

SABPAC Program Renewal

Department of Health and Community Services

California State University, Chico

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RESPONSE TO PAST RECOMMENDATIONS:

This report begins with a response to the recommendations made by the SABPAC site visit team in 2004.

Institutional Recommendations: In the 2004 report the committee identified the dropping state support for the California State University system as a challenge to viability of the Health Education program. Comparing our current financial situation with 2004 we were “flush” in 2004 and we could never have anticipated the losses we have experienced and the losses that loom in the coming years.

Department controlled computer lab: At the time of the last report having a computer lab was essential. Now the campus has full Wi-Fi and students have many different types of technology to do their work electronically.

Teaching our required computer applications class in a lab was essential. Now we teach it online. We still have access to two computer labs each with 25 computers and a technology professional but these labs are used sparsely. A lab is longer a need.

The electronic journal was a wonderful vehicle for sharing professional findings but it has been moved to another campus. Decision-makers above the level of the department did not see the value of putting more resources toward its maintenance.

In preparation for the last WASC review of the campus, assessment has been incorporated into all the academic programs. As noted in the review health education was a leader in this assessment drive and continues to be a leader. We have been recognized and held as a gold standard for others.

Departmental Recommendations: The transition from a chair of 27 years to the current chair, who is finishing her fourth year, was smooth. The new chair was elected a year prior to serving and she attended all executive council meetings and was mentored in the administrative requirements. A new dean and a new provost came along at the same time changing the way things were done so all the chairs and departments were learning together.

Funding Streams: During the time we have had a solid partnership with the Sierra Cascade Nutrition and Activity Consortium which has funded our service learning program and provided assigned time for 4-5 faculty each semester. We have not sought other outside funding because we have exhausted the available supply of adjunct faculty and our student enrollment has grown to where we need each faculty member in the classroom.

Monitoring Progress on Outcome Objectives: Each semester we participate in the campus Student Learning Objectives Assessment Project where we choose several classes and evaluate the learning outcomes posted for those classes through the written work, rubrics and faculty feedback on success rates. Full program review takes three semesters. In addition our graduating students complete an exit survey. That information is reviewed and discussed by the faculty each year with viable suggestions incorporated into the curriculum. We continue to do our alumni survey every five years. This coming year we will be using Survey Monkey rather than a written mailed form.

Student Evaluation of Courses: We moved from spring only evaluations to faculty choosing two courses per semester to be evaluated. There is still a fifty percent loss rate of evaluation but we better overall coverage and we are meeting requirements of the union. In addition, extra evaluation over the requirement costs money.

Advisory Committee: We have created an advisory committee made up of professionals from the internship sites with which we have the best working relationships. Many of these sites are staffed by our graduates.

Develop Evaluation Rubrics for Competencies: The competencies are embedded in several classes and the instructors of those classes have scoring guidelines indicating success/failure in performing the competencies. It is our practice to allow students to try again (and again if necessary) to show competency.

Internship Recommendations: The roles of the preceptor and the interns as well as the minimum criteria for a preceptor are found in Appendix 1. We continually broaden the scope of our internship opportunities through new agencies coming to our area or the expansion of current agencies into health education work. Since our last review we have added 27 internships. These new internship sites include hospitals outside our immediate area, environmental health agencies, new grant-funded programs for breast and cervical cancer, and many programs for the homeless. At the end of each semester we hold a department GALA intended to celebrate all of the department's accomplishments with special emphasis on our graduating interns. This event has been highly successful. Preceptors are invited. Interns present their professional portfolios and make a statement to the crowd when they receive recognition of their accomplishments.

Faculty Recommendations: *Junior faculty* are supported with a three course load and are encouraged to apply for Strategic Funding offered through the college. Junior faculty are not given committee assignments beyond being members of the department committees in their first two years.

The *diversity* in our department is higher than that of many other departments. We have a high school youth development program for Hmong youth that is a feeder into the university. Our courses include diversity content regardless of their central content and our classes are an accessible, safe place. Word has gotten around and the diversity of our majors and general education students has increased.

Travel funds have been brutally cut and travel is now only approved if the faculty is presenting at the conference. Even then approved funds rarely go above \$300.00 which isn't enough to cover most types of travel.

Other recommendations: We continually increase opportunities for multi-cultural and cross-cultural exposure. All of our service learning projects all involve low income, ethnically diverse populations.

Graduate Studies: All of our graduate programs on campus are now under scrutiny for deletion. Two programs were just cut two weeks ago. We are interested in being an outstanding undergraduate program. We have no plans to add graduate studies.

CRITERION 1.0 Program History, MISSION

1.1 Historical statement of how the current health program evolved.

The Health Science program was initiated on our campus in 1971 and was housed in the School of Professional Studies and administered by the Provost, not in an academic college. From its initiation until 1977, the BS Health Science had two options, Community Health and School Health. In 1977, the Health Science Program was moved to the newly developed School of Health and Human Services. The degree offered was changed to the BA Community Services with five options, two of which were Community Health Education and School Health Education.

In 1980, the School of Health and Human Services was disbanded and the Community Services Program moved again, this time to the School of Behavioral and Social Sciences. In 1983, the Community Services Program became the Department of Health and Community Services. In 1989, the type of degree was changed back from the BA Community Services to the BS Health Science. Currently, the Department of Health and Community Services offers the BS Health Science with four options: Health Education, Health Services Administration, Environmental Health and Gerontology. Despite the many changes in name, location, and undergraduate degree program, health education is and has been the largest option in department.

1.2 The current purpose (mission), goal and objectives of the health education program: To provide our students with a multi-disciplinary, competency and service based curriculum to work effectively in diverse communities, healthcare financing and delivery systems, and health organizations to meet emerging national and global health needs.

CRITERION 2.0: PROGRAM OUCOMES AND EDUCATIONAL OBJECTIVES

2.1 Intended Outcomes of the health education program

Students graduating with a BS in Health Science, option in Health Education will be:

1. Trained in accordance with national standards for health education.
2. Fluent in current and innovative uses of technology in the field of health education.
3. Able to effectively work in diverse cultural settings.
4. Well-versed in the essential underlying knowledge of the biological sciences, social and behavioral sciences, epidemiological methods and medical terminology.
5. Able to apply theory to professional practice.
6. Able to Implement well assessed and planned health education programming.
7. Able to Evaluate programming.
8. Able to write and speak professionally.
9. Able to Conduct themselves in an ethical manner.
10. Able understand that being a professional requires life-long learning.

2.2 Specific Goals and Objectives of the Health Education Program:

1. Obtain health-related data about social and cultural environments, growth and development factors, needs and interests.
2. Distinguish between behaviors that foster and those that hinder well-being.
3. Infer needs for health education on the basis of obtained data.
4. Recruit community organization, resource people and potential participants for support and assistance in program planning.
5. Develop a logical scope and sequence plan for a health education program.

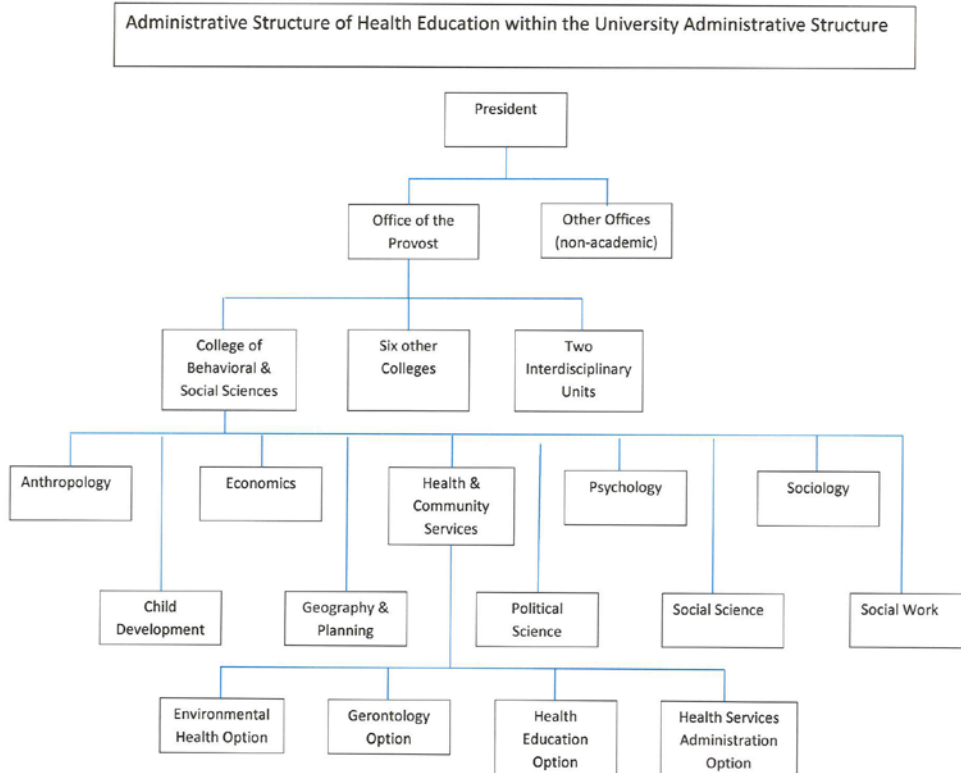
6. Formulate appropriate and measurable program objectives.
7. Design educational programs consistent with specified program objectives.
8. Exhibit competence in carrying out planned program.
9. Infer enabling objectives as needed to implement instructional programs in specified settings.
10. Select methods and media best suited to implement program plans for specific learners.
11. Monitor educational programs, adjusting objectives and activities as necessary.
12. Develop plans to assess achievement of program objectives.
13. Carry out evaluation plans.
14. Interpret results of program evaluation and infer implications from findings for future program planning.
15. Develop a plan for coordinating health education services.
16. Facilitate cooperation between and among levels of program personnel.
17. Formulate practical modes of collaboration among health agencies and organizations.
18. Organize in-service training for teachers, volunteers and other interested personnel.
19. Utilize computerized health information retrieval system effectively.
20. Establish effective consultative relationships with those requesting assistance in solving health-related problems.
21. Interpret and respond to requests for health information.
22. Select effective educational resource materials for dissemination.
23. Interpret concepts, purposes and theories of health education.
24. Predict the impact of societal value systems on health education programs.
25. Select a variety of communication methods and techniques in providing health information.
26. Foster communication between health care providers and consumers.

CRITERION 3.0: PROGRAM ORGANIZATION AND FACULTY

3.1 University Affiliation and Accreditation: California State University System and Western Association of Schools and Colleges

3.2 Official Name of the department: Health and Community Services Department. The name is a result of a variety of combinations of programs throughout the years. In the past 20+ years we have developed a comprehensive service learning and civic engagement program. Having both health and community service in our name emphasizes the nature and mission of our program.

3.3 Location and administrative structure:



Within the university there are 7 colleges. Health and Community Services resides within the College of Behavioral and Social Sciences. Within this college there are 10 departments and programs. Health and Community Services is the third largest department in terms of majors and FTES enrollment targets.

In the department there are seven full-time health education faculty, one health services administration faculty, and 13 adjunct faculty. Location in the College of Behavioral and Social Sciences is viewed as an ideal location for us. We self-identify as social and behavioral scientists and find that we have natural and strong synergies with the other departments in the college.

3.4 The program administrator is the department chair. This person is responsible for all four options within the department. Faculty representing any of the options may hold this position. Currently and for the past 30+ years the department chair has been a health educator. The role of the department chair has the following responsibilities:

- Provide department leadership in program and curriculum development and quality, effective teaching, budget, advising, staff relations, professional activity, research, student achievement, university outreach and service, and harmonious working relations.
- Oversee the planning of course schedules.
- Make independent evaluations and recommendations on matters of faculty retention, tenure, promotion and hiring, staff performance and reclassification, requests for leaves of absence and faculty appointments.

- Call and chair faculty meetings, disseminate information transmitted to the department; monitor and maintain records; represent the department at college, university and community levels.
- Prepare and administer the department's budget.
- Supervise clerical staff assigned to the department.
- Coordinate and guide planning in academic programs, personnel, facilities and equipment.
- Serve as the first point of discussion for issues arising within the department having to do with complaints or grievances.

In addition the department has an associate chair who takes over the above activities if the department chair is unable.

3.5 The administrative and organizational functions, responsibilities and activities of the program faculty. All full-time faculty members teach a four course per semester schedule (80% of assignment) and are assigned a one course equivalent (20%) for service. There is an expectation that faculty members pursue research agendas and professional growth opportunities but no time is built into the normal schedule for these activities. In past years there were resources available for assigned time away from teaching for research. That has not been the case for four years. The only option for release time for research is if a faculty member gets a grant and is able to use some of those funds to buy-out their teaching time.

All faculty members are required to hold office hours an aggregate time of five hours per week.

The coordinator of the health education is also the academic advisor for that option and this position receives one course assigned time per semester. Currently there are too many students for one faculty member to advise so permission is being sought to add another advisor.

All department faculty members serve on all of the major committees which are: curriculum, recruitment, and assessment. Tenured faculty all serve on the department personnel committee with one tenured full professor assigned to the college personnel committee. Department meetings are scheduled for the first Wednesday of the month with additional meetings scheduled as necessary.

3.6 The faculty fully participates in the determination of program policies and procedures. At the beginning of each school year the policies and procedures are revisited and agreed upon or changed by a majority vote. At any time a faculty member can submit a suggested policy or procedure for discussion.

The department chair creates the class schedule after individual consultation with each faculty member. Every effort is made to create a schedule that meets the needs of both the students and the faculty.

Research pursuits are decided by each faculty member. Service opportunities within the department are assigned or expected of all members. Service opportunities at the college, university and community levels are chosen by the faculty. In the early stages of one's career the department chair may suggest service activities to faculty members so that they meet the expected service requirements for tenure and promotion. Every faculty member is expected to participate to some degree in department, college, university, and community service.

3.8 Describe how decisions are made for the health education program by:

A. Academic Affairs (curriculum, admissions, library facilities): *Curriculum:* Any health education faculty may bring curriculum additions or changes to the department curriculum committee. The curriculum committee votes on it. If it is approved, it moves to the college curriculum committee. If the change is minor, it goes directly to Vice Provost. If it is a major change, it goes through the Academic Senate, and may need CSU Chancellor's Office approval

Admissions: The Admissions Office is responsible for student recruitment and processing student requests for admission. The process of accepting applications is not related to the intended major of the applicant. All California State Universities have eligibility standards in the form of an eligibility index table, using high school GPA, ACT score and SAT-1 scores. The requirements for non-residents are higher for those who are residents

Library: The department receives a yearly allocation for books and journals based upon FTE. Faculty within the department may request journals and books on a first-come, first-served basis. Since the majority of faculty members in the department teach within health education, the majority of books and journals reflect that bias. Because of the state budget crisis, the number of journals is being culled at the university level: none are retained or ordered if they can be freely acquired on-line. Further, a count is kept of journal usage and made available to the department. Once a year, faculty members within the department scrutinize the list of journals paid with the department allocation and cancel the subscriptions of those with low usage and high yearly rates.

B. *Students Affairs* (counseling, advisement, student health services, student government)

The Psychological Counseling Center offers free counseling services to regularly enrolled students. The center serves students in need of the following: resolving personal problems or conflicts, seeking clarification and support in making important life decisions, experiencing an emotional crisis due to a traumatic incident or series of incidents, and help in developing personal survival skills necessary to achieve personal goals. The counseling center was an independent program until 2011 when it merged with the Student Health Service.

Academic Advising: The university houses the Academic Advising Office located within the Student Services complex. The mission of Academic Advising Programs at California State University, Chico is to provide both an integrated program of effective academic advising programs as well as resources and planning tools for students. Their main goal is to advise undeclared students, helping them to meet their general education requirements. The office also refers undeclared students to the departments in which the students show an interest. The advising office also serves to answer questions of faculty advisors.

Periodically, the department chair meets with the advisors to discuss the program and its recent changes. .

The Health Education Option Coordinator advises all health education students. Students may make an appointment. All majors receive a letter each semester with a copy of the course schedule, department events and other important information.

Student Health Services: The Student Health Service is an outpatient primary care clinic, staffed by six physicians, eight nurse practitioners, one physician assistant and three registered nurses, which provides medical care to students enrolled in the University. Services available include the treatment of acute conditions, injuries, illnesses, and a family planning program. An in-house licensed pharmacy, federally

certified high complexity laboratory, and x-ray department compliment the services available to students. All students pay a nominal fee each semester to have access the campus health center.

Student Health Services: Majors in the Department of Health and Community Services serve on the Student Health Services Advisory Council and serve as peer educators in the Center. For the last ten years, the department has provided the Health Center with one to four health education student interns who then supervise two or three peer educators (also health education students). Each year, an intern implements a health fair on campus to highlight campus and community health resources for students. One of our faculty serves as the faculty advisor for the Student Health Services Advisory Council and has plans to expand the health education services to the campus community through student internships and volunteer opportunities.

Student Government: Associated Students provides the club structure on campus and monitors the policies and practices of student clubs as well as acts as the “bank” for club funds. Currently the Health and Community Services Department has three recognized student organizations. The organization specifically for students in the health education option is the Health Professional Association. A full-time faculty member in the department serves as the faculty advisor and the students participate in range of community service and social activities.

3.9 Plans that have been projected for changes and developments in the organization and administration of the health education program include the addition of one or hopefully two academic advisors for health education majors.

3.10 Plans for continuous study and evaluation of the organization and administration of the health education include the annual start-of-the-year evaluation of “where we are” as a department and the creation of our annual goals. All organizational and administrative matters that need attention are brought up at that time and scheduled into the year. As with all issues related to the department, faculty can suggest discussion on any organizational or administrative issue at any time.

3.11 Supporting Personnel: The department has two support staff, an administrative support coordinator at full-time status and an administrative support assistant at half-time status. A student assistant works eleven hours per week.

CRITERION 4.0: PHYSICAL FACILITIES:

4.1 Program Space Utilization:

The main office and all but one faculty office is located on the sixth floor in Butte Hall, a seven-story structure housing the majority of departments within the College of Behavioral and Social Sciences. All full time tenured and probationary faculty members have individual offices with private phones. All of the faculty have wrap around desks with ergonomic computer stations, including a computer with Internet access and a printer. All computers are less than four years old. Three part-time faculty members have their own office and the rest share an office, phone, and computer. No more than two individuals share office space.

The department office houses the full-time administrative support coordinator and the half-time administrative support assistant. The complex also includes the office of the department chair and a workroom for department files, advisee files, forms, etc. That room also contains the faculty mailboxes, a Xerox/fax machine, office supplies, and the DVD collection. Although some departments have a conference/library room as part of the complex, our department relies on the conference room in the Dean's Office for department meetings. The Department Office is centrally located in the building, just off the elevator. The faculty offices, two main classrooms and the department office are all located in the same building making it convenient for the students.

The department is assigned four classrooms, two of which the department has full scheduling control: a 44-seat classroom and a 24-seat Health Education Resource Room, both on the second floor of Butte Hall. Two other large classrooms (60 seats and 75 seats) are assigned on Tuesdays

and Thursdays to the department. All four classrooms are “smart classrooms” with instructional technology, including Internet connection. When scheduling classes the administrative support coordinators from each department in the college meet and divide up the majority of the classrooms. Any classes still “homeless” after this meeting are scheduled by the campus facilities office. The department has a wide range of class sizes and space needs. This process allows us to find a good home for class even though that home may be in any building on campus. Butte Hall does not have the range of spaces we desire so this process allows us to use resources to which we would normally not have access.

The department does not have a conference room. Our 24 seat resource room is used for department meetings and as storage for our instructional and professional supplies.

The College of Behavioral and Social Sciences maintains two student computer labs on the second floor of Butte Hall. We share those two labs with other departments in the college. Previously our HCSV 260, Computer Applications in Health Education class was assigned computer lab space but this class has been transferred to online status and no longer needs the lab. When the course was taught in the lab we had no trouble getting access. Without the class meeting in the lab more time is freed for open lab hours. There is a Coordinator of Computing Services and an assistant available for these labs during all the normal working hours. With the installation of Wi-Fi throughout the campus and computer ownership by students the labs are often sparsely occupied.

Storage is an issue for the department. The department office includes a workroom that is used to store office supplies and some equipment. The Health Education Resource Room is over-utilized for storage of materials used by students in service learning projects. A small office on

the sixth floor of Butte Hall was assigned to the department as storage. This office is packed tightly and the spill-over has found its way to individual faculty offices. Unlike other departments in our college we have a lot of equipment that is used in our service learning programs as well as large amounts of materials that comes in and has to be stored for weeks or months before it is distributed. We often feel like an episode of hoarders and would benefit from more space. All changes in space allocations are the responsibility of the Dean's Office. Space of any kind is at a premium and currently there is no movement to change space allocations.

4.2 Computing Facilities:

As stated above the department shares two computer labs. Each lab has 25 computing stations. The Coordinator of Computing Services maintains the computers, orders and installs software, assists students having computer problems, and provides technical repair (or calls in others to repair computers). The computers hold the programs students need to use in their classes and the computer coordinator frequently checks on what software is needed for each department.

There are additional computer labs in every classroom building on campus as well as the library. The entire campus has Wi-Fi.

4.3 Equipment:

All of the classrooms used by the health education classes are Smart. They have computers, Elmos, projectors, screens, and speakers. The condition of the equipment is good and the equipment is maintained without a break in service. The department has the equipment it needs

and when a need arises the department uses its OE funds to purchase replacement equipment. Currently no instructional areas are limited as a result of needed equipment.

4.4 Library Facilities:

Instruction, information, and research assistance are central to the mission of the Meriam Library at California State University, Chico. Library faculty members are available at the reference desk during most hours the library is open and librarians with subject expertise are available by appointment. Specialized assistance in areas such as Special Collections and Government Documents is available in those collections. Each service desk has staff with training and knowledge to help the new student or the experienced researcher make efficient use of the library's collections and services. Programs and classes to enable students and faculty to make more effective use of the library and its collections are offered throughout the year. A search for "health education" in the library catalog resulted in 2586 hits.

The gateway to the library's collections is the ReSEARCH Station. The web site through which the ReSEARCH Station can be launched is www.csuchico.edu/library. The ReSEARCH Station provides access to many collections of resources from a single website. The ReSEARCH Station features links to the library catalog, journal and magazine resources (including thousands of titles with full text available online), subject indexes to books and articles, a virtual reference collection, a collection of full-text newspapers, and government information. The ReSEARCH Station also connects students to the vast resources of the Internet. The ReSEARCH Station provides anytime/anyplace access to information. Its resources are available to every student with access to a networked computer.

The library collections of the twenty-two campuses of the California State University (CSU) system are available to those needing information resources not available at Chico. Through the Interlibrary Loan service, patrons can obtain materials from CSU and University of California libraries.

The library contains all types of materials and resources needed by health educators including hard copies of books and journals, microfiche journals, extensive on-line resources, excellent interlibrary loan accessibility, and non-print media. Other services provided by the library have been described above.

Below are the library expenditures for the last three years. It should be noted that these numbers in the last report were \$18,877, \$21,758, and \$18,880. This is just one more indication of the changes in resources on our campus in the past few years.

Total Expenditures 2009-2010: \$2,456

Total Expenditures 2010-2011: \$2,455

Total Expenditures 2010-2012: \$2,249

Health and Community Services is given a budget each fiscal year with which to purchase books and materials in other formats. Orders are submitted by department faculty to the HCSV Liaison who forwards them to the subject librarian for HCSV. The librarian reviews them for duplication or questions before sending the orders to the Acquisition Department for ordering.

The library also participates in the Yankee Approval Plan. Books that match the CSUC profile for Health and Community Services are shipped to the library for review by faculty/librarian before being added to the collection or sent back. The Reference Department also has its own budget with which to purchase current reference books in all areas.

The library collection, periodicals and books, reflect and support the educational goals of the Health Education Program. Periodicals useful to the health education program supported by department library funds include the following:

- American Journal of Epidemiology
- American Journal of Health Behavior
- American Journal of Health Education
- American Journal of Health Promotion
- Canadian Journal of Public Health
- Emergency Medical Services
- Epidemiological Reviews
- Health Care Management Review
- Health Education & Behavior
- Inquiry
- International Quarterly of Community Health Education
- JEMS: A Journal of Emergency Medical Services
- Journal of Drug Education
- Journal of Gerontological Nursing
- Journal of Health Care for the Poor and Underserved
- Journal of Prevention and Intervention in the Community
- Journal of Women's Health
- Medical Care
- Prehospital Emergency Care
- Public Citizen News
- Public Health Reviews
- Safety and Health

In addition the Department has its own subscription to:

- Journal of the American Medical Association
- New England Journal of Medicine
- Morbidity and Mortality Weekly Report

Library references are complete and sufficient copies are available when needed.

Other facilities of the Meriam Library include: a 24-hour computer lab with a broad selection of computer software; listening and viewing facilities; collections of music, videotapes, and other non-print and multimedia; and areas designed for individual and group study.

The department has its own media library, so faculty members seldom use the Meriam Library for non-print resources.

The library uses an electronic gateway to information resources called the Library ReSEARCH Station. Through the ReSEARCH Station users can access the Library Catalog, periodical indexes and databases, electronic reference sources and books, government documents, and the Internet. The library subscribes to over 50 electronic databases covering a variety of subject areas. Databases of interest to Health and Community Services include: Academic Search, BasicsBIOSIS, CINAHL, PsychInfo, P.A.I.S., ScienceDirect. and Wiley Interscience. Other subject databases are available to students, faculty, and staff within the library and labs on campus, and also from remote locations using EZProxy authentication software. If the book or article a student or faculty member needs is not available in the library, the ReSEARCH Station can be used to access Interlibrary Loan where the book or copy of the article can be ordered from another library, generally free of charge.

The library is a spacious modern building covering four floors and easily accessible for all including the handicapped. There is adequate seating for the clientele who frequent the

library, good lighting with lots of outdoor light. Plans are underway to create a collaborative online work environment for students and faculty. The library facilities include easy access to all students with excellent accommodations for the handicapped including special services for the visually and auditory impaired.

The HCSV program does not maintain a library separate from the main library.

CRITERION 5.0: QUALIFICATIONS AND NUMBER OF FACULTY

5.1 Administrative and organizational functions of program faculty: The administrative and organizational functions, responsibilities and activities of the program faculty. All full-time faculty members teach a four course per semester schedule (80% of assignment) and are assigned a one course equivalent (20%) for service. There is an expectation that faculty members pursue research agendas and professional growth opportunities but no time is built into the normal schedule for these activities. In past years there were resources available for assigned time away from teaching for research. That has not been the case for four years. The only option for release time for research is if a faculty member gets a grant and is able to use some of those funds to buy-out their teaching time.

All faculty members are required to hold office hours an aggregate time of five hours per week.

The coordinator of the health education is also the academic advisor for that option and this position receives one course assigned time per semester. Currently there are too many students for one faculty member to advise so permission is being sought to add another advisor.

All department faculty members serve on all of the major committees which are: curriculum, recruitment, and assessment. Tenured faculty all serve on the department personnel committee with one tenured full professor assigned to the college personnel committee. Department meetings are scheduled for the first Wednesday of the month with additional meetings scheduled as necessary.

5.2 Procedures for making assignments: The faculty fully participates in the determination of program policies and procedures. At the beginning of each school year the policies and procedures are revisited

and agreed upon or changed by a majority vote. At any time a faculty member can submit a suggested policy or procedure for discussion.

The department chair creates the class schedule after individual consultation with each faculty member. Every effort is made to create a schedule that meets the needs of both the students and the faculty.

Research pursuits are decided by each faculty member. Service opportunities within the department are assigned or expected of all members. Service opportunities at the college, university and community levels are chosen by the faculty. In the early stages of one's career the department chair may suggest service activities to faculty members so that they meet the expected service requirements for tenure and promotion. Every faculty member is expected to participate to some degree in department, college, university, and community service.

5.3 Faculty Snapshot: Please see Appendix B, Form A

5.4 Faculty Vita: Please see Appendix C, Form B

5.5 Faculty Workload: Please see Appendix D, Form C

5.6 Faculty Turnover: Please see Appendix E, Form D

5.7 Part-time, adjunct and shared faculty: Please see Appendix F, Form E

5.8 Policies and Procedures for granting retention, promotion and tenure: Every department develops its own Personnel Guidelines which details the requirements for retention, tenure and promotion. Our department had its latest revised guidelines adopted in December 2010. We have been complimented on the specificity of our document. Faculty members know exactly what is required of them in terms of teaching, professional growth and development and service.

5.9 Benefits of retention, promotion, tenure: CSU, Chico are similar to other universities across the nation with regards to the benefits of tenure and promotion. Promotion enables the individual to enjoy a higher salary and greater job security with additional service responsibilities than those who are not promoted. Tenure enables an individual to have more job security than one who has none.

5.10 Effect of retention, promotion, and tenure on salary increments: There is a pay increase when individuals move from one rank to another and smaller pay increments while a faculty member rises within the rank.

5.11 Meritorious Performance: Each year several university-level awards are given: Outstanding Professor, Outstanding Professional Achievement (several individuals), Outstanding Advisor, and Outstanding Teacher. At this time, the university does not offer pay increases for meritorious performance of individual faculty.

CRITERION 6.0 INTERRELATIONSHIPS

6.1 Provisions to develop and maintain communication between faculty and all levels of the university: Through campus e-mail all faculty receive daily “Campus Announcements”. Anyone on campus can contribute to these announcements and they are used regularly by campus administration to share policies, events and issues. At the university level, the Deans of all the colleges meet every week. The issues from these meetings are shared by the college dean with the chairs in every other week meetings. The department chair shares this information with the faculty through weekly “HCSV news” e-mails and at monthly department meetings. Department faculty who are serving as representatives to college and university level committees share their news through e-mail as at faculty meetings. We have a representative to the Academic Senate and rely on that faculty member to relay the important decisions from that body. Special meetings of the department faculty can be called on any Wednesday meeting if a special need to communicate in person occurs.

6.2 Provisions to coordinate with other departments: CSU, Chico has just completed a complete revamping of the general education program. We now have “pathways” for students to choose as they make their way through general education. All of our faculty members were involved in the process of creating the new pathways. One of our faculty members is the coordinator of a pathway specific to us *Health and Wellness* and was instrumental in bringing together all the departments on campus that wanted to participate. Three other faculty were highly engaged in the negotiation of classes of two other pathways: *International Studies* and *Gender and Sexuality Studies*. In every case there was a year and half of intensive interaction with departments that held common instructional streams.

Introduction to University Life is a three unit course for incoming freshman. Typically there are 17-20 sections of the course every fall. Our department has been active in providing sexuality education to all the students taking this course and coordinating large service learning projects that helps the homeless and hungry. This interaction is an excellent “feeder” experience for our major as well as an excellent way to incorporate health education content and values into the general freshman population.

For the past eight years our department has partnered with the Sierra Cascade Nutrition and Activity Consortium along with the departments of nutrition, agriculture, sociology, nursing, recreation, and kinesiology to provide health education services to low income, ethnically diverse families within our service region. This experience has allowed us to coordinate and serve with these various departments and has lead to a sharing of classes.

This school year the campus underwent a reorganization activity with synergies at the core. This activity showed our department to be highly intertwined with a wide variety of departments and programs, and making a valuable contribution to the course requirements of many departments.

6.3 Outside Faculty Competencies: We have excellent coordination with faculty from nutrition, kinesiology, sociology, agriculture, engineering, biology, child development, and psychology. These people are helpful in supplying necessary content expertise, facilities (kitchens, large gym space), and placement for students seeking a position with a research group.

6.4 Community Practitioners Competencies: We rely on practitioners from the agencies listed below to provide regular guest speaker instructor in our classes. They are knowledge about the health education

programming being done in our community as well as the challenges and barriers health educators face. They give our students a dose of reality and a boost of excitement. Northern Valley Indian Services; Migrant Education; Teen Pregnancy and Parenting Program of Northern Valley Catholic Social Services; Local Homeless Services --Jesus Center, 6th Street Homeless Teen Center, Sabbath House, Esplanade House, Oroville Rescue Mission; American Lung Association; American Cancer Society, American Red Cross, Boys and Girls Club of Chico; Chico Downtown Business Association; Chico Unified School District; Stonewall Alliance of Chico; Positively Speaking; Safe Place-Rape Crisis Center; Women's Health Specialists; Planned Parenthood, Butte County Public Health; Enloe Hospital; Peg Taylor Adult Care Center.

6.5 Joint Collaborative Efforts: Each year our department provides "student power" to many agencies trying to educate and fundraise about health-related topics. We support the Alzheimer's Association Memory Walk by fund raising and pushing the wheelchairs of those afflicted with Alzheimer's Disease. We provide muscle for many community environmental clean ups such as Scour and Devour, Clean Our Creeks and Diversion Excursion. Our classes work as a group to implement can food, socks, rain gear and hygiene supplies to the homeless, and baby clothes and equipment to pregnant teens. We plan and implement large scale fitness, environmental health and youth development programming for grades K-12.

6.6 Working Relationships with agencies that provide field experiences: Our internship program has been around since the 70's and the health agencies in our community are well aware and supportive of our internship program. The internship sites we used this spring include: internship sites include: Butte Environmental Council; Catalayst Domestic Violence Shelter; Enloe Medical Center: Cardiac Rehabilitation; Stabel Eye Clinic; Butte County Department of Behavioral Health; Enloe Children's Center; Prestige Assisted Living; Boys and Girls Club of North Valley; CSU, Chico Student Health

Center; People to People Project; Rape Crisis of Butte County; St. Elizabeth Hospital; Alzheimer's Association; California Health Collaborative; WindChime of Chico Assisted Living; Handi-Riders; Passages; Northern Valley Indian Health Center, Gridley Migrant Labor Camp; City of Hope; Enloe Diabetes Outpatient Care Center; Butte Home Health; Feather River Hospital; Planned Parenthood; In-Motion Fitness; Chico Healthy Lunch; Sutter Hospice; Valley Oak Children's Services; Parent Infant Autism Services; Chico City Fire Department; American Cancer Society; American Heart Association; American Red Cross; Healthy Mothers; Better Babies; California Health Collaborative; Sierra Cascade Nutrition and Activity Consortium; American Lung Association; Let's Move; First Steps Family Resource Center; BloodSource; and Leaders for a Lifetime. Each semester we have a different mix of internships depending on the areas of student interest.

6.7 Collaborative Teaching, Research, Service between faculty and Students: Each spring the college holds a student research symposium that is run like a professional conference. Students work with a faculty mentor during the year, either pursuing their own line of research with faculty guidance or taking on a piece of a faculty member's project. In the spring the student proposes to present and is selected for either a poster, oral or video presentation. This event has been a win-win for both faculty and students. Each year at least half of the faculty sponsor students and in most cases, multiple students.

CRITERION 7.0: FINANCING

7.1 Narrative of Program Budget: The Dean of Behavioral and Social Sciences maintains the budget for faculty, chair and staff. The amounts allocated this past year are:

Tenured and Probationary Faculty \$601,816

Chair and Staff \$111,781

The Dean of Behavioral and Social Sciences allocates the operating expenses, part-time faculty, and temporary help to each department, loosely based upon FTE and number of faculty. For this academic year, the budget in dollar amounts the department controls are:

Part-time faculty \$241,348

Operating Expenses \$13,311

Temporary Help \$2,242

7.2 Sources of Special Funds within the past two years: From 2004 through 2011 the department maintained a partnership with the Sierra Cascade Nutrition and Activity Consortium which is administered by the Network for a Healthy California with funding coming from the U.S. Department of Agriculture. This partnership provided funding, \$40, 906.74 for student assistants and materials to perform nutrition and fitness education as well as obesity prevention services to low income ethnically diverse families within our service region. The partnership also provided course buy-outs for 4-5 classes per semester. The time and funding was applied to our service learning projects.

The Dean of the Behavioral and Social Sciences provides a competitive strategic funding opportunity. Faculty can apply for up to \$5,000 in funding for projects related to the college's strategic goals. In the past year our faculty have received funding for the projects listed below:

Social Marketing to Help the Homeless	\$1,731
REAL Girls Intervention Pilot Project	\$500.00
The Role of Social Marketing in the Lives of Pregnant and Parenting Teens	\$1,560.00
Fostering an Understanding of Gay Youth through Photo Elicitation	\$2,947.70
Hmoob dab Neeg: Sharing Culture through Educational Theater	\$1,160.00

Through the Provost's office each permanent faculty member is given \$600.00 of Professional Development Funds. These dollars can be used toward travel to professional conferences, memberships, or equipment related to one's teaching assignment or research projects.

7.3 Budget at the program level: The Vice Provost for Planning and Resource Allocation determines the amount of funding for each of the colleges. The Dean of the College of Behavioral and Social Sciences then allocates funding for faculty and operating expenses to each department loosely by FTE. At this time, the majority of the department resources go towards health education faculty salaries. The department chair has control of the operating budget, except for salary and pay increases. Full-time faculty and staff salaries are paid at the Dean's level. The department has discretionary use of the funds for part-time faculty and operating expenses.

7.4 Responsibility for purchasing, inventory, supplies and equipment: The administrative support assistant has primary responsibility for day-to-day purchases, such as printing and supplies. Larger purchases (computers, furnishings, films, selected professional journals) are under the direction of the department chair. Regarding new computers, when money becomes available, full-time faculty with the oldest computer is offered a new one.

7.5 Policies and Procedures to follow in requesting funds: The department chair works with individual faculty regarding funding requests. At times, the department chair directs a faculty member to apply for funds at the university and/or college level. The Dean often partially funds the project and the department provides another portion to allow the project to be implemented. The department has a policy of not funding travel requests or projects unless other avenues within the university have been explored. The department has no written policies on program fund requests. Very little discretionary money is available for faculty professional development activities at the department level.

CRITERION 8.0 EDUCATIONAL PROGRAM

8.1 Documentation of consistency between program objectives and current program: Our program has a good balance of content and professional process courses. We offer our students a skill-based, theory-backed, content-rich curriculum. With the budget situation we have had to delete several courses that were excellent but in light of priorities were at the bottom of our needs. We deleted *Child Health* and *Consumer Health*. Both of these courses were electives for our majors and met the old general education requirements. They were not proposed for the new general education requirements and because of budget restrictions we are not able to offer any electives.

A. Anticipated changes in courses in next five years: In spring 2012 we deleted our school health option leading to the California Single Subject Credential in Health Science thus ending our offering of the course School Health Programs. This was a difficult emotional decision but one based on economics. We have had an average of 0-2 students interested in a teaching credential each year. The *School Health Programs* course was only required for these students and we could not offer it with such small interest.

Our Health Education Techniques course will need many more sections than we are currently offering. The increase in majors is the main factor but this course has also been chosen as a requirement for the nutrition major. Because the course does extensive health education outreach in the community it is capped at 25. We need four sections per semester instead of the 1-2 we have been offering. This course is critical in the introduction and practice of program planning skills.

B. The changes in courses are consistent with our stated needs. We need to streamline our offerings to save money for the most important classes our majors need.

8.2 The official procedure for initiating changes in the curriculum: The faculty of the Department of Health and Community Services has primary responsibility for the health education curriculum. The Department's Curriculum Committee, consisting of all tenured and tenure-track faculty members, reviews the curriculum annually in anticipation of changes for the new yearly cycle of the University Catalog. We no longer have a printed catalog. All catalog materials are online allowing for a faster changes to the curriculum and a more frequent demand to evaluate course requirements.

The Curriculum Committee is responsible for the curriculum in all options: Gerontology, Health Services Administration, Health Education, Environmental Health, and general education and teaching credential courses. The health education faculty members take the lead in identifying needs and developing curriculum for the HLED program.

Major changes in curriculum are also reviewed at the College of Behavioral and Social Sciences level. Significant catalog changes must receive final approval by the Academic Senate.

Any faculty member in the department may introduce curriculum ideas to the Department Curriculum Committee. If the committee sees that the proposal supports the mission of the department and it does not adversely affect the budget, the proposal is brought to a vote. If approved, the proposal is sent to the College Curriculum Committee. Depending on the extent of curriculum revision, the proposal goes to the Vice Provost to be placed in the new catalog, or goes to the Academic Senate and/or the CSU Chancellor's Office for approval. In most cases, changes to courses and curricula are advertised through email to the full campus with two weeks for discussion before approval.

- A. Factors that encourage change include student comments, student responses on the graduation exit survey, trends in the profession, new technology, internship supervisors, course and program evaluations, colleagues at other universities, the university's strategic plan, and economic climate.

Just as in any change, the change agent must be able to defend the change with rational discussion. Without a proper defense, ability to communicate, and a unified faculty, change will not happen. At our university, the committees beyond the department are very supportive of a department's ability to modify its curriculum to better meet the needs of the student and the evolving workplace. The college committee also serves as a gate-keeper to ensure that the department does not move into other departments' territories.

- B. Barriers to change largely fall within the category of budget constraints. The department's faculty is open and accepting of change. We have a long history of encouraging individuals to try new ideas.

8.3 Students do not have any leeway in planning their own program. Currently, our health education option is 63 semester units. In order to prepare students to be effective in the competency areas in health education, our students have only one opportunity to choose from a list of elective courses within the major.

The department has developed a two and four year plan for the health education students. Because many of our required health education courses build upon each other, it is important that students plan ahead in order to graduate within a reasonable amount of time.

8.4 Opportunities to pursue special interests: Perhaps the best opportunity for students to explore special interest areas is through their general education requirements. Our new general education program begins in fall 2012. Students will be able to choose one of ten “pathways” to complete their lower division requirements and an extra nine units of upper division work. Six of the “pathways” address content that relates strongly with health education and could fulfill special interests for students (Health and Wellness, Diversity Studies, Food Studies, Gender and Sexuality, International Studies, and Sustainability Studies).

Special interests can also be pursued through the Honors in the Major Program. Students take six units—three units of research methods and three units of independent study with a faculty mentor to pursue a research project of their devising. The research is then presented formally at the College of behavioral and Social Sciences Student Research Symposium.

Students who find a community placement where they would like to perform volunteer work can register for one to six field experience units.

8.5 Redirecting the program once it has been started: Students coming into health education come from a variety of other majors. Probably the most common major of those students who transfer into the health education option is Pre-Nursing. In this case, some of the courses required in the nursing program are accepted in the health education program (most commonly, physiology, microbiology, statistics, and nutrition). Obviously, if a student comes from an unrelated discipline, credits will be lost. Substitutions are accepted, but with caution. Because the program is competency based and courses build on one another, it is important that students not miss important content and process.

Students within our department who were in another option, health administration in particular, can easily transfer as many of the courses they completed were part of the common core required for the BS Health Science.

8.6 Curriculum adaptations for students with special needs: The department works actively with the Accessibility Resource Center and is fully in line with adapting academic materials and environments for students with disabilities. We also are willing to adapt the curriculum for some adult learners who have heavy family commitments, work commitments, or those who are in the distance learning program.

8.7 Independent Study Program: We offer students the opportunity to take one to six units of a lower division and upper division field experience course. These units can be used to work at an agency or pursue an independent interest area. A contract for these units is drawn up between the student and the faculty member who agrees to be the student's mentor. The student is evaluated according to contract goals.

8.8 Requests for program additions: Requests for program additions are accepted from any interested individual invested in the health education program and thoughtfully evaluated for two reasons. First, the number of health education faculty is limited so we do not have much opportunity to develop and implement courses that are not required. Second, students must get certain courses in order to meet the competencies in order to be an effective professional. Since we have a high-unit major for this campus, we are hesitant to expand it. Third, for every new course, we must delete an old one to maintain the 63-unit major. Because all baccalaureate degree programs are now 120 (the BS Health Science used to be 128) we are under pressure from outside the department to graduate our students with 120.

CRITERION 9.0 ADMISSION AND RETENTION REQUIREMENTS

9.1 Number of Health Education enrolled by class standing.

Form F

Health Education Majors in the Last Five Years

Year	Freshmen	Sophomores	Juniors	Seniors	Total
2011	13	23	39	70	145
2010	13	16	44	53	126
2009	8	11	42	46	107
2008	5	16	29	46	96
2007	14	13	29	38	94
Total	53	79	183	253	568

9.2 Process used to recruit students: Currently we are still accepting students but we have hit a ceiling in the number of students we can serve. Any of our four programs alone would have enrollment room but together we are at the breaking point (300+ majors) in our ability to serve the students. Budget talks with the Dean of the College of Behavioral and Social Sciences this spring included the word *impaction* for our department. This is an action we do not want to take. Recruitment has not been priority for several years. That said, the university has a strong recruitment program for the campus as a whole in which we participate. Every fall there is a large event where high school juniors and seniors are invited to visit the campus and learn about our offerings. Every spring another large event is held for those high school seniors who have been accepted into Chico State. This day is more devoted to teaching families about options for majors. Also in the spring the department gets a list of students admitted into the health science major. The students in our major make calls to the students, encouraging them to come to our campus.

Students usually join our department after their freshman year. Our *Personal Health* and *Human Sexuality* classes are feeders for our program as are the faculty presenting and participating in the *Freshman Experience Program*. We have a large number of pre-nursing students who transfer to health education when they don't get one of the 40 nursing slots per year. Word of mouth from our students to their friends is a powerful recruitment source as is the visibility of our service learning program. We have two display cases in the entry to our building that highlight our department and major and several handouts available in the main office for interested students.

9.3 The health education curriculum is listed prominently in catalog. The first word of the department name is health, so the department and its curricula are easy to find. In the first page of the catalog under our department, health education is described and the competencies and job opportunities in health education are briefly discussed. The catalog also lists the core and specialty curriculum, followed by several pages of course descriptions. Because the department offers four options, health education is not in the department title. Any student interested in the health field can easily find it in the catalog.

9.4 Policies for administration of admission to the program: The university has no quota for any department or college unless the major is impacted. All students who meet the criteria for admission to the university are admitted.

- A. The policy is stated in the CSU System Policies and Regulations and available on the university webpage.
- B. It was determined by the CSU system
- C. Yes, the policy is adequate to fulfill enrollment needs

D. No changes are needed in the policy

E. N/A

F. The policy for changing of a major: The student makes an appointment with an advisor of the new major and completes a change of program form which the advisor signs, and the form is sent to Student Records. In our department, the advisor gives the form to the clerical assistant to make a folder, the form is then sent to the office of Student Records. By doing this, the student is dropped from the former major automatically.

G. Upon entry, each student's transcript is reviewed by an evaluation specialist to see which courses may be transferred and which general education courses have already been fulfilled. The health education coordinator evaluates the courses that received transfer credit for equivalency to those in the health education option.

H. The required grade point average: a student must have a 2.0 average, both cumulative GPA and CSU GPA.

I. Recruitment of underserved students: The campus has vibrant programs --Educational Opportunity Program (EOP); Student Support Services; Talent Search Program; MESA; Migrant Education; and Upward Bound to recruit and retain traditionally underserved students. The department has a youth development program for low income Hmong youth called Leaders for a Lifetime, which provides intensive leadership and development opportunities for ninth through twelfth grade students and continues through the college years for those attending CSU, Chico. The campus president has initiated a Campus Diversity Scorecard Program that outlines recruitment and retention efforts for every segment of the campus.

J. Students for whom English is a second language: All students whose native language is not English must demonstrate proficiency in the English language. Methods that meet the English language proficiency requirement on our campus are:

- TOEFL (Test of English as a Foreign Language) official international score of 500 on the paper- based exam or 173 on the computer- based exam.
- IELTS (International English Language Testing System) band 5 is required. More information regarding IELTS visit this site: <http://www.ielts.org/>. ELS Language Centers successful completion of level 112.
- 3 years of full-time academic study at the secondary and/or post-secondary level located in a country where English is the official language.
- Conditional Admission - see details below.

The university offers conditional admission to students who meet the academic and financial requirements for admission but do not meet the minimum English language proficiency requirement. If prior to the beginning of their first semester of study a conditionally admitted student is unable to show evidence of required English language proficiency they have two options: 1) Enter the American Language and Culture Institute (ALCI) located on campus: <http://rce.csuchico.edu/alci/>; or 2) Enroll at one of the ELS Language Centers: <http://www.els.com/centers>. Whichever choice is made, a letter of conditional admission will be issued by CSU, Chico if all other requirements are met.

K. Earning credits by examination: Students are allowed to earn course credits by examination. The procedure is outlined in the University Catalog. Both the instructor of the course and the

department chair must approve before the examination takes place. Credit by examination is rarely used in health education courses.

L. Are former and current students active in recruitment: Current students often attend the campus Chico Preview Day to work with faculty to talk to incoming students interested in the department. In the CSU System, departments are not involved in selection of new students. Any student who is admitted to the university and wants to major in health education is automatically admitted into the program.

M. Characteristics of students admitted into the program in the last 3 years.

Form G
Snapshot of Students Admitted to Program
over Last Three Years

Year	Student	Description			GPA	Geographic Distribution	Motivation for Entrance	Other
		Male	Female	Age				
AY 2011-12	Not allowed to put individual student names.	67	237	Average age 19 - 25	Average 2.94	85% Service Area 15% other counties in CA	Bachelor of Science degree in health field	
AY 2010-11	Not allowed to put individual student names.	40	210	Average age 19 - 25	Average 2.9	85% Service Area 15% other counties in CA	Bachelor of Science degree in health field	
AY 2009-10	Not allowed to put individual student names.	41	168	Average age 19 - 25	Average 2.89	85% Service Area 15% other counties in CA	Bachelor of Science degree in health field	

Age: Within the past three years, the majority of students (58-68 percent) admitted into the department were 22 years of age and younger; from 5-7 percent of those who were admitted were 40 and older.

Gender: Women compose almost 85 percent of the department majors.

Ethnicity: About 63 percent of our students are White; almost 20 percent are Latino; about four percent are Black, eleven percent are Asian/Pacific Islander, one percent are American Indian and more than 12 percent had unknown ethnicity.

GPA: The average GPA for our majors is 2.9.

Full time/Part time status: Eight percent of our students are enrolled part-time (less than 12 semester units). The average unit load for our students is 14 units/semester.

Geographic origin: Almost half our majors come from our own service area (northeastern California); almost one third come from the San Francisco or Los Angeles areas; only two percent come from out-of-state; one percent is from another country.

Motivation for entrance into the program: Data regarding motivation for entrance is not collected upon admission to the department but the advisor informally questions new students regarding potential career plans. Motivation varies and can be as simple as liking health topics with no career in mind to wanting to start their own grassroots health-related non-profit to wanting to be a nurse and not getting accepted. The advisor experience with working with students is that they often become more specific on the direction of their health education career after exposure to particular faculty, course content, and community experience.

CRITERION 10.0 CURRICULUM

Academic Foundations and Professional Preparation

10.1 FORM H part 1 All required academic courses for B.S. degree; Please see Appendix H

10.2 FORM H part 2 All required professional courses for B.S. degree; Please See Appendix H

Health Topics and Issues

10.3Form I part 1 All academic courses that cover cognate subject matter; Please see Appendix I

10.4 Form I part 2 All courses that address professional issues; Please see Appendix I

Internship/Field Experience

10.5 All Required Courses related to internship: HCSV 490 (unit) Internship Seminar is taken concurrently HCSV 489, Internship Practicum. The internship is intended to be taken the last semester or at the very least the student must have senior standing.

Form H-3 Required Academic and Professional Courses for the Baccalaureate Degree in Health Education

Part III - INTERNSHIP/FIELD EXPERIENCE		
Course #	Course Title	Credit Hours
HCSV 489	Internship	5
HCSV 490	Internship Seminar	1
	Sub Total Hours	6

10.6 Describe field experience required of all students: All students enroll in a 1 unit internship seminar where they learn interviewing skills, resume and cover letter writing, job searching, and problem-solving related to professional situations. Concurrently the students enroll in 5 units of internship practicum which requires 320 hours of work in the health education field.

10.7 Total hours of required field experience is 335.

10.8 Credit Hours Received: 5 units of experience credit; 1 unit of seminar

10.9 Preparation for practicum:

A. Students are required to attend a pre-internship meeting the semester before their internship in which they learn the internship requirements, types of placements, and the mechanism to secure a placement. An internship application packet is distributed to augment information presented at the meeting. The packet includes a handout for potential internship supervisors and the contract that will be signed among all parties concerned. Students are directed to work with faculty member assigned to supervise the internship program to find placements that meet their future career goals. A list of local placements that have been successful is available on the department webpage. Students can propose placements that are not on the list. The faculty supervisor and a representative of the new agency get together to determine the suitability of the site.

B. The Faculty member in charge of the internships is well versed in the local community agencies and has developed relationships with those willing to host an intern.

C. The university is not involved in the choice of internship sites, the academic experience at the site or the supervision of the interns. In some cases, there is a memorandum of agreement between the university and the agency. However, for the vast majority of cases, the contract signed by all parties concerned is sufficient.

D. The internship agency receives an internship packet that outlines the department's expectations of a learning/working environment for the student and discusses the particulars of the experience with the department faculty supervisor.

10.10 Relationship of the field experience to other courses and activities: The internship is considered to be the culminating experience in an undergraduate's course of study. The student is expected to apply the knowledge gained in the previous courses to the realities of professional practice.

The objectives required for the health education internship are as follows:

- (a) Assessing individual and community needs for health education.
- (b) Planning effective health education programs.
- (c) Implementing health education programs.
- (d) Evaluating effectiveness of health education programs.
- (e) Coordinating provision of health education services.
- (f) Acting as a resource person in health education.
- (g) Communicating health and health education needs, concerns and resources.

10.11 Site Selection and Placement: The department regularly utilizes over 60 placements in the community. The placement must be an organization or program within an organization that meets one of the following criteria:

- (a) Primary focus is to provide health education to the general public.
- (b) Primary focus is to provide health education to specific population groups.
- (c) Primary focus is to provide health education to specific individuals.

The student meets with the health education advisor to explore potential internship placements. The student and advisor work to decide on three to four potential placements. Often the advisor has a contact name and phone number for the student to contact for an interview. After the student interviews a

representative from each potential site, a site is chosen. The contract is subsequently signed by the student, faculty coordinator, and agency internship supervisor.

At times, a student is interested in going beyond the local community or desires an internship placement with an agency that has not been used by the department previously. In those cases, the student provides the potential supervisor with the handout from the student's internship application packet. It is important that the student meets the requirements set up by the department.

10.12 Requirements of the students: Students must log a 320 hours in the 16 week semester. It is suggested that students work 20 hours per week. Each week students email a detailed log of their activities and reflections on those activities to the faculty supervisor. In addition the student must create a professional portfolio, a cover letter and resume, and complete a mock interview. The site supervisor evaluates the student at seven weeks and again at the end of the internship.

10.13 Supervision by university supervisor: Students meet five times per semester for three hours each with the university supervisor to discuss successes and problems as well as to learn job skills. The university supervisor makes a minimum of one site visit to each intern, reads and responds to the weekly logs, and is in phone/e-mail contact with the site supervisor.

10.14 Evaluation of the internship: Student must attend and participate in all internship seminar meetings (5), complete weekly logs on time, complete the required total internship hours, complete all assignments satisfactorily, and have a satisfactory mid semester and final evaluation by their agency supervisor.

However, the final evaluation of whether the student gets credit for the internship rests with the faculty internship supervisor. The internship and seminar are graded credit/no credit.

10.15 Internship Packet: Please see Appendix G

10.16 All Courses Offered, Please see Form J in Appendix J

10.17 Health Education Syllabi: Please see tabbed section behind appendices.

10.18 Matrix of Seven Areas of Responsibility: Please see Appendices K and L

A. All of the competencies are being addressed by our curriculum.

B. 48 of the sub-competencies receive major emphasis in the program.

C. 23 of the sub-competencies receive at least minor emphasis in the program.

D. All the competencies are being addressed.

E. All of the sub-competencies are being implemented.

F. The broadest coverage of the competencies is occurring in our professional process courses -HCSV 369, Health Education Techniques; HCSV 471 Health Education Planning: Theory and Practice; HCSV 425, Research Methods; HCSV 463 Epidemiology; HCSV 579, Grant Writing; HCSV 360, Public Health Administration; and HCSV 489/490, Internship. The least coverage is occurring in our content classes such as sexuality, drugs, and diseases.

G. All of the areas of responsibility are receiving attention although the application of administrative functions and establishing consultative relationships is done only in class without real experience.

I. Implication of these data shows that we have given thoughtful consideration to our curriculum and have created a comprehensive, balanced, progressive curriculum.

10.19 To graduate with a B.S. in Health Science 120

CRITERION 11.0: CONTINUING EDUCATION

11.1 The department has no formal continuing education program for the community but most of the faculty are asked by various agencies to provide specialized talks and workshops for their staff and their clients. In the past five years our department has provided continuing education to the community in the areas of: (1) homelessness; (2) at-risk early adolescents; (3) water quality; (4) dioxin contamination; (5) HIV; (6) literacy and health; (7) increasing nutritional status of children; (8) mental health and the elderly; (9) organ donation; (10) gay, lesbian, transgender youth; (11) breast, uterine and cervical cancer; and (12) obesity prevention and fitness.

11.2 Evaluation of the programs above is based on the objectives set by the requesting agency. Since these activities are donations of time by the faculty we do not involve ourselves in their evaluation. That is the responsibility of the agency. Results of the agency's evaluations are shared with the faculty and become the basis for future planning of continuing education.

11.3 No specific changes are planned as a result of continuing education evaluation. All of our offerings are meeting the needs of the related agencies. The biggest barrier to these activities is time. All continuing education is performed as a service to the community. There is no assigned time or pay attached to it. The fact that we have so much continuing education is a testament to the passions and professionalism of our faculty.

CRITERION 12.0: SCHOLARSHIP, RESEARCH, AND GRANTSMANSHIP

12.1 The university Faculty Policies and Procedures Manual requires that probationary and tenured faculty be evaluated regarding their teaching, professional development and achievement, service, and conformance to the master plan and professional ethics.

Time allocated for research: Faculty members at CSU, Chico are required to teach four courses each semester (4 X .20), with .20 dedicated to university and community service. No similar time proportion is allocated for research, even though the probationary and tenured faculty members are expected to have a continuing research program.

Faculty members, however, can buy themselves out of teaching a course or more in several ways. The faculty member may apply for funds from the University Foundation's Summer Scholar Program, the Center for Excellence in Teaching and Learning (CELT), or Strategic Funds available at the college level. In the latter, faculty may apply to have their proposed research partially funded, which may include "buy out" of a course. If funds are available, the department funds the remainder. If a faculty member receives a grant or contract, he or she may be "bought out" of one or more courses by billing a portion of their salary.

Evidence of competency in research: Faculty must show competence in research in order to attain tenure and promotion. Research falls under the category, Professional Development and Achievement. In the department personnel policy and procedures, in order for an individual to be promoted, he or she must be at least "effective" in professional growth and achievement.

Sources of funds for research: Each year, the Provost earmarks a certain amount of discretionary monies to our college dean. She has chosen to use it to fund strategic priorities within the college. Teaching, research and service activities fall under that rubric. Faculty members must write a proposal to apply for the funds. The dean usually awards a partial amount and requests the department to contribute. Each faculty member can propose up to \$5,000. in funding.

The Office of Sponsored Programs holds an Internal Research Grants competition in the spring of each academic year. There are three programs (CSU Research, Faculty Development and Research Foundation Summer Scholars) to which faculty can apply. Grants are available for assigned time, operating expenses, travel funds, student assistance and summer stipends. These grants provide support for research, scholarship and creative activities.

Faculty members are eligible for a sabbatical leave every seven years. The qualified faculty member may have one semester off with full pay or a full year with half-pay. In order to qualify the faculty member must prepare and defend a research proposal. Last year only five sabbaticals were awarded to the entire college. With each budget reduction the number of available sabbaticals has decreased. A faculty member may choose to request a differential leave with pay. In that case, the faculty takes off the full year with a reduced salary (full salary minus lecturer 7 salary).

12.3Activities designed to develop student research skills: Students develop research skills as part of course content in HCSV 425, Research Methods, as part of an honors project, and by working with faculty independently. The students in the department are required to successfully complete HCSV 425, Research Methods in Health with a C- or better. Further, several courses discuss the research of others in

the field. Finally, in several courses, students are required to conduct research: surveys, literature reviews, assessing at secondary sources.

Health education students who are in the top 5 percent of the class (3.5 GPA or better) are invited to enter the Honors in the Major Program. Those students complete a special research project within the research course mentioned above. In the following semester, they refine their project and present their research during the last session of the Internship Seminar and at the College of Behavioral and Social Sciences Student Symposium.

Many faculty members include students in their own research work – helping to collect data, perform interventions, input data, etc.

CRITERION 13.0: SERVICE

13.1 Administrative provisions to participate in service: At CSU, Chico, one-fifth of the tenured and tenure-track full-time time base is dedicated for committee work. In some cases of significant work (e.g., Chair of Academic Senate), the faculty receives “release time” from teaching.

13.2 Services provided by the health education faculty during the past two years:

- Annual Harvest Food Drives for Homeless Shelters in our area
- Health Academy – full day of health education for children in grades K-6
- REAL GIRLS (Reaching Excellence in All of Life) two day intervention program for at-risk girls in grades 6-8.
- Planet Protectors Environmental Health Camp- full day of environmental health activities for children in grades 2-4.
- Breast and Cervical Cancer Conference Hosted with California Health Collaborative
- Speakers for This Way to Sustainability Conference
- Organization of Take Back the Night March for women against violence
- Generations in Motion – balance, strength and independent living program for elders
- Let’s Move Programming – fitness training in line with Mrs. Obama’s youth fitness initiative for children in grades 4-6.
- Leaders for a Lifetime – youth development programming for Hmong high school youth
- Performance Activism – original educational theater productions
- Social Marketing Drives for food, socks, and rain gear for the homeless and clothes, diapers and equipment for teenage mothers
- Organ Donors Drives

13.3 Committees on which health education faculty serve:

Department Curriculum Committee: all full-time faculty
Department Recruitment Committee: all full-time faculty
Department Assessment Committee: all full-time faculty
Department Personnel Committee: Narad, Lamarine, Nevarez
College Personnel: Flannery
University Recognition: Mann
University Pathway Coordinator: Nevarez
Safe Zone Educational Staff: Briggs
Academic Senate: Ellingson
Single and Multiple Subject Coordinators: Mann
Community Action Volunteers in Education Advisory: Portis
College Executive Council: Portis
University Chairs Council: Portis

CRITERION 14.0 STUDENT SERVICES

14.1 Orientation Program: In the summer all new students are invited to an orientation where they are introduced to the university's requirements and assisted in registering for classes. A representative of our department meets with the students who are interested in majoring in health education.

14.2 Written Materials from the university that delineate university requirements are the responsibility of the orientation office. Our department provides students with a set of handouts. Please see Appendix M for copies of these materials

14.3 Current or former students do not help with orientation.

14.4 Description of Counseling and Guidance Program: See section 3.8

14.5 Financial Aid: We have one scholarship of \$500.00 that is given to a student interested in pursuing diabetes education.

14.6 Health Services: See section 3.8

14.7 Social and Academic Activities: We have three student organizations in the department: Health Professionals Association; Association of Chico Healthcare Executives; and Leaders for a Lifetime. Students can be members of any or all of the organizations. The health education majors most often join the Health Professionals Association. This organization does health education community service and participates in social activities. Each semester the clubs plan and implement a formal Gala where graduates, interns and other department successes are honored.

14.8 Annual or periodic alumni activity: Our department Facebook page is a place where we are able to share our accomplishments and hear of the accomplishments of our alumni. This page was started in the fall of 2011 and has been very popular with our alumni.

14.9 Continuing written contact with alumni: We send a survey every five years and call during our fundraising campaign. We had an annual newsletter until 3 years ago when the cost made it impossible.

14.10 Continuing Education available to alumni: We do not provide continuing education.

14.11 Alumni Evaluations of the program: An alumni survey is mailed every five years asking for feedback about the program and their professional experiences. The responses are tallied and presented to the faculty for discussion. Much of the feedback is positive in that our alumni are thankful for the education, skills and experience they received while with us.

CRITERION 15.0: EVALUATION

15.1 *How the total program is evaluated:* Starting in 2007 the university instituted a campus-wide assessment program. Each department and program submitted Student Learning Outcomes (SLOs) and assigned a faculty member to be the assessment coordinator. Our Student Learning Outcomes are also our specific education objectives that are listed in section 2.2. Each year several SLOs are selected and rigorously evaluated by the department faculty with “closing the loop” decisions made for each area of deficiency. Changes are made in the following semester and the results are revisited to see if further intervention is needed.

Two types of student input are used. Each semester, during the internship seminar, each student is required to complete an exit evaluation that asks them specific questions, some of which relate to the curriculum (see Appendix N). Each year, those data are analyzed and presented to the faculty for review and discussion. During the internship seminar, students are also provided the opportunity to further comment on the curriculum.

Every five years, the department sends out an alumni survey to students who graduated within the last five years that includes several curricular questions

15.2 Each year, the data from the student exit evaluations are tallied and presented to the faculty for review and discussion.

15.3 How is instruction evaluated: All tenured and probationary faculty members in the department are involved in a curriculum review process every year. Faculty members receive input from the literature, alumni, internship supervisors, and discussions with colleagues at other universities.

Each semester faculty members choose a minimum of 2 classes to be evaluated by their students. This spring the process moved to an online implementation but until now the evaluations were completed during class time while the instructor was out of the room. The evaluation is a two-part instrument: a short list of objective items (Likert scale) and open-ended questions. The compiled numeric scores for the likert items and all written comments are placed in the faculty member's personnel file. After grades are awarded to the students, the instructor receives the results of both the objective and written evaluations.

A curricula assessment plan for health education was constructed in 1998 to identify gaps and ensure coverage in major courses of the CHES competencies. As a part of this plan, courses are reviewed annually by the health education faculty teaching those courses in order to assess the degree to which the courses meet the competencies.

15.4 Evaluations are reviewed by individual faculty members, the curriculum committee, the department chair, the assessment coordinators, and college assessment program.

15.5 No evaluations have been done on other factors affecting instruction although the faculty are well aware of the literature on the subject and try to follow the best practices if possible.

15.6 Help for instructors to improve instruction: Several institutional supports have been implemented to assist faculty with their teaching. On our campus, the Center for Excellence in Learning and Teaching (CELT) “supports the existing strong commitment of our faculty and staff to meet the academic needs of our students. It serves as the catalyst for strengthening and creating a variety of learning communities. The Center explores, publicizes, and assists in the development of campus-wide programs to enhance student, faculty, and staff learning.” (www.csuchico.edu/celt/). CELT hosts a teaching conference every fall. For two days, faculty members attend workshops by their peers to learn new teaching methods and other teaching related strategies. Further, the campus Technology and Learning Program “provides a collaborative and supportive environment that empowers faculty to utilize technology to enhance learning outcomes.” See www.csuchico.edu/tlp/ for details on their services and resources.

The Teaching and Learning Program assists faculty to develop their skills in instructional technology by offering classes and individual meetings for specialized requests.

The College of Behavioral and Social Sciences has instituted a committee of individuals, one faculty from each department, called Best Teaching Practices. Members of the committee have organized several brown bag lunches for college faculty with an invited speaker to talk about an effective teaching practice they use.

The College has developed an electronic bulletin board system for faculty and staff on Best Teaching Practices. The goals of this system are to: 1) disseminate best teaching practices research and teaching ideas, 2) moderate public discussions on best teaching practices, and 3) provide access to online teaching resources.

Within the department, faculty members are encouraged to discuss teaching practices and challenges with one another. Faculty meeting time is often devoted to the discussion of a problem brought to the attention of others. Faculty teaching sections of the same class are encouraged to meet regularly to share insights and ideas. All faculty are encouraged to attend and present at our annual teaching conference on campus.

15.7 Research to improve instructional quality: Not related specifically to health education but general instructional quality, our department has been asked by the CSU, Chico Office Enrollment to determine factors that increase and decrease the attendance and completion first generation Hmong and other low income minority youth at Chico State. That study has revealed several unique barriers and plans are underway to create a DVD to share the findings.

15.8 Planned way of putting into practice new ideas: Our faculty is highly interested in new teaching ideas and they consistently try new things that they have learned from the literature, their peers or created on their own. Sharing the success of these ventures is a pleasurable activity and something that naturally happens.

15.9 Resolving conflict and resistance to change: Our campus has undergone continuous, swift change resulting in high losses. This climate has brought the department closer together with a problem-solving/survival type of mentality. We have had to do much more with much less and we have prevailed. The key to getting the faculty to accept change is to present it positively and take as much unnecessary disruption out of the change as possible. Our department does make decisions democratically and the faculty accept the decisions made by the majority. If there are negative feelings they can usually be reduced through open discussion.

15.10 The success of the students is evaluated in each course in terms of the learning objectives on the syllabus. Each faculty uses his/her own evaluation tools to measure those objectives to determine success. In general, students have many and varied opportunities to demonstrate competency in a study area, and they vary by instructor and course. During the last semester of enrollment, each health education student prepares and presents his/her learning portfolio to peers and health education instructors as part of the internship seminar requirements. The portfolio is composed of projects, papers, and photographs to demonstrate that certain health education competencies are met. The student keeps the portfolio to be used in job interviews, or as an aid for future projects in the field.

15.11 Circumstances under which students are dropped from the program include very low grade point average, academic dishonesty, being fired from the internship site, and continuous disruption of the learning environment that could result in harm to the students or others.

15.12 Evaluating the success of graduates in employment: Every five years, the department administers an alumni survey. Data collected, among other things, are job title and salary, and post-graduate education. The data is analyzed and shared with faculty in the department. The job titles are integrated into our career handouts for recruitment purposes. Our department Facebook Page regularly receives information from past graduates about their career and educational changes. Facebook appears to be a better way of contacting and maintaining a relationship with our majors.