

**Council on Education for Public Health  
Adopted on October 7, 2016**

REVIEW FOR ACCREDITATION  
OF THE  
STANDALONE BACCALAUREATE PROGRAM  
AT  
WILLIAM PATERSON UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:  
March 31- April 1, 2016

SITE VISIT TEAM:  
Matthew Stefanak, MPH, Chair  
Jennifer Ibrahim, PhD, MPH, MA

SITE VISIT COORDINATOR:  
Samantha-Rae Dickenson, MSPH

OBSERVER:  
Mollie Mulvanity, MPH

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

## Table of Contents

1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE .....	1
Criterion 1.1 .....	1
Criterion 1.2 .....	3
Criterion 1.3 .....	5
Criterion 1.4 .....	7
Criterion 1.5 .....	9
Criterion 1.6 .....	11
2.0 RESOURCES .....	13
Criterion 2.1 .....	13
Criterion 2.2 .....	15
Criterion 2.3 .....	17
Criterion 2.4 .....	19
Criterion 2.5 .....	21
Criterion 2.6 .....	23
3.0 FACULTY QUALIFICATIONS .....	25
Criterion 3.1 .....	25
Criterion 3.2 .....	27
Criterion 3.3 .....	29
Criterion 3.4 .....	31
Criterion 3.5 .....	33
4.0 CURRICULUM .....	35
Criterion 4.1 .....	35
Criterion 4.2 .....	37
Criterion 4.3 .....	40
Criterion 4.4 .....	42
Criterion 4.5 .....	44
5.0 PROGRAM EFFECTIVENESS .....	46
Criterion 5.1 .....	46
Criterion 5.2 .....	48
Criterion 5.3 .....	50
Criterion 5.4 .....	52
Criterion 5.5 .....	56
Criterion 5.6 .....	58
Criterion 5.7 .....	60
Criterion 5.8 .....	62
Criterion 5.9 .....	64
Criterion 5.10 .....	66
Criterion 5.11 .....	68
6.0 ADVISING .....	70
Criterion 6.1 .....	70
7.0 DIVERSITY .....	72
Criterion 7.1 .....	72
8.0 DISTANCE EDUCATION PROGRAMS .....	74
Criterion 8.1 .....	74
Criterion 8.2 .....	76
Criterion 8.3 .....	77
Criterion 8.4 .....	79
AGENDA .....	81

## **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**

<p>The BSPH program maintains a set of organizational charts that define the manner in which the program relates to the Department of Public Health (DPH), the College of Science and Health and William Paterson University. Within the DPH, there are a total of five programs, including the BSPH, BS in Applied Health, two minors in Public Health and Health Studies and a concentration in school health education for physical education majors; the BS in Applied Health is being replaced by the BS in Health Studies.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The non-BSPH programs housed in the department are small, in terms of primary faculty effort and/or student enrollment. The BS in Health Studies enrolls fewer students than the BSPH, and there are no additional courses associated with the major—all health studies majors' courses are existing required or elective courses for the BSPH.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The department chair is one of 10 department chairs who report to the dean of the College of Science and Health. The dean reports to the provost and senior vice chancellor for academic affairs, who reports to the president of the university.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Observations on Site**

<p>During the meeting with institutional leadership, senior administrators stated that the university's goal is to make the DPH, which they view as one of the university's cornerstone departments, more known within the community.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Senior administrators and the program's designated leader also stated that the department has developed the proposal for the MPH program and it has been approved through the level of the University Faculty Senate.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**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 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**

<p>Program resources are allocated on an annual basis centrally through the academic division of the University, under the supervision of the Office of the Provost. The dean submits budget requests, on behalf of the program, to the Dean’s Council and the Provost’s Council; the Provost’s Council discusses which budget requests should be approved, and then submits the recommendation to the University’s Cabinet. The development of academic policies and procedures are initiated within the department’s Faculty Council through regular monthly meetings and bi-annual faculty retreats; recommendations are then forwarded to university leaders for approval.</p> <p>The department chair/designated leader oversees the admissions process and with faculty input, sets the admissions criteria. There are opportunities for the chair/designated leader to recommend and request funding for program administration and faculty.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Observations on Site**

<p>The program appears to have sufficient administrative autonomy over the implementation of personnel policies and procedures, academic policies and procedures, development and implementation of curricula and admission to the major. While the provost oversees the budget and allocation of resources, it was clear that there is support for the department, and the university views the BSPH as an area for growth.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

During the site visit, the designated leader clarified that policy development occurs during monthly departmental meetings. Major curricular or programmatic changes are discussed at the department's faculty retreat, which occurs twice a year. All full-time faculty attend both meetings and have the opportunity to review and contribute to policy development.

The public health department has the ability to set its own admissions criteria. The designated leader receives bi-weekly data from the university's admissions office. The designated leader also has a retention database to keep track of student enrollment and interest in 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 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 BSPH program has a full-time faculty member who is designated as the program leader and also serves as the department chair. The departmental faculty vote for the chair, who serves for a three-year term. As leader of the department, the designated leader has immediate responsibility for program development, assessment and course offerings.

Observations on Site

Initially, the site visit team was concerned that the leader of the BSPH is also the chair of the department, however both faculty and the designated leader assured the team that the department and the BSPH program are essentially the same, and that there is no practical distinction between the two. While on site, it was clear that the designated leader advocates for the program and is highly supportive of the faculty and students in the program. Faculty and students expressed that he is available, willing to listen, routinely advises students, mentors junior faculty and effectively manages the functioning 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 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

The rights and responsibilities of the faculty are clearly articulated in the Faculty and Professional Staff Handbook, and on the University Faculty Senate webpage. The department maintains an organizational chart of the various committees that oversee program implementation and faculty reviews. The responsibilities of the chair/designated leader are also clearly articulated.

Observations on Site

The faculty explained the process for developing and implementing admissions criteria, and the discussion made it clear that the process occurred at the department level and not at the college or university level. The faculty review courses to determine areas for updates, modifications or improvements, both in terms of the course content and teaching by instructors.

In discussing the self-study process, it was also clear that the faculty viewed this as a positive experience that allowed them to perform self-assessment, to align the learning objectives to the relevant coursework and to identify needed programmatic changes.

**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 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**

The department maintains a variety of resources to engage the faculty in the mission of the department, the college and the university. All full-time faculty are actively engaged in all of the departmental committees including the curriculum, assessment, retention, promotion and tenure and recruitment and alumni relations committees. All full-time faculty are part of the Faculty Council. At the university level, there are resources to support faculty teaching including the Writing Across the Curriculum program, the Center for Teaching Excellence, Blackboard training and student success forums.

**Observations on Site**

Although adjunct faculty do not directly and formally participate in the governance of the program, as stipulated by their contract, some adjunct faculty voluntarily participate in the program's governance by providing feedback about what is current and relevant in the field to assist with curricular development. Adjunct faculty regularly communicate with full-time faculty members to ensure consistency in curriculum and across courses taught by both adjunct and full-time faculty. The designated leader along with the department's Faculty Council also extend invitations to all adjunct faculty to attend all council meetings and retreats.

**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 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 BSPH program maintains current information on the university bulletin site. The program has links to the academic calendar for the university including study days, exams and registration deadlines. The university maintains the policies and dissemination of information regarding the admissions process for all students. The department handbook also outlines local level policies.

**Observations on Site**

The faculty explained that advertising to potential enrollees is primarily done by word of mouth from alumni and current students who are enrolled in the program, rather than through printed recruitment materials. Though this is an informal process, program admissions have been consistently increasing.

**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.

## 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

As of fall 2015, the BSPH program has a total of 33 faculty who contribute 15.33 FTE. Each academic department at the university defines one FTE as a teaching load of 12 credits per semester (a total of 24 credits) throughout the academic year.

Observations on Site

The site visit team confirmed that the number of faculty is sufficient to accomplish the program's mission and achieve expected student 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 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 with Commentary

**Team Comments:**

Observations from the Self-Study

Full-time faculty members teach the major core courses, with adjunct faculty teaching elective courses, university service courses and courses associated with the department's minors. The program relies heavily on adjunct faculty for support of these efforts. Twenty-five of the 33 total departmental faculty are adjunct faculty. The self-study also notes that the number of adjunct faculty fluctuates each semester, with the highest adjunct faculty headcount being 30.

Observations on Site

Currently the number of adjunct faculty who teach in the program is two and a half times greater than what the university has allocated for in the program's budget. The university has not formally expanded the cap for hiring adjunct faculty to accommodate for the growth in admissions in the public health department. Although this is the case, the program is free to hire adjunct faculty as academic needs arise. Adjunct faculty are paid by the credit hour and can teach up to 12 credits a year.

The self-study noted that the number of adjunct faculty who teach in the program fluctuates each semester based on the demand in other departments and the service courses, such as Healthy U, which is a required course for all students at the university.

Students who met with the site visit team stated that the mix of full-time and adjunct faculty is one of the strongest aspects of the program. Students also stated that the faculty members and designated leader are responsive and ensure that students understand the content within the courses.

**Commentary:**

*(if applicable)*

The commentary relates to the fluctuating headcount of adjunct faculty in relation to the foreseeable growth of the program. Currently the program has a sufficient amount of full-time

and adjunct faculty members. However the program has continually been growing, and the number of full-time and adjunct faculty will need to increase. Because the university's budget has not increased, the designated leader noted that in recent years, university administrators have shifted faculty lines from other departments as individuals depart to create more full-time faculty lines to staff growing departments like the DPH.

**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 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 defines enrollees as any student who has declared a major in public health. The Office of Institutional Research and Assessment oversees enrollment data for the program and enrollment data is updated every semester. The designated leader cross-references the data to maintain an internal database, which is updated on a weekly basis. The university classifies a student who is taking 16 credit hours as one FTE, and two part-time students are equal to one FTE.

As of fall 2015, there are 153 students enrolled in the program, generating 143 FTE.

**Observations on Site**

The designated leader has established a system in which he advises every undeclared student who shows interest in the BSPH program. This allows the designated leader to estimate future cohort sizes and plan course section offerings including the internship course to accommodate for the size of each cohort.

**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 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
-----

**Team Comments:**

**Observations from the Self-Study**

<p>The program selected the BS in Nursing degree as its comparable program. Like the BSPH program, the comparable program has similar admissions requirements with similar courses necessary for program admission, professional standards and professional examination opportunities and a specialized accrediting body. Additionally, both programs also require students to complete a fieldwork experience.</p> <p>The SFR and average class size of the comparable program are lower than those of the program. In spring 2015, the program's SFR was 25.5:1 and the average class size was 21.1. The spring 2015 SFR of the comparable program is 7.3:1 and the average class size is 11.9. , The program's fall 2015 SFR is slightly lower than it was in the spring (21.2:1). The average class size for fall of 2015 will not be finalized until June.</p> <p>While the program's average advising load has increased over the last four semesters, it remains lower than that of the comparable program. The BSPH average advising load was 28.5:1 in spring 2014, 33.5:1 in fall 2014, 39:1 in spring 2015 and 29.5:1 in fall 2015. The comparable program advising load was 49.3:1 in both spring and fall 2014 and spring 2015. The advising load in fall 2015 was 42.7:1.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Observations on Site**

<p>The program has a larger average class size than that of the comparable program due to two main reasons. One, the BS in nursing program is restricted in the number of students they can enroll due to safety regulations associated with clinical and lab experiences. Two, the numbers used to calculate BSPH ratios include enrollments in service courses such as Healthy U,</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Therapeutic Nutrition, Nutrition, Drugs and Health, Human Sexuality and Teaching School Health courses, which enroll program majors but are also requirements for general education and/or students in other majors. There are at least 100 students in these courses, which causes the average class sizes to be larger than that of the comparable program. Absent these two factors, the site visit team concluded that the programs are comparable in SFR and, most importantly, that the SFR in the public health program supports student success. Students who met with site visitors noted that faculty members are available and that their class sizes within the BSPH program are small.

**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 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**

In early-2016, the program relocated to a spacious new academic building that brings together all health professions departments. This new space accommodates all program faculty and student researchers; most program courses are taught in fully-equipped classrooms in the new building. The program also houses staff for a community-based participatory research project led by a faculty member that provides internship and other practical learning opportunities for students in the program.

The self-study presents a budget for the program's non-personnel costs, including program administration, student research stipends and faculty travel; the budgets for these purposes have increased over the last five academic years. In academic year 2011-2012 the program received a total of \$15,560; in academic year 2015-2016 the program received \$18,298. The program receives its budget from the office of the provost/senior vice president for academic affairs and has no other sources of revenue. Budgets for personnel are managed in the office of the provost.

**Observations on the Site Visit**

Faculty members who met with the site visit team expressed a desire to generate more resources that would allow for additional students to travel and present at professional conferences.

**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 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

<p>The program appoints a faculty member to serve as a liaison with the university library to help the library build its collection of public health–related journal articles. Student advising is a shared responsibility between program faculty and professional advisors in a university advising center and the college.</p> <p>The program provides opportunities for senior students to serve as peer tutors under faculty supervision. The university’s career development center provides career counseling services and maintains a public health-specific website. Program faculty also advise students about their career goals.</p> <p>The university has other centers and offices that provide technology support, tutoring in writing skills and support for veterans and students with disabilities.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Observations on Site

<p>The program has access to the full array of academic support services needed to achieve its mission and expected student outcomes. Faculty members who met with the site visit team spoke appreciatively of the support provided by the library liaison for locating curriculum resources and scholarly publications. Students who met with the site visit team spoke positively about advising and career counseling provided by program faculty. Students stated that advisors create an individualized curriculum plan to accommodate with student’s personal lives. Students also noted that the internship coordinator integrates resume writing and lectures about</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

preparedness into the internship course and also invites alumni to speak to students and give career advice.

**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.

### **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

All of the full-time faculty have doctoral level training in areas such as health education, community health, socio-medical sciences and educational leadership; most of the faculty have the MCHES, CHES, Certified Sexuality Educator (CSE) or CPH certification. All of the adjunct faculty have earned at least a master's degree (MS, MPH or EdM), and several adjunct faculty have earned a doctoral degree (PhD, DrPH and DHSc). Many adjunct faculty hold significant leadership positions in professional public health practice. All adjunct faculty are assessed regularly through a peer-review process to ensure teaching ability and mastery of content. The combination of graduate-level training and current practice experience ensures a qualified adjunct faculty composition.

Observations on Site

The BSPH program meets the requirements of regional accreditors for faculty needed to teach baccalaureate degree students. All of the faculty, full-time and adjunct, who met with the site visit team, discussed continuing education and professional development opportunities offered and supported by the university, to maintain teaching quality as well as to maintain certifications.

**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 3.2:** 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

**Team Comments:**

Observations from the Self-Study

The leader of the program is a full-time tenured associate professor. He has earned a BA in Biological Science and English literature from the State University of New York – Potsdam, an EdD and a MS in Health Education from Columbia University Teachers College and a MPA in Public Health Administration from Marist College. He has significant practice-based experience as a health educator in Malawi during service in the Peace Corps, as a nutrition monitoring specialist for the United Nations' World Food Program and working on international public health education projects in Mexico City and Thailand. He has over a decade in public health planning, implementation and administration of wellness programs. Finally, he maintains an active research portfolio with several community-based participatory research projects on the prevention of substance abuse.

Observations on Site

On site, faculty and students noted the designated leader as an expert in his research area and a regular resource for questions on public health practice. Through participation in professional associations and academic conferences and presentations, it is clear that he also maintains currency in the field.

**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 3.3:** 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 with the program as faculty members, guest lecturers and site supervisors for the program's required internship; many of these practitioners have advanced degrees in public health and related fields.

The self-study identifies 33 practitioners and their contributions to the program. Practitioners come from diverse backgrounds such as nursing, nutrition, public administration, epidemiology and farming and work in local health departments, community and academic hospital systems, foundations, mental health and other human services agencies and private practice. Many of these practitioners are program alumni.

**Observations on Site**

The program sustains strong ties with its alumni, many of whom serve as preceptors for successive cohorts of students; one alumna, the local county health officer, has served as a preceptor and adjunct faculty member for many years since graduating from the program in the 1980s. Adjunct faculty have representation on the department's Faculty Council and volunteer to participate in course revisions and new course development.

**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 3.4:** 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

Full-time and adjunct faculty members are active in their disciplines as peer reviewers and journal editors, presenters and planners for professional meetings; officers of professional associations such as New Jersey SOPHE and the New Jersey Public Health Association; and attendees at workshops and conferences to earn continuing education credits for their professional licenses and certifications. The program supports adjunct faculty by identifying available resources for no-cost and low-cost professional development. Faculty may apply to the Faculty Research & Travel Incentive Program in the office of the provost for additional support for research and related travel.

Observations on Site

Junior faculty are granted a reduced teaching load during their first two years to encourage them to develop their research agendas. The program also encourages them to take advantage of resources in the university's Center for Teaching Excellence to improve their pedagogic skills. Tenured faculty undergo a development assessment every five years in which they document how they are remaining current in their discipline.

**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**

Click here to enter text.

**Observations on Site**

Click here to enter text.

**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

<p>The program offers two tracks in the BSPH program, the general and the health education track. Students in both programs are required to complete a minimum of 120 credits; 40 credits are considered general education courses, 53 credits are major and co-requisite courses, six are foreign language courses and 21 credits are electives. Students in both tracks are introduced to the four domains through the university core curriculum (UCC), which allows students to choose a variety of courses and gain experience in different disciplines.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Students are introduced to the foundations of scientific knowledge via one science course, BIO 1140 Applied Anatomy and Physiology. Program students are also required to take either PBHL 1100 (Healthy U) or PBHL 1300 (Healthy Living after 30) to gain exposure to the concepts of health and disease.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Students are introduced to the foundations of social and behavioral science by choosing two of the following courses offered in different departments: Anthropology (1300, 2520); Economics (2010, 2020); Geography (1500, 2300); Languages and Cultures (1120); Political Science (1100, 1200); Psychology (1100); Sociology (1010, 1020, 2310); Women's and Gender Studies (1800).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Students are introduced to concepts of basic statistics by completing MATH 1300 Elementary Statistics.

Students are introduced to the humanities/arts in by completing an art or communication course through the art, music or communication department; students are also required to complete one writing course (ENG 1100 College Writing), one course in literature (ENG 1500 Experiences in Literature), one course in philosophy and one history course.

**Observations on Site**

Click here to enter text.

**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 curriculum provides instruction in the domains required by the criterion.
---------------------------------------------------------------------------------------

All students are required to complete 24 credit hours in core classes for the BSPH degree. These include courses include Introduction to Public Health, Health Care in the United States, Health Research Methods I and II, Environmental Health, Human Disease, Epidemiology, and Disparities (being added in Fall 2016).
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The BSPH offers concentrations in general health and health education. The general track requires 10 credits of course work including Public Health Practice, Introduction to the
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Internship in Public Health and a 6 credit internship experience; students must also complete 15 credits of major electives, chosen from a specific list. The Health Education track requires 22 credits and includes Health Education, Theory and Practice; Methods in Health Education; Program Planning; Introduction to Internship in Public Health Education; and a 12 credit internship in Public Health Education; they must also complete three credits of major electives.

The majority of the required domains are covered in the core curriculum with reinforcement and application in the concentration courses and the internship.

#### Observations on Site

During on-site discussions, faculty and students indicated that the Introduction to Internship and the internship itself are seminal in the student's knowledge and professional development. Alumni and preceptors also noted the strength of the program's instruction in the following skills, particularly from the Research Methods courses: basic community assessment techniques, how to write measurable goals and objectives, logic models, strategic planning and use of SPSS.

The faculty were clearly engaged in the mapping of the courses with the learning objectives and the various domains. One example of the self-reflection of the faculty in relation to the curriculum was the addition of the disparities course as a core course starting in Fall 2016. The need for this training was reflected among faculty, current students and alumni.

Students who met with the site visit team stated that they value the fact that the curriculum allows them to gain experience in different areas of public health because it helps them to determine in which area they would like to practice after graduation.

#### **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 BSPH curriculum provides multiple opportunities for students to demonstrate the ability to communicate in both written and oral forms to a range of audiences and provides opportunities for students to identify, evaluate and synthesize health information. Students in both tracks are required to take writing-intensive courses including PBHL 3040 Health Research Methods I. Additionally, students must take two technology intensive courses including PBHL 3042 Health Research Methods II, as well as one additional track specific required course. Students in the general track take PBHL 4301 Public Health Practice and health education students take PBHL 3610 Methods in Public Health Education.

**Observations on Site**

The students and alumni talked at length about their positive experiences with the analytic courses, specifically the research methods courses. While they admit that the courses were challenging to complete, they unanimously said that they felt the acquired skills made the difference in terms of securing employment or further education. The students are able to use SPSS to organize and analyze data and to clearly write their findings; several students talked about graduating with multiple publications co-authored with professors. Preceptors also noted that the graduates were a notch above other students in terms of professionalism, writing and analytic abilities.

**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
-----

**Team Comments:**

Observations from the Self-Study

<p>The required internship is the culminating experience. Students are expected to demonstrate that they have integrated, synthesized and applied the knowledge acquired through their academic and practical activities. Students may undertake their internships only after having completed major coursework with satisfactory grades.</p> <p>Student interns work under the supervision of an internship site supervisor for the number of hours required by their degree concentration (240 hours for the general track; 480 hours for the health education track). Immediately prior to starting their internships, students must take a one-credit graded introduction to internship course in which they create a resume and professional portfolio, learn interviewing skills and discuss professional conduct in the workplace. Students match with an internship site under the guidance of a full-time professional staff member who serves as the internship site coordinator.</p> <p>The required internship is a graded course in which students complete a capstone project, which requires students to demonstrate the ability to identify a public health issue, conduct a community needs assessment and summarize the results of their assessments. Students present their capstone project results in a poster session held concurrently with the program's annual awards ceremony and alumni recognition event.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Observations on Site

<p>Students in the health education track are required to take additional internship hours to ensure eligibility for CHES certification. Students in the general track are required to take two additional courses in sub-fields of interest so that they can get more exposure before they go into the</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

field. Several students stated that the 480 hour internship for health education track students is a challenging requirement for students working full-time and raising families.

**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 4.5:** 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 program exposes students to the concepts and experiences necessary for success in the workplace, further education and life-long learning through classroom assignments and field experiences. For example, the elective course PBHL 3150 (Food and Community) provides a systems perspective on the global food system and examines how the complexity of the food system contributes to public health and environmental problems like antimicrobial resistance and climate change. This exposes students to the concepts of advocacy for the protection and promotion of the public's health at all levels of society and systems thinking.

The concepts of networking, independent work and a personal work ethic, organizational dynamics and professionalism are all reinforced in the PBHL 4962 Introduction to Internship course and through practical experience gained through the required internship.

**Observations on Site**

Students and alumni reported that they have many opportunities to participate in faculty-led research and civic engagement projects, like the department-housed partnership for substance abuse prevention, in addition to their coursework and internships.

**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 program has defined a mission statement that guides program activities. The mission is “to prepare students with knowledge of public health practice, principles and methods, and the skills necessary to utilize these to improve the health of the public.” The program’s mission statement is congruent with that of its parent department (“to provide a foundation of core health knowledge enhanced by interdisciplinary study to promote health at all levels for all people”) and college (“to reach out to the community and provide services that fulfill the needs of the general population”). The university identifies the core values of academic excellence, creating knowledge, student success, diversity and citizenship, which also provide direction to the program.

**Observations on Site**

Click here to enter text.

**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 has defined 17 student learning outcomes that are aligned with the program's mission statement and align with domains identified in the accreditation criteria. The program drew on a number of public resources, including the MPH-level competencies defined by the Association of Schools and Programs in Public Health, in defining learning outcomes. Seven of the 17 learning outcomes are specific to the health education track and are also aligned with the National Commission for Health Education Credentialing areas of responsibility. The student learning outcomes contain an assessment of knowledge, skills and attitudes.

Observations on Site

Site visitors confirmed that the student learning outcomes are used to guide the curriculum and are used as a part of the university's regional accreditation by the Middle States Association of Colleges and Schools.

**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

A review of syllabi in the electronic resource file for core and concentration-specific courses for the BSPH curriculum confirmed that they contain learning objectives addressing the required domains. All public health course outlines were revised and approved by the university in the fall 2015 semester. The new course outlines will be implemented in fall 2016.

Observations on Site

Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that courses address the domains identified in Criterion 4. Faculty reported using a course outline to develop new courses or revise existing ones. The template requires them to address all components required by the program and university, including identifying specific learning objectives for the course that are mapped to the public health domains required by Criterion 4.2.

**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:**

Partially Met
---------------

**Team Comments:**

Observations from the Self-Study

<p>The program documents assessment opportunities (ie, specific assignments or requirements within the coursework and internship) for each learning outcome and provides evidence of implementation of these assessments, noting performance data and whether or not program-defined targets have been met. For example, the self-study documents that the program uses the PBHL 3020 course final exam questions to assess the following learning outcome: Explain the organizational structure, financing, and delivery of personal health care and public health services impact population health. The program notes that 69% of students demonstrated attainment in the last academic year.</p> <p>The self-study provides an additional list of assessment opportunities, including surveys, focus groups and interviews. Health Education students complete the Self-Assessment for Health Education Specialists: Perceived Competence instrument during their junior and senior years. Students assess their perceptions of content that they have mastered and content they have difficulty mastering. This data are reviewed by SBP health education faculty and used to guide faculty in designing or modifying course content.</p> <p>Both students and site supervisors complete the internship site visit rubric to assess students' performance and the suitability of the work being accomplished at the internship site. Students answer questions such as "What courses are/were relevant to your internship experience and why?" and "What topics do you think are needed for internship preparation that you did not have?" Site supervisors are asked to assess the SBP through questions such as "What skills</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

sets or content areas would you like to see more of in a student intern?” and “Do you have any suggested improvements to the overall internship program?” Data collected from the site visit is used by program faculty to improve the curricula and overall SBP experience.

Internship site supervisors also complete the Site Supervisor Assessment of NCHEC Areas of Responsibility. This survey assesses the strengths and weaknesses of the health education track, by asking site supervisors to rank student’s level of preparation in each of the NCHEC Areas of Responsibility, the instrument asks programmatic assessment questions such as “Based on your observations this semester, what are the strengths/weaknesses of our professional preparation program in Health Education?” and “Any suggestions for improvement?”

After completing the internship, students complete a site evaluation form in which they assess satisfaction with the internship site, and answer questions such as “How did you site support you in your learning?” and “What were some of the challenges to learning that you faced while at your site?” Data from this survey, allow faculty to assess student learning and the student’s ability to think critically about what they have learned and how it is applied in a public health setting.

The Department Recruitment and Alumni Relations Committee sends out an annual alumni survey to all SBP graduates to collect information about job and graduate school placement.

#### Observations on Site

The program has developed a five year assessment plan that focuses on programmatic and student assessment. At the beginning of the accreditation process, administrators used the CEPH domains and ASPPH undergraduate outcomes to realign the student learning outcomes to include more outcomes for the general track and develop a more strategic process for assessing learning outcomes for both tracks.

Faculty who met with site visitors acknowledged limitations in relying on grades as the sole metric for assessing some learning outcomes, and noted that the program is in the process of developing a more integrative processes for assessing students beyond specific course assignments. The program plans to use the annual alumni survey to assess the overall

program, the curricula, faculty, and effectiveness in preparing individual to pursue a career in public health or graduate education.

**Commentary:**

*(if applicable)*

Click here to enter text.

**Compliance Concern:**

*(if Partially Met or Not Met)*

The majority of the assessment opportunities for student outcomes are dependent upon a single point in time assessment and are not triangulated. For example, student outcomes two and three are assessed only through mid-term or final exam questions. This may not be effective in assessing student outcomes, since one exam may not adequately measure each student's level of mastery of the overall course content. Similarly for outcome five, while it may be appropriate to include the CITI training as part of the assessment opportunity, the online training does not provide an opportunity to analyze ethical concerns specific to public health; the focus is more on research training in a broader sense.

The second concern relates to the lack of employer and alumni feedback about program effectiveness and graduates' preparedness for the workforce. Currently the program does not solicit feedback from employers, and although the program assesses alumni job placement, alumni's perception of preparedness for the workforce and the success of the program are not assessed. The program plans to add additional questions to the annual alumni survey to assess the overall program, the curricula, faculty, and effectiveness in preparing individual to pursue a career in public health or graduate education. The program may also consider hosting focus groups with employers to gain feedback about graduates' preparedness.

**Institution Comments:**

**Response to Compliance Concern:**

The program appreciates the comments from the site visitors regarding our programmatic assessment plan and has already begun to address the concerns as described in this document. While the program does a significant amount of assessment at present, the faculty council at our May 2016 annual faculty retreat discussed at length the comments from the site visitors and has already begun to address these areas. The Alumni Survey has been revised



to include additional items as recommended – this revised instrument was used in June 2016 with the graduating class from 2015. Further, faculty will be presenting ideas for additional opportunities for program assessment through coursework at our September faculty meeting in order to address the issue of triangulated assessment data. Finally, we are developing additional opportunities to gather employer feedback beyond what is already being done.

**Council Comments:**

In response to the site visit report, the president of the university and the program have acknowledged the need to improve the assessment of the academic program, as cited in the site visit report, and noted that plans to strengthen student assessment opportunities and implement a revised alumni survey are underway.

**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 program has a system in place for tracking the time to graduation for the students in the program using a cohort model in which students officially enter the program in the fall of the third year. The majority of the students complete the degree in five years. The designated leader oversees implementation of the alumni survey 11 months after graduation to determine alumni employment status (or status as students enrolled in further education).

**Observations on Site**

The site visit team confirmed that these data are collected as described in the self-study. Data in both areas were available to the team.

**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 BSPH program uses personal contact information and both Facebook and LinkedIn sites to maintain contact with graduates to collect qualitative information on post-graduation activities, including employment and further education. The program also maintains an alumni profile page to allow current students to access information on destination of previous graduates.

Observations on Site

In addition to the Facebook and LinkedIn sites, the alumni and current students talked about the fieldwork exit interview as means to share information regarding plans post-graduation.

**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 self-study provided documentation regarding graduation rates and the post-graduation plans. The two-year graduation rate for the last three cohorts of public health majors ranged between 72% and 90%, which is compliant with this criterion. The employment rates ranged between 90% and 100%. There were a total of 26 students in the 2014 cohort; 76% of students were employed, 14% were continuing education and 5% were actively seeking employment. Five students were unknown. The response rates for the past three cohorts ranged between 74% and 81%.

Observations on Site

Both faculty and alumni note very positive connections between students and staff, which seems to be a driving factor for the high response rates among the students on the alumni survey. Preceptors noted how prepared students were, which could be a leading factor for high rates of employment and/or success in graduate school. The positive relationship with alumni seems to help with providing ongoing networks for hiring graduates, as the program leader and internship coordinator noted the distribution of graduates across the state of New Jersey and into New York.

**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 5.8:** 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 Assessment Committee meets at least once each semester to review the program's assessment plan and assessment data and to determine the assessment plan for the following semester. At the beginning of April each year, the Assessment Committee begins the assessment and evaluation process by requesting assessment data from program faculty related to student learning outcomes mapped to the coursework. The committee also collects data from the internship coordinator (preceptor and student evaluation forms), and the results for the CHES exam. After the committee collects and reviews all data, the committee then drafts the department's assessment report. The committee finalizes the report and discusses the information with the Faculty Council, the college dean and all program faculty at the May faculty retreat. During the retreat, faculty members discuss any improvements or changes that need to be made.

Observations on Site

During a meeting with full-time faculty, the designated leader explained that that though the Assessment Committee is a departmental committee, it includes all BSPH full-time faculty members. Therefore, the assessment process is collaborative and inclusive of all full-time program faculty. During this same meeting, the internship coordinator explained the processes in place for soliciting feedback from students and preceptors at the end of each internship and how the information is incorporated into the assessment plan.

**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 using assessment results on an ongoing basis to make curricular and programmatic changes in an effort to improve student learning outcomes. Examples of the changes that have been made include the following:

1. Making the PBHL 2950 Health Disparities course one of the required major courses rather than an elective, after receiving student input and reviewing student assessment data. Faculty decided that requiring this course would allow students to gain more exposure to the determinants of health, one of the domains required by Criterion 4.
2. Modifying several courses so that they could be considered writing intensive (PBHL 3040, PBHL 3170, and PBHL 4950) and technology intensive (PBHL 3042, PBHL 3610, and PBHL 4301) to satisfy university graduation requirements. As a result, each of these courses satisfies two program requirements for students enrolled in the program.
3. After reviewing course assessment data for PBHL 3750 Human Disease, faculty noticed that students had difficulty grasping the content. Faculty members conducted individual interviews and focus groups with students to get their feedback about making the content more clear. The updated course was first offered in spring 2015, and student assessment data indicated that the changes were successful as the program-level learning outcome had reached the highest measure of success for this course in many years.

Observations on Site

Alumni and students who met with the site visit team stated that faculty members, including the designated leader, constantly solicited feedback about ways to improve courses and different aspects of the curriculum. Students provided examples of the changes that were made which included faculty members providing enhanced study guides and the internship coordinator taking the time to tailor the internship process to the needs of each individual student.

**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 5.10:** 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

As noted in the self-study, the program mission statement and student learning outcomes are reviewed at least once annually at the annual faculty retreat held in May. This is done in conjunction with the annual review of program and course assessment data.

Observations on Site

Faculty members told the site visit team that the mission is reviewed consistently to ensure that the courses, student learning outcomes and objectives are aligned with the mission. The designated leader noted that the program recently developed a five-year assessment plan in which all faculty members were involved.

**Commentary:**

*(if applicable)*

Factual Correction:

**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 program adheres to the university's grievance policies and procedures, which also include procedures for investigating complaints about grades or student academic performance. Students are encouraged to first raise any grievance with the designated leader. If the student decides to pursue the grievance beyond the department level, the student is required to put the grievance in writing. The Faculty Council then reviews and discusses the grievance and makes a recommendation to the dean. Students have access to these policies via the university website and student catalog.

Formal complaints are defined as student grievances that are not resolved by the course faculty or department chair. The program has not had a formal grievance in any of the past three years.

Observations on Site

Click here to enter text.

**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

<p>Students with fewer than 30 academic credits are assigned to a professional advisor. Professional advisors work with the department chair to assure that students enroll in the pre-requisite courses and understand the program internship requirements. Once students declare the major and complete 30 academic credits, they are assigned a faculty advisor, a full-time faculty member, after meeting with the designated leader. The designated leader reviews program requirements with the student and ensures that the student has selected the correct major and program track. The designated leader advises transitional students (those who are interested in the public health major but have not yet declared) and transfer students from community colleges.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>New advisors are trained by the designated leader by observing him during an advising session, and are then observed by the designated leader in an advising session. Students must meet with their advisors each semester in order to register for courses. Faculty advisors input notes summarizing the advising session of each student in an Advisement Notes software program that is accessible to the student.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The program administers a survey to assess student satisfaction with advising. The survey is administered in three courses to students who have declared the public health major and have been assigned to a faculty advisor. Feedback from the students indicated that they wanted more career counseling and more information about which courses to take.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Observations on Site

<p>Alumni and students spoke highly of the guidance they received from faculty members and the internship coordinator. Alumni reported that their professors reinforced key student learning objectives in a succession of core and elective courses and believed that they were well-</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



prepared for the job search, and they praised the career counseling they received in the introduction to internship.

**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

<p>All undergraduate students at the university are required to complete three courses related to diversity and justice, civic engagement and global awareness as a part of their core curriculum. One course must focus on domestic diversity and another course on global diversity. The program has identified six required courses and seven major electives in its curriculum that address diversity goals. For example, all students are required to complete BPHL 2950 Disparities in Health.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The program has a diverse student body that is reflective of the different populations within the state of New Jersey. Two-thirds of students graduating from the program in 2015 were non-white; almost one-fifth of graduates were Hispanic. Because of the large number of Hispanic students, the university has been designated a Hispanic Serving Institution by the US</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Department of Education. The program has a faculty that is diverse in gender, age and race/ethnicity.

**Observations on Site**

The program demonstrates a commitment to diversity and cultural competence in student learning through its curriculum, faculty, staff, students, community engagement and research. Institutional leadership and university officials described the process of recruiting diverse faculty and staff. Faculty who are a part of the program's faculty search committee receive special training in minority outreach, and the search process is guided by the university's Office of Employment Equity and Diversity.

**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.

## **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**

Click here to enter text.

**Observations on Site**

Click here to enter text.

**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 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**

Click here to enter text.

**Observations on Site**

Click here to enter text.

**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 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**

Click here to enter text.

**Observations on Site**

Click here to enter text.

**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 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**

Click here to enter text.

**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.

## AGENDA

### **Council on Education for Public Health William Paterson University Site Visit March 31- April 1, 2016**

#### **Day 1: Thursday, March 31, 2016**

- 8:30 am Site Visit Team Request for Additional Documents
- 8:45 am Team Resource File Review
- 9:15 am Break
- 9:30 am **Meet with Program Leader and Faculty/Staff with significant roles**  
Dr. Corey Basch, Associate Professor of Public Health  
Dr. Michele Grodner, Professor of Public Health  
Sylvia Jackman, Public Health Internship Site Coordinator  
Dr. Alex Kecojevic, Assistant Professor of Public Health  
Dr. William Kernan, Associate Professor and Chairperson of Public Health  
Dr. Jean Levitan, Professor of Public Health  
Dr. Marianne Sullivan, Assistant Professor of Public Health  
Dr. Naa-Solo Tettey, Assistant Professor of Public Health
- 10:45 am Break
- 11:00 am **Meet with Program Leader and Faculty Related to Curriculum and Degree Programs**  
Dr. Michele Grodner, Professor of Public Health  
Sylvia Jackman, Public Health Internship Site Coordinator  
Dr. Alex Kecojevic, Assistant Professor of Public Health  
Dr. William Kernan, Associate Professor and Chairperson of Public Health  
Dr. Jean Levitan, Professor of Public Health  
Dr. Marianne Sullivan, Assistant Professor of Public Health  
Dr. Naa-Solo Tettey, Assistant Professor of Public Health
- 12:15 pm Break
- 12:30 pm **Lunch with Students**  
Aurea Deleon, Public Health Education Major  
Paul Feldner, Public Health General Major  
Jessica Freer, Public Health General Major  
Amanda Garcia, Public Health General Major  
Junibel Garcia, Public Health Education Major  
Michelle Guzman, Public Health General Major  
Janielle Hall, Public Health Education Major  
Roshanna Jacobs, Public Health General Major  
Ryan Jones, Public Health General Major

Amairany Martinez, Public Health General Major  
Anthony Menafro, Public Health General Major  
Yesenia Montalavo, Public Health General Major  
Alexandra Ovits, Public Health General Major  
Raphael Pareja, Public Health Education Major  
Carlo Ponsica, Public Health Education Major  
Marcus Robe, Public Health General Major  
Jillian Travilla, Public Health Education Major  
Daniel Vazquez, Public Health General Major

1:30 pm Break

1:45 pm **Meet with Faculty and Staff with Significant Responsibilities**

Dr. Corey Basch, Associate Professor of Public Health  
Dr. Michele Grodner, Professor of Public Health  
Sylvia Jackman, Public Health Internship Site Coordinator  
Dr. Alex Kecojevic, Assistant Professor of Public Health  
Dr. William Kernan, Associate Professor and Chairperson of Public Health  
Dr. Jean Levitan, Professor of Public Health  
Dr. Marianne Sullivan, Assistant Professor of Public Health  
Dr. Naa-Solo Tettey, Assistant Professor of Public Health

2:45 pm Break

3:00 pm Resource File Review and Executive Session

3:45 pm Break

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

Dennise Alfaro, BS (Class of 2015)  
Vanessa Apaza, BS, CHES (Class of 2013)  
Kenneth Bates, BS (Class of 2014)  
Ariana Cohen, BS (Class of 2015)  
Dr. Charlene Gungil, DHSc, MPH, MA (Class of 1988)  
Christina Jordan, BS, CCRP (Class of 2013)  
Marlene Kalayilparampil, MHA, BS (Class of 2013)  
Chiara Marababol, BS, CHES (Class of 2011)  
Natalie Martinez, BS, CHES (Class of 2011)  
Rachel Reeves, BS (Class of 2015)  
Courtney Scheibner, BS (Class of 2014)  
Sherrine Schuldt, BS, CHES, CPS (Class of 2001)  
Michael Spillane, BS (Class of 2015)

5:00 pm Adjourn

**Day 2: Friday, April 1, 2016**

- 8:30 am      **Meet with Institutional Academic Leadership/University Officials**  
Dr. Warren Sandmann, PhD, Provost and Senior Vice President for Academic Affairs  
Dr. Jonathan Lincoln, PhD, Associate Provost for Curriculum and International Education  
Dr. Kenneth Wolf, PhD, Dean of the College of Science and Health  
Dr. Glen Sherman, PhD, Associate Vice President and Dean of Student Development  
Dr. Kendall Martin, PhD, Professor of Biology and Co-Chair Middle States Accreditation Review – Assessment  
Carmen Ortiz, MEd, Director of the Equal Opportunity (EOF) Program  
Victoria Wagner, MLS, MA, Access Services Librarian
- 9:15 am      Break
- 9:30 am      Executive Session and Report Preparation
- 11:30 am     Working Lunch, Executive Session and Report Preparation
- 12:30 am     Exit Interview