 3.3: Practitioners are involved in instruction through a variety of methods (eg, guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

(For evidence, see DR 3-4)

Finding:

Met

Team Comments:

Observations from the Self-Study

Practitioners are involved in instruction by providing guest lectures and panel discussions. Practitioners are also connecting with students through service learning projects and internship experiences where they serve as mentors and preceptors. The self-study identified 18 practitioners who are involved in classroom activities, 37 who are involved in service learning and 46 who are involved with the senior capstone internship.

Observations on Site

Practitioners confirmed their involvement with the program. During the site visit, practitioners spoke highly of opportunities to work with students and faculty on course-related assignments and projects. Practitioners also confirmed that faculty in the program reach out to area practitioners to identify appropriate projects for service learning activities. Current students expressed appreciation for these real-world experiences as they connect them with the community and help them better understand diverse populations and their needs.

Practitioners reported their involvement as preceptors for internships, partners in service learning and as guest lecturers in public health courses. Several preceptors noted that they would like to take as many students as the program could provide as many internship opportunities go unfilled. Practitioners also noted an eagerness to be more involved in the program, viewing their role as true community partners.

Commentary:
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Compliance Concern:

(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 3.4: All faculty members are informed and current in their discipline or area of public health teaching.

(For evidence, see DR 3-5)

Finding:

Met

Team Comments:

Observations from the Self-Study

Faculty members receive an annual $2,500 allowance per year to participate in professional development activities. These activities include conferences, university-sponsored lectures, webinars and continuing education through professional organizations. The program reserves a total of $500 for faculty to purchase books, memberships and other instructional materials.

Observations on Site

Site visitors confirmed that faculty are engaged in a number of professional development activities to stay informed and current including, but not limited to, study sections, special emphasis panels, publishing in high impact journals, attending grand rounds and brown bag lunches at local hospitals, participating in doctoral committees, reviewing manuscripts and serving as journal editors.
Resources for professional development appear to be adequate, and faculty report engaging in numerous opportunities at the local, state, national and international levels. Some faculty have access to grant funds that help support their travel to meetings and conferences. Currently, several faculty are on university-supported research leave internationally and as Fulbright scholars.
Faculty reported that if they need funds beyond the allocated $2,500, they can submit a request to the dean. They said that they have been able to obtain these funds in the past.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 3.5: Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.

(*For evidence, see DR 3-7)*

Finding:

Not Applicable

Team Comments:

Observations from the Self-Study

The program does not use graduate students as primary instructors.

Observations on Site

Site visitors confirmed that graduate students do not serve as primary instructors.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

4.0 CURRICULUM

Criterion 4.1: The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains:

- the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- the foundations of social and behavioral sciences
- basic statistics
- the humanities/fine arts

The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

(*For evidence, see DR 4-1, DR 4-2, DR 4-3, DR 4-8 and DR 4-9*)

Finding:

Met

Team Comments:

Observations from the Self-Study

Students must complete 42 to 46 credits of liberal arts requirements as outlined by the university. Students must complete nine credits of writing and communication, six to eight credits of quantitative skills, nine to 11 credits of natural sciences, nine credits of social sciences and nine credits of humanities.

The program requires students to complete their natural science requirements with courses in the biological or environmental sciences. Program students must take PSY 205 Foundations of Human Behavior when fulfilling their social sciences requirement. All students must complete either MAT 121 Probability and Statistics for the Liberal Arts or MAT 221 Elementary Probability and Statistics as part of their quantitative skills requirement.

Observations on Site

The site visit team confirmed that students complete general education requirements in all of the domains required by the criterion.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 4.2: The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (ie, the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the 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
- the concepts of population health and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

If the program intends to prepare students for a specific credential, then the curriculum must also address the areas of instruction required for credential eligibility (eg, CHES).

(*For evidence, see DR 4-1, DR 4-2, DR 4-4, DR 4-8 and DR 4-9*)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program provides instruction to meet the domain areas through 12 public health core courses. Public health core courses are identified as introducing (lower competency ranges) and/or covering (higher competency ranges) the domain areas. The program also offers 11 elective courses that provide learning experiences that further address the domain areas.

Students who complete the program are eligible to be credentialed by the National Commission for Health Education Credentialing, Inc. by taking the Certified Health Education Specialist exam. Eight required courses in the program specifically relate to the seven areas of responsibility and competency for health educators.

Observations on Site

The program provided sufficient evidence to confirm that all domains are covered through the curriculum.

Site visitors learned that the program has specific definitions to determine whether a program competency is introduced or covered. The program uses Bloom's taxonomy to make these distinctions. Lower levels of taxonomy (eg, understand) indicate that a domain is introduced, while higher levels (eg, analyze) indicate that a domain is covered.

The faculty first workshopped a syllabus together and then worked in groups to map their curriculum to the required domains. This process allowed for better consistency across courses. If multiple faculty teach sections of the same course, there are assessments that cannot be changed to ensure that all sections equally address the required domains.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 4.3: Students must demonstrate the following skills:

- the ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information.

(For evidence, see DR 4-1, DR 4-2, DR 4-5, DR 4-8 and DR 4-9)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program defines public health communication as a variety of approaches in delivering health information to diverse audiences. Six required courses provide learning experiences for oral communication through methods such as class presentations, participation and discourse. Twelve required courses provide learning experiences for written communication through methods such as technical reports, research projects, essays, research critiques and papers. Seven required courses provide learning experiences for communicating with diverse audience using methods such as service learning assignments and internships. Five required courses provide learning experiences for communicating through a variety of media using methods such as portfolio and print projects. Similarly, a number of required courses are offered to help students locate, use, evaluate and synthesize information through course assignments.

Observations on Site

Current students reported that the most important skill they obtain through the program is the ability to communicate. One student commented that a strength of the program is that it gives students a voice to make a difference in their communities. Alumni and internship supervisors noted that students are particularly skilled in oral communication.

Site visitors also reviewed student work and found evidence of students' ability to locate, use, evaluate and synthesize public health information through their capstone project.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 4.4: Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

(For evidence, see DR 4-1, DR 4-2, DR 4-6, DR 4-9, DR 4-10 and DR 4-11)

Finding:

Met with Commentary

Team Comments:

Observations from the Self-Study

> Students, over a four-year period, will complete a minimum of 480 hours of related fieldwork. Four academic service learning courses are built into the program, each with a specific focus, including health promotion, health education, understanding diversity and health literacy.
>
> The program requires that each student complete a capstone internship, with a minimum requirement of 400 hours. The 400 hours are part of the program's total 480 required fieldwork hours. The capstone project must be a unique contribution to the hosting organization's activities or programs.
>
> The course description and grading rubrics provided in the self-study and electronic resource file do not demonstrate an explicit connection to the curricular domains or integration of knowledge. Based on the review of the documentation provided prior to the site visit, the capstone project may not be sufficient to fulfill the criteria set forth.

Observations on Site

> Students must complete all coursework with the exception of environmental health, health administration and epidemiology prior to beginning the 400-hour capstone (HTW 400). The public health program has 120 community partners from which students can complete an internship. Potential capstone projects and student interests are identified during the student's junior year. Advisors assist students in identifying interests and desired experiences.
>
> Faculty, students and partnering agencies expressed an extremely high level of satisfaction with both the service learning courses and capstone internship. Students said that they feel that

these opportunities allow them to apply what has been learned in the classroom in a workplace setting, enriching their educational experience. It was also mentioned numerous times—and aligns with the program's mission statement—that these experiences give students an opportunity to become leaders in public health.

Agencies reported a positive and professional relationship with the program's capstone supervisors. It was also reported that the public health program successfully places students within organizations that fit both agency and student needs. Several agencies commented on the need for student interns due to the lack of resources.

While interviewing students, it was suggested that epidemiology be a prerequisite to the capstone internship. Several students had reported capstone internships involving epidemiologic studies and noted that their experiences would have been strengthened by a prior introduction to the material. Currently, students can take the epidemiology course simultaneously with the capstone.

Commentary:
(if applicable)

The commentary relates to the capstone's role as a cumulative experience. The program description and syllabi do not emphasize the internship's role in allowing students to synthesize their educational experience through this activity. The team reviewed several examples of student work from the capstone including a poster, reports and portfolios. This review confirmed that students are integrating, synthesizing and applying public health knowledge. The program may consider making the connections more explicit between the activities and the student learning outcomes.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 4.5: The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

- advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership

(For evidence, see DR 4-1, DR 4-2, DR 4-7 and DR 4-9)

Finding:

Met

Team Comments:

Observations from the Self-Study

The self-study provides examples of curricular and co-curricular experiences that expose students to the required concepts. Academic service learning projects, study abroad opportunities, student organizations, capstone seminars and faculty research opportunities all expose students to the concepts necessary for success in the workplace, further education and life-long learning.

Observations on Site

Alumni, internship supervisors and community service learning partners all provided examples of ways in which the program exposes students to the required concepts. In particular, students were described by preceptors as exceptionally well prepared in community dynamics, cultural contexts, personal work ethic, networking, advocacy and teamwork.
One community partner described how a group of students worked together to organize a community education event. The students worked effectively together and with little supervision. They demonstrated creativity and professionalism while developing the program and interacting with participants.

Alumni praised the program for preparing them to advocate for the protection and promotion of a community's health and for interacting in a variety of cultural contexts in which they now work as public health professionals. Alumni and students reported that working with a variety of organizations strengthened their understanding of organizational dynamics, systems thinking and networking.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

5.0 PROGRAM EFFECTIVENESS

Criterion 5.1: The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).

(For evidence, see DR 5-1)

Finding:

Met

Team Comments:

Observations from the Self-Study

The self-study details the programs mission. The mission is as stated below.   "Our mission is to develop exceptional leaders who will impact public health, promote individual and community well-being and effect change among local, national and global communities. We promote and foster sustainable, positive changes in health through: - evidenced-based public health practice, research, policy analysis and education   - engagement with local, national and global communities to develop practical solutions to public health problems   - Promotion of respect for diversity in our students, faculty and curriculum   - Experiential learning with translates research and theory into effective and applied practices and policies"   The program mission statement is congruent with the university mission statement and emphasizes preparing engaged citizens and leaders; respect for diversity; commitment to global study; collaboration to address pressing problems; experiential learning; and innovation and discovery.

Observations on Site

Site visitors confirmed that the program's mission statement guides program activities. Faculty spoke frequently about their connections with and engagement of communities through course experiential learning activities, research and student capstone experiences. Community stakeholders and alumni spoke of their involvement with the program, primarily through course assignments designed to engage and impact local communities. A unique benefit of some of

these course assignments is that depending on the organization, students are exposed to diverse populations and become more culturally sensitive.

Alumni reported that the program not only provided them with skills important for leadership in public health, but also skills important to working with diverse populations. Both of these skills are explicit in the mission of the program.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.2: The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment.

(For evidence, see DR 5-2)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program maintains 12 learning outcomes that are closely aligned with the mission in the areas of community engagement; experiential learning; respect for diversity; evidence-based practice; and promotion of individual and community well-being. Program learning outcomes also align with regional accreditation in the areas of engagement, experiential learning and exposure to diverse groups and communities. Course outcomes are mapped to the undergraduate domain areas for each course and outlined in course syllabi.

Observations on Site

Site visitors confirmed that the program has established expected student learning outcomes and that they align with the mission of the program and the institution. Students indicated that they were aware of the learning outcomes.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.3: Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.

(For evidence, see DR 4-8)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program requires syllabi that include course learning objectives. Syllabi include instructor information (eg, contact and office hours), catalog description of the course, course description, course outcomes, required readings, grading, evaluation methods and course schedule. Each syllabus includes a table that maps course learning objectives to domain areas identified in Criterion 4. Tables are provided for all required and some elective public health courses.

Observations on Site

The university requires a standard format for all syllabi. Site visitors confirmed that syllabi include objectives that are mapped to the domains identified in Criterion 4.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.4: The program defines and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. Assessment methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained. At a minimum, the assessment plan includes regular **surveys or other data collection** (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from enrolled students, alumni and relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).

(For evidence, see DR 5-3, DR 5-4 and DR 5-5)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program uses a comprehensive assessment design to evaluate achievement of student outcomes and program effectiveness. Student surveys, stakeholder and community agency surveys, internship performance forms and rubrics to evaluate course and internship products are all used to assess outcomes and program effectiveness. The program has identified 12 learning outcomes that are assessed using a variety of approaches. Each learning outcome has been defined within the course and internship for which the assessment will measure the level of achievement. Assessment of the program's effectiveness includes student satisfaction, learning outcomes, graduation rates, rates of job placement or continuing education and student characteristics and skills for job readiness.

Observations on Site

Site visitors confirmed that the public health program has defined and implemented a student assessment plan to determine whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. Course-level data has been collected twice and reviewed once. This review occurred in December 2015.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.5: The program collects quantitative data at least annually on the following:

1) graduation rates within the maximum time to graduation allowed by the institution
2) rates of job placement or continued education within one year of graduation.

The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution or unit-collected data, unless those data are sufficiently detailed and descriptive.

(For evidence, see DR 5-4, DR 5-6, DR 5-7 and DR 5-9)

Finding:

Met

Team Comments:

Observations from the Self-Study

The university's Office of Institutional Research and Assessment provides the program with graduation data. At the end of each academic term, the program's administrative assistant accesses these data to determine the number of active students in the program, the number of students who graduated, students who have discontinued and the number of students who transferred to another major or university. The maximum time allowed by the institution for graduation is six years.

Job placement rates are collected three times, once at the time of graduation, six months post-graduation and one year post-graduation. Graduating students are surveyed using the Senior Post-Graduate Destination Survey. When this survey is administered, the program director explains the process for post-graduation follow-up. The program director and office coordinator administer the six-month and one-year post-graduation surveys. Surveys are conducted through a variety of means, including telephone, email and social media.

Observations on Site

Faculty told site visitors that the data collected by the Office of Institutional Research and Assessment on graduation rates is accurate and extremely useful. It was noted that the post-graduation survey data had a high response rate and provides useful data.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.6: The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

(For evidence, see DR 5-8)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program collects qualitative data on the destination of graduates in both professional and educational environments. These data are collected using the Senior Post-Graduate Destination Survey and post-graduate follow-up surveys. The data is standardized using the US Department of Labor, Bureau of Labor Statistics Standard Occupational Classification.

The program provided a descriptive table defining the types of employment and further education pursued by graduates. Community and social science occupations, health care support occupations, master of public health programs, master of health administration programs and nursing programs are some of the employment and further education pursued by program graduates.

The program reported that 38% of graduates from 2013-2015 went on to pursue a master of public health or a master of global health degree.

Observations on Site

Site visitors met with alumni who have pursued the opportunities detailed in the self-study. Graduates pursue employment in public health and related fields. For example, one alumna present at the site visit currently works with addiction rehabilitation centers and others are employed by local community health agencies.

Site visitors also met with alumni who have gone on to pursue master's and doctoral degrees in public health and other related fields.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.7: The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate. If the program cannot demonstrate that it meets these thresholds, the program must document the following:

1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college)
2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

(For evidence, see DR 5-10, DR 5-11 and DR 5-12)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program's graduation rates are well above the required threshold, ranging from 91.7% in 2010-2011 to 97.2% in 2009-2010. The percent of employed graduates or graduates who have enrolled in further education was above the required threshold in 2013 and 2014. In 2015, the percent of graduates who were employed or seeking further education fell to 75%. Response rates for graduates are also well above the required threshold of 30%. Response rates ranged from 87.87% to 93.02% in the last three years.

Observations on Site

Onsite, the team learned that the decreased rate of employment/further education comes from more students not seeking immediate employment or further degree programs. Faculty explained that the increase in graduates not seeking employment or continuing education may be a result of new alumni seeking prerequisites for graduate education or taking a gap year prior to applying for a graduate degree program. Only students with formal matriculation to an education or training program are counted in the category of continuing education/training.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

The concern relates to the job placement/continuing education rate for 2015 graduates not meeting the required 80% threshold. The rate is currently 75%. The program plans to continue to collect data on these students in May 2016 at the one-year post-graduation mark. The program must show that it has collected the remaining data and meets the required threshold.

Institution Comments:

In May 2016 (at the 1 year post-graduation point for May 2015 graduates) and August 2016 (at the 1 year post-graduation point for summer 2015 graduates and at the 8 month post-graduation point for December 2015 graduates), follow-up information was sought from students who we had not been able to contact previously [lost to follow-up or unknown] or who in prior surveys reported they were either (a) actively seeking employment or (b) not seeking employment or continuing education. At this time (August 4, 2016), with most graduates 1 year post-graduation, our job placement/continuing education rate for 2015 is now 92.6%

Documentation: See Exhibit A, updated Template S, submitted as a separate document with the cover letter

Council Comments:

The program's response demonstrates that, given the proper data collection period, the program exceeds this criterion's expectation of 80% of graduates enrolled in additional education or employed within one year of graduation.

Criterion 5.8: The program establishes a schedule for reviewing data on student outcomes.

(*For evidence, see DR 5-13*)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program has an established schedule for reviewing data on student outcomes.

Data from the senior student survey, HTW 422 Senior Capstone and the community stakeholder/agency survey is reviewed annually in January. Data on post-graduation destinations and graduation rates are reviewed twice a year. The post-graduation destination data is reviewed in May and January, and the graduation rates are reviewed in September and January.

Meeting minutes provided in the electronic resource file include evidence of these reviews. The review of data from the senior capstone and community stakeholder/agency survey are scheduled to begin in 2016.

Observations on Site

The program identified a review schedule for all program assessment opportunities noted in the assessment plan. The assessment plan also identified course-level opportunities to assess student learning outcomes. The program collects and maintains data from these opportunities. The program provided these data on site.

The program reviews these data at least annually. The first review of this data took place in December 2015.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.9: The program uses student and faculty assessment results to improve student learning and the program.

(For evidence, see DR 5-14)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program reported several changes made based on assessment results. Based on student reports and course evaluations, the program altered the schedule of HTW 318 Dynamics of Addiction. The class changed from a once weekly class from 7-9:45 pm to a twice weekly class from 3:30-4:50 pm. Students reported that the original length and timing of the class negatively impacted their performance. The program plans to re-evaluate this change in spring 2016.

The senior student survey found that students reported lower than expected competency in comparing health systems. In response, the program reevaluated content in HTW 306 Health Administration Systems and added additional content, activities and assessments on the topic. Subsequent surveys showed an increased self-evaluation of competence in this area.

Student satisfaction with career and post-graduate education advising was lower than the program finds acceptable. As a result, the program added additional seminar topics on personal statement and resume writing, the job search process and networking to HTW 422 as of summer 2015. The program is also including systematic career counseling by academic advisors. Finally, in late spring 2016, the program plans to conduct focus groups to further assess student needs. The program plans to reassess these changes in January 2017.

Observations on Site

The program uses assessment results to improve student learning and the program. The program leader and faculty provided an update on the changes being made to improve student satisfaction with career counseling. The program is continuing work with students to ensure that they receive sufficient career counseling and hopes that the planned focus groups will help identify additional areas for improvement.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

To learn more about students needs regarding career and post-graduate education advisement, we conducted focus groups in May 2016. The data has been transcribed and we plan to review/analyze it in fall 2016.

Council Comments:

Click here to enter text.

Criterion 5.10: The program regularly evaluates its mission and expected student outcomes to ensure their continuing relevance.

(For evidence, see DR 5-15)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program faculty review the program's mission statement and student outcomes annually. The review takes place when the program reviews the senior student and community stakeholder/agency surveys. In January 2014, the university began a review of its mission statement. In April 2015, the university adopted a new mission statement. The program was prompted to review its own mission at this time to ensure continued alignment and relevance. The program's mission was found to continue to be in alignment with the university mission statement.

Observations on Site

The program confirmed the most recent review of its mission and student learning outcomes. The program plans to continue an annual review of these items.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

Criterion 5.11: The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

(For evidence, see DR 5-16 and DR 5-17)

Finding:

Met

Team Comments:

Observations from the Self-Study

The grievance and complaint policies are available on the university website, in both the Syracuse University and Falk College student handbooks and on the department's student services page. The program encourages students to first work with the instructor in question to resolve any concerns or questions related to a course or course grade. If an informal resolution is not possible, an appeal can be made to the undergraduate program director. The next level of appeal is to the department chair and finally to the associate dean of academic affairs. If a resolution cannot be found within the college, the student has the right to file an appeal with the university.

Observations on Site

Site visitors confirmed that all student grievance and complaint policies are readily and publicly available. The program has not received any formal appeals, complaints or grievances in the past three years.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

6.0 ADVISING

Criterion 6.1: Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

(For evidence, see DR 6-1, DR 6-2 and DR 6-3)

Finding:

Met

Team Comments:

Observations from the Self-Study

The program provides advising on multiples levels. First, the Office of Student Services organizes orientation sessions for freshman and transfer students through which the public health program director provides an overview of the major. This office also encourages students each semester through email to schedule an appointment with their advisor. In addition, the office assists with general advising responsibilities such as removal of advising holds, approvals for late add/drops and course substitutions.

The program is directly responsible for delivering HSH 101 Freshman Gateway. Through the public health section of this course, which is offered prior to the advising and registration period, students are instructed on the public health advising system, program requirements and academic options.

Full-time public health faculty and part-time instructional staff are each assigned advising responsibilities. New advisors are trained at the beginning of each academic year by the Office of Student Services. Advisors are regularly available to students to assist them with academic, post-graduate study, or career and internship opportunities.

Observations on Site

Each full-time faculty member in the program has advising responsibilities for 22 students. During the first semester, faculty communicate through email with students and encourage them to schedule an appointment. Thirty-minute advising visits are scheduled with faculty advisors using Doodle polls for the purpose of helping students formulate a plan on how to use their degree in the future. The Office of Student Services manages registrations and places holds on registrations until students see their advisors. Students reported high levels of satisfaction with advising compared with other programs at Syracuse and stated that "advising

at Falk is like none other!" They also reported that faculty are accessible through email and phone.

Commentary:
(if applicable)

Click here to enter text.

Compliance Concern:
(if Partially Met or Not Met)

Click here to enter text.

Institution Comments:

Click here to enter text.

Council Comments:

Click here to enter text.

7.0 DIVERSITY

Criterion 7.1: The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.

Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context.

Programs can accomplish these aims through a variety of practices including the following:

- incorporation of diversity and cultural competency considerations in the curriculum;
- recruitment/retention of faculty, staff and students; and
- reflection in the types of research and/or community engagement conducted.

(For evidence, see DR 7-1 and DR 7-2)

Finding:

Met

Team Comments:

Observations from the Self-Study

> The program demonstrates a commitment to diversity through curricular delivery; a diverse student population; faculty research and community engagement; and diverse faculty and practitioners.
>
> Diversity is interwoven throughout the curriculum in an effort to instruct students about cultural competency and to make the program welcoming to those whose issues are represented. Three core courses highlight diversity issues such as cultural competence (HTW 307), health literacy (HTW 311) and health disparities (HTW 309). Students are also required to complete 480 hours of experiential learning through which many work with diverse populations.
>
> Exposure to racial, ethnic and cultural diversity occurs in the classroom. Student diversity is greater in the public health program than at the university-level and is comparable to the

community of Syracuse. A total of six faculty are currently engaged in research involving diverse populations. Four of these projects involve public health students. Finally, two full-time faculty are from underrepresented minority groups. Two new minority faculty will join the program during the 2016-2017 academic year.

Observations on Site

Site visitors confirmed that faculty are working together with students on research projects that address health disparities and among diverse populations. Faculty reported that one of their curricular strengths is a focus on diversity and cultural competency. Through academic service learning activities and internship experiences, students work with organizations that serve refugee populations. Syracuse is the second largest resettlement area in the United States, which provides the program and students with multiple opportunities to connect with diverse populations. Students are also exposed to faculty from diverse backgrounds.

Site visitors confirmed that two additional faculty from underrepresented minorities will join the faculty in 2016-2017. The program has a deliberate strategy for recruiting faculty with diverse backgrounds including announcing position openings through channels that target people of color. Position descriptions are modified to encourage people of color to apply.

Fieldwork preceptors and service learning partners discussed the various ways in which they encourage students to interact with diverse populations. Practitioners reported high levels of satisfaction with the cultural competence displayed by program students. Community partners expressed an interest in becoming even more involved in the program, including in ways that will benefit the program's commitment to diversity.

Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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8.0 DISTANCE EDUCATION PROGRAMS

Criterion 8.1: A degree program offered via distance education is a curriculum or course of study designated to be primarily accessed remotely via various technologies, including internet-based course management systems, audio or web-based conferencing, video, chat, or other modes of delivery. All methods used by the SBP support regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously and are:

   a) consistent with the mission of the program and within the program's established areas of expertise;
   b) guided by clearly articulated student learning outcomes that are rigorously evaluated;
   c) subject to the same quality control processes that other degree programs in the university are; and
   d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

(For evidence, see DR 8-1 and DR 8-2)

Finding:

Not Applicable

Team Comments:

Observations from the Self-Study

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Observations on Site

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Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 8.2: The university provides needed support for the program, including administrative, communication, IT and student services.

(For evidence, see DR 8-2)

Finding:

Not Applicable

Team Comments:

Observations from the Self-Study

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Observations on Site

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Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 8.3: There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

(For evidence, see DR 8-2)

Finding:

Not Applicable

Team Comments:

Observations from the Self-Study

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Observations on Site

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Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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Criterion 8.4: The program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

(For evidence, see DR 8-3)

Finding:

Not Applicable

Team Comments:

Observations from the Self-Study

Click here to enter text.

Observations on Site

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Commentary:
(if applicable)

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Compliance Concern:
(if Partially Met or Not Met)

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Institution Comments:

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Council Comments:

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AGENDA

Syracuse University
Standalone Baccalaureate Program (SBP) Agenda

Council on Education for Public Health Site Visit

April 28 – 29, 2016

Day 1: April 28 (Thursday)

8:30 am   **Site Visit Team Request for Additional Documents**
Maureen Thompson, Ph.D.
Associate Professor & Director of UG Programs in Public Health

8:45 am   **Executive Session**

9:15 am   **Break**

9:30 am   **Meet with Program Leader and Faculty/Staff with significant roles relating to the following criteria:**
- *Criterion 1: Leadership, Management and Governance (1.1-1.6)*
- *Criterion 2: Resources (2.1-2.6)*
- *Criterion 3: Faculty Qualifications (3.1-3.5)*
- *Criterion 7: Diversity (7.1)*

Maureen Thompson, Ph.D.
   Associate Professor & Director UG Programs in Public Health
Kristin Davis, M.B.A.
   Budget Director, Falk College
Luvenia Cowart, Ph.D.
   Professor of Practice
Brooks Gump, Ph.D., MPH
   Professor & Director of Graduate Programs in Public Health
Melissa Gwilt, B.S.
   Budget Manager, Falk College
Rick Welsh, Ph.D.
   Professor & Department Chair: Public Health, Food Studies & Nutrition

10:45 am   **Break**

11:00 am   **Meet with Program Leader and Faculty Related to Curriculum and Degree Programs**
Discuss Criterion 4: Curriculum (4.1-4.5); Criterion 5: Program Effectiveness (5.1-5.11); Criterion 8: Distance Education Program (8.1-8.4)

Maureen Thompson, Ph.D.
   Associate Professor and Director UG Programs in Public Health
James Byrne, JD

Professor of Practice
Amy Dumas, M.Ed.
  Part-time Instructor
  Project Manager, Syracuse Lead Study
David Larsen, Ph.D., MPH
  Assistant Professor
Katherine McDonald, Ph.D.
  Associate Professor
Lutchmie Narine, Ph.D.
  Associate Professor
Susan Scholl, M.S., CASAC, CHES
  Internship Coordinator & Supervising Staff
Najah Zaaed, M.S.W., doctoral candidate
  Part-time Instructor

12:15 pm   **Break**

12:30 pm   **Lunch with Students**

Andrew Bagli (senior)
Nadaizja Bolling (senior)
Lauren Borrill (freshman)
Zoreslava Chushak (senior)
Rinchen Dolma (junior)
Grant Kawahatsu (senior)
Jose Polanco (junior)
Kameelah Pointer (junior)
Edeline Sanchez (junior)
Erik Slawsky (junior)

1:30 pm   **Break**

1:45 pm   **Meet with Faculty and Staff with Significant Responsibilities related to the following criteria:**
   - *Criterion 1: Leadership, Management and Governance (1.4, 1.5)*
   - *Criterion 2: Resources (2.4-2.6)*
   - *Criterion 3: Faculty Qualification (3.4)*
   - *Criterion 6: Advising (6.1)*
   - *Criterion 7: Diversity (7.1)*

Maureen Thompson, Ph.D.
  Associate Professor and Director UG Programs in Public Health
Kristin Davis, M.B.A.
  Budget Director, Falk College
Brooks Gump, Ph.D., MPH
  Professor & Director of Graduate Programs in Public Health
Melissa Gwilt, B.S.
  Budget Manager, Falk College

Renie Kehres, Ph.D.
  Professor of Practice & Assoc. Dean of Student Services Falk College
Sandra Lane, Ph.D., MPH
  Professor
Lisa Olsen-Gugerty, Ph.D., MPH
  Instructor, Internship Supervising Faculty

2:45 pm   **Break**

3:00 pm   **Executive Session**

3:45 pm   **Break**

4:00 pm   **Meet with Alumni, Community Representatives, & Preceptors**

Alumni
Sasha Almasian
Timothy Bryant
LuAnn Jamieson
Adrianna Sereno
Shannon Williamson

Community Organization Representatives (service learning liaisons)
Valerie Dolfer, M.S. (Syracuse City School District, Literacy Liaison)
Franklin Frye, BFA (American Heart Association, Executive Director)
Fanny Villarreal, M.S. (YWCA CNY, Executive Director)
Denise Welsh, B.S. (National Black Leadership Commission on AIDS, Program
      Coordinator)
Bridget Yule, B.S. (Syracuse University/Vera House Partnership - Student Programming
      Services, Director)

Community Organization, Internship Preceptors
Mark Kenville, B.A. (Director of Hospital Relations and Donor Awareness at Central New
      York Eye and Tissue Bank)
Colleen Merced, MSW (Associate Director, McMahon/Ryan Child Advocacy Center)
Valerie Hill, M.S. (South West Community Center, Director of Community Services)
Martha Ryan, M.P.S., R.N, (American Cancer Society, Community Engagement Director)
Liz Sapio, M.S. (Crouse Hospital, Safe Kids Program)

5:00 pm   **Adjourn**

Day 2: April 29 (Friday)

8:30 am   **Meet with Institutional Academic Leadership/University Officials**

Diane L. Murphy, Ph.D.
   Professor and Dean, Falk College
Eileen Lantier, Ph.D.
   Associate Professor Senior and Associate Dean Academic Affairs, Falk College
Elizabeth Liddy, Ph.D.
   Interim Vice Chancellor and Provost, Syracuse University

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

12:30 pm   **Exit Interview**