

SABPAC PAPER REVIEW
Preliminary Report

California State University, Chico

Date Submitted: May 25, 2012; Additional requested info/Request for Additional Information Form: July 25, 2012

Review Type: Paper Review

Date of Review: Summer 2012

Program Reviewed: Health Education, Department of Health and Community Services, California State University, Chico

Program Representative: Dr. Mary Portis, Professor and Chair

Review Team

Chair: Carol Cox, PhD, MCHES

Practice Member: Rebecca Giles, MPH, CHES

Academic Member: Mark Kittleson, PhD

SABPAC Criteria and Evaluation [CODES: Yes, No, Partially, Insufficient Information]

CRITERION 1.0: PROGRAM HISTORY, MISSION – The undergraduate health education program in community health education should have a clearly defined and publicly available mission.

Met (Y, N, P, I): Yes

Comments: History since 1971 was well described. The mission reflects the nature of the program/profession.

CRITERION 2.0: PROGRAM OUTCOMES AND EDUCATIONAL OBJECTIVES – The undergraduate program in community health education shall have clearly defined program outcomes and related educational objectives.

Met (Y, N, P, I): Yes

Comments: Comprehensive. Outcomes are measurable/align with CHES Responsibilities and Competencies and provide a solid basis for curriculum development and assessment. Goals/objectives are clearly defined and state measureable skills and competencies as explanations were well-articulated.

CRITERION 3.0: PROGRAM ORGANIZATION AND FACULTY –

University Affiliation and Accreditation – The department or program area responsible for preparation of health educators must be an integral part of the college or university that is accredited by a regional accrediting organization affiliated with the Federation of Regional Accrediting Commissions of Higher Education.

Met (Y, N, P, I): Yes

Comments: Program is viewed as integral part of an accredited university with service learning as an emphasis. Provided a clear organizational structure but could have provided examples of synergies created by placement in the organizational structure.

Organization and Administration – An individual designated as the program administrator has overall responsibility for the program. The faculty should determine the program mission, scope, outcomes, educational objectives, course sequence, and practical experiences for the students. As much as institutional policies and procedures allow, faculty should have input into curricular changes and program budget.

Met (Y, N, P, I): Yes

Comments: Although the department chair and associate have overall responsibility for the program, faculty members have ongoing input into policy/procedure/curriculum through voting on revisions. Faculty can also choose their own research and service focus/tracks. Annual evaluation/goal-setting is used to evaluate the organization and administration of the program.

CRITERION 4.0: PHYSICAL FACILITIES – Appropriate and sufficient classrooms, laboratories, libraries, and other facilities should be made available to carry out the required and elective course work, including field experience.

Met (Y, N, P, I): Yes

Comments: Office space seems adequate/conveniently located near workroom and main office. There are smart classrooms in Butte Hall, but some classes have to leave the main building – although there is a process to obtain ‘good fit’ classrooms for those classes.

CRITERION 5.0: QUALIFICATIONS AND NUMBER OF FACULTY –

1. The program administrator with immediate responsibility for developing and monitoring the curriculum for health education should be a full-time faculty member with educational qualifications and professional experience in health education, and evidence of professional eligibility for credentialing as a Certified Health Education Specialist (CHES). If the program administrator does not have educational qualifications and professional experience in health education, and evidence of eligibility for credentialing as CHES, a majority of the other faculty in the program must have such qualifications.
2. The faculty should include at least 2 FTE (full-time-equivalent) positions in addition to the program director, with educational qualifications and professional experience in health education, and evidence of professional eligibility for credentialing as a Certified Health Education Specialist (CHES).
3. Other members of the faculty who teach health education courses should have specific experience and academic qualifications in the relevant areas.
4. The faculty should be large enough in relation to enrollment and programs to provide a student- faculty ratio recommended in and commensurate with acceptable standards for other baccalaureate programs.
5. Faculty in other disciplines basic to health education should be viewed as instructional resources to be used in the program when appropriate.
6. The program faculty should be broadly representative of the ethnicity and gender of society and the communities served.

Met (Y, N, P, I): Yes

Comments: Department Chair and four other tenured/tenure-track faculty members are CHES-eligible; with one tenured MCHES; one tenured CHES. With all faculty members as CHES or CHES-eligible, a variety of specialty areas are covered, and guidance is given to junior faculty to assist with

meeting service/research expectations. The Chair's teaching/research/service load is over and above, a very high load; and all FT faculty members provide an exceptionally high amount of service to university and department in addition to full teaching loads. Personnel guidelines are tailored to the department by the department.

CRITERION 6.0: INTERRELATIONSHIPS – The department or program area should develop and maintain appropriate cooperative interrelationships within the college and university, as well as with outside educational and community agencies to:

1. Provide for optimum utilization of faculty resources, special programs, course offerings, equipment, and facilities within the college or university;
2. Optimize interactions among faculty, between faculty and students, and among faculty of different disciplines;
3. Develop effective working relationships with agencies and organizations in the community, including provision of field experiences for students; and
4. Utilize the competencies of professional health educators and related personnel to enrich the instructional program and the field teaching experiences.

Met (Y, N, P, I): Yes

Comments: Collaborative activities/cooperative relationships are developed and maintained within the university (e.g. Pathways, freshmen experience) as well as outside of the university (Consortium) and were adequately described – optimizing interactions between disciplines. There is a very high level of department representation on university committees. Collaborations in teaching, service, or research were articulated.

CRITERION 7.0: FINANCING – The department or program area should have adequate resources including an assigned budget adequate for its teaching, scholarly activities, and service functions. The department or program budget should be easily identifiable even though it may be part of the budget of a larger administrative unit.

Met (Y, N, P, I): Yes

Comments: Program strength: sources of additional funds through partnership program, Dean's strategic funding, and professional development funds.

CRITERION 8.0: EDUCATIONAL PROGRAM – The department or program area should identify the broad content areas of the degree program for which its faculty is responsible and which will comply with the degree standards and requirements of its college or university.

Met (Y, N, P, I): Yes

Comments: Annual curriculum review/Curriculum Committee; university committees beyond the department are supportive – strength; New general education Pathways Program; Honors Program; field work for credit; Competency-based content and process curriculum – strength.

CRITERION 9.0: ADMISSION AND RETENTION REQUIREMENTS - Each department or program area should apply admission and retention requirements that conform to the standards of its college or university and that will insure the realization of its own mission, purpose, and objectives.

Met (Y, N, P, I): YES

Comments: The program is at capacity for number of majors, and there are many strong recruitment and retention efforts/programs offered. Exceptions/no exceptions and credit by exam described.

CRITERION 10.0 CURRICULUM – The program should have a clearly defined curriculum designed using competencies to provide the student with a solid academic foundation and reinforcing opportunities to gain the knowledge and skills and a professional philosophy appropriate for health education practice in entry-level positions. The curriculum should also provide the basic preparation, which qualifies students to take the CHES Exam.

Met (Y, N, P, I): Yes

Comments: Suggestion for Further Program Enrichment: Place more emphasis on administration competencies/sub-competencies at the “2” level in Administration course.

CRITERION 11.0 CONTINUING EDUCATION - The department or program area should be active in continuing education of practitioners in health education as well as other health personnel. It is desirable that the program work with community agencies, other departments and program areas of the university to development, conduct, and evaluate continuing education.

Met (Y, N, P, I): Yes

Comments: Faculty members donate their own time to meet a large number of continuing education needs of their community/agencies.

CRITERION 12.0 SCHOLARSHIP, RESEARCH, AND GRANTSMANSHIP - The department or program area should promote faculty scholarship, research and grantsmanship for health education and related fields. The program should have clearly defined policies regarding scholarship expectations and opportunities. To the degree possible, faculty should seek to involve students in meaningful ways in their research and other scholarly activities.

Met (Y, N, P, I): Yes

Comments: For faculty, although no time is allotted for research, there are dedicated grant sources from the university to assist in research support. For students, there is opportunity for honors research projects and honors in the major in addition to coursework that includes research skill development.

CRITERION 13.0 SERVICE – Program faculty and students should be involved in service to the university, community, and profession. The program should have clearly defined policies and procedures regarding service expectations and opportunities.

Met (Y, N, P, I): Yes

Comments: Strong, proud service component/culture in the department.

CRITERION 14.0 STUDENT SERVICES – The institution provides for all of its students appropriate services that support student learning and development within the context of the institutional mission.

Met (Y, N, P, I): Yes

Comments: Very clear comprehensive written materials about the major/profession to assist students with their career/major focus. Three student professional organizations are available to meet needs of students in all options. Described how students are assigned for counseling/guidance and how alumni suggestions are evaluated and implemented.

CRITERION 15.0: EVALUATION - The department or program area offering baccalaureate preparation in health education should develop a definitive process of self-evaluation. The process should include evaluation of the program by the students, the alumni, employers of the graduates, and recipients of the services provided by graduates of the program.

Met (Y, N, P, I): Yes

Comments: A curricula assessment plan is in place to review course coverage of CHES responsibilities/competencies. Results from an alumni survey are incorporated into recruitment materials. Evaluation forms and how results were used was addressed.

Summary of Observations

Brief Overview: The Bachelor of Science in Health Education program at California State University, Chico offers a comprehensive health education content and skill-based curriculum that provides multiple opportunities for students to practice their health education skills in a variety of settings. The program's keystone is a strong, service-learning emphasis role-modeled by a solid core of certified, qualified, experienced instructors. Because of this, there is high interest in the major as demonstrated by the number of majors and classes at capacity or more. The program contains several additional program elements conducive to strong professional preparation in undergraduate health education:

Selected Program Highlights/Strengths

- A competency-based content and process curriculum
- The 6- credit, fulltime, contracted, supervised internship with written internship guide and concurrent seminar
- A large number of outside competencies/agencies providing real-world experiences for students
- Since 2007, a consistent group of six FT faculty members - for stability
- There are sources of additional funds through a partnership program, the Dean's strategic funding, and professional development funds
- University committees beyond the department are supportive of the program

Recommendation for change: *(required for program approval)*

Suggestions for Further Program Enrichment *(not required for program approval)*

- Place more emphasis on administration competencies/sub-competencies at the "2" level in Administration course.
- Once budget improves, increase the number of tenure-track positions as the program is very understaffed
- Add at least another academic advisor or a planning report on moving towards obtaining them to assist the health education option coordinator because of large number of advisees in the Health Education option
- A meeting with the Dean to investigate obtaining more department-controlled classrooms in Butte Hall as the department is 3rd largest in the college
- Increase storage space or obtain a dedicated conference room in the building – this is not comparable to other departments in the college
- Integrate the most important content and competencies from Child/Consumer Hlth into other courses where appropriate and where there is time

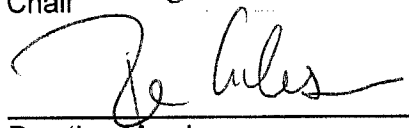
Recommendation

The review team recommends that the Bachelor of Science in Health Education,
Department of Health and Community Services, California State University, Chico
receive FULL APPROVAL




Chair

10/15/12
Date



Practice Member

10/15/12
Date



Academic Member

10/15/12
Date