

**Council on Education for Public Health  
Adopted on August 25, 2023**

REVIEW FOR ACCREDITATION  
OF THE  
STANDALONE BACCALAUREATE PROGRAM  
AT  
CALIFORNIA STATE UNIVERSITY, CHICO

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

February 9-10, 2023

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CRITERIA: Accreditation Criteria for Standalone Baccalaureate Programs,  
amended June 2018

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## INTRODUCTION

California State University, Chico (also known as Chico State) was founded in 1887 as a training center for teachers in northern California. After a series of name changes and growth in programs, the university joined the California State University (CSU) system in 1972. Chico State is the anchor institution for higher learning in northern California, servicing a 12-county area approximately the size of Ohio. The university is organized into seven colleges (agriculture; behavioral and social sciences; business; communication and education; engineering, computer science, and construction management; humanities and fine arts; and natural sciences), offering 66 baccalaureate degrees, 29 master’s degrees, and multiple teaching credentials. At the time of the site visit, the university enrolled over 16,000 students, with 15,676 being undergraduate students. The university also employs 919 faculty and 1,062 staff. The university is accredited by the Western Association of Schools and Colleges and responds to 39 specialized accrediting bodies that cover fields such as psychology, social work, business, journalism, engineering, art, and nursing.

The public health program is housed in the Department of Public Health and Health Administration in the College of Behavioral and Social Sciences. The department is one of nine in the college. In addition to the public health program, the department houses the BS in health services administration.

The current BSPH degree traces its roots to a health science degree founded in 1978, housed within the Department of Health and Community Services. Over the years, the health sciences degree had different options for study, including community health, criminal justice, allied health, health education, and health services administration. The degree in its current form has existed since 2015. Nine full-time faculty support the program, which typically enrolls approximately 300 students.

This is the program’s first review for CEPH accreditation.

<b>Instructional Matrix – Degrees and Concentrations</b>			
<b>Degree</b>		<b>Place-based</b>	<b>Distance-based</b>
Generalist	BSPH	BSPH	

**A1. ADMINISTRATION AND GOVERNANCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
Met				
<p>Program has autonomy to make decisions related to the following:</p> <ul style="list-style-type: none"> <li>• allocation of program resources</li> <li>• implementation of personnel and policies and procedures</li> <li>• development and implementation of academic policies and procedures</li> <li>• development and implementation of curricula</li> <li>• admission to the major</li> </ul>		<p>The program has sufficient autonomy to make decisions related to resource allocation, personnel and academic policies, curriculum, and admissions.</p> <p>The dean of the college allocates funds to the department based on student enrollment and program needs. These needs are determined through review with the department chair and program coordinator. The funds are then distributed by the department chair for department operating expenses (not divided by program). Program faculty also have input into resource allocation decision making and program governance thanks to the small full-time faculty complement and collegial atmosphere encouraged by program and department leaders.</p>	<p>Click here to enter text.</p>	
<p>Program's faculty have formal opportunities for input in decisions affecting the following:</p> <ul style="list-style-type: none"> <li>• curriculum design (e.g., program specific requirements)</li> <li>• student assessment</li> <li>• program evaluation</li> </ul>		<p>Functions involving hiring faculty, evaluating instructor and advisor performance, and decisions related to contract reappointment, promotion, and tenure are handled at the department level and above. At the department level, the recruitment and personnel committees are responsible for these decisions; program faculty sit on both of these committees.</p>		
<p>Faculty have input in resource allocation within the institution and existing program administration.</p>		<p>At the program level, faculty have autonomy to make decisions about developing academic policies and procedures, designing the curriculum, developing student assessment plans, evaluating program effectiveness, and planning recruitment practices. While the program does not make decisions regarding admission to the major,</p>		

		<p>program faculty work closely with other programs whose students often change majors to public health to ensure smooth transitions.</p> <p>During the site visit, program faculty shared examples of their input into decision-making; as one example, faculty described how they work together to develop course content and sequencing (“scaffolding”) to create a core curriculum with electives that is responsive to student and employer needs.</p>		
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**A2. FACULTY ENGAGEMENT**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>All program faculty (including full- and part-time) regularly interact with one another and are engaged in ways that benefit the program. The department requires all faculty to attend new faculty orientation, and all faculty are invited to a department meeting at the beginning of each semester. Full-time faculty are also required to attend monthly department meetings at which curriculum revisions, class scheduling and enrollment, and program assessment are discussed and decided upon. Part-time faculty are invited to attend these meetings, and meeting minutes are emailed to all faculty for review.</p> <p>Additional documentation provided with the self-study contains faculty meeting minutes and attendance lists that document regular faculty interaction. The department has multiple committees in which program faculty interact, including curriculum, personnel, recruitment, and assessment.</p>	Click here to enter text.	

		<p>The small faculty complement encourages collegiality among tenure-track, full-time non-tenure track, and part-time faculty who are full-time public health practitioners in the community. Notably, the county health director has been active as a part-time lecturer, and the health department provides internship opportunities for many students from the program. Site visitors heard examples of how the close relationship among faculty enables them to step in and maintain continuity of instruction for their students when family or health issues require a faculty member to take time off. University leaders noted that both full-time and part-time faculty in the program have taken full advantage of the faculty development opportunities available to them at the university.</p>		
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**B1. PUBLIC HEALTH CURRICULUM**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		<p>Students must complete 120 credits, including 67 credits of major courses, to earn the BSPH. Required courses address areas such as epidemiology, health systems and policy, health equity, health promotion, research and evaluation, and grant writing. Students are also required to complete a six-credit, 240-hour internship.</p> <p>The team reviewed course syllabi, student work assignments, and rubrics to validate domain coverage in the curriculum. The self-study maps coverage of each domain to at least one course. For example, PHHA 463: Epidemiology addresses domain 2 through the midterm case study assignment and the final group project.</p>	Click here to enter text.	

		<p>Reviewers' findings are presented in the B1 worksheet.</p> <p>During the site visit, the team sought additional information about how specific elements of the domains are covered and the process for assigning courses to specific domains. The team learned that faculty were able to determine which domains their courses covered, then curriculum scaffolding meetings worked through any challenges, overlaps, or deficits. For example, the self-study indicates that global functions of public health are covered in PHHA 362: Environmental Health; however, this concept was not apparent on the syllabus. The student examples found in the ERF did indicate coverage of the global functions of public health. During the site visit, faculty provided clear examples of the global integration to environmental health. Faculty indicated that the scaffolding meetings have been incredibly helpful in ensuring coverage of all domains.</p>		
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B1 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

**B2. COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program has defined four concentration-specific competencies that describe students’ preparation in assessing health needs, program planning and implementation, health equity, and public health systems and policy. Six courses address both the foundational and concentration competencies.	Click here to enter text.	
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information		The assessments intended to address foundational competency 1 include a qualitative group research project with an oral presentation, a written quantitative research proposal, and a social media marketing campaign. In the group research project, students are required to complete an extensive peer-review process and receive individual grades for the project.		
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program assesses foundational competency 2 through the quantitative research proposal, which is completed individually. For this assignment, students conduct a review of public health literature on a topic of their choice, using and synthesizing the information they gather in their justification for their research project.		
Assesses all students at least once on their ability to demonstrate each concentration competency		Concentration competency 1 relates to assessing factors that influence community and individual health. This competency is assessed through two health needs assessment projects, one for a neighborhood and the other for a high school health class. The health class needs assessment includes components for assessing factors		



		<p>affecting the health of individual students through a key informant interview with the class's teacher. While the health class needs assessment is part of a larger group project, students complete a peer review, and individual grades are calculated with this consideration.</p> <p>Concentration competency 2 relates to planning and implementing public health activities in a community health setting. This competency is assessed through the creation of an intervention plan based on the results of the health class needs assessment. The intervention is then implemented in the high school health class, and the implementation is recorded and provided to the professor for assessment.</p> <p>Concentration competency 3 relates to interpreting public health issues through a health equity framework. To assess this competency, students read the book <i>Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America</i> and write an analysis and interpretation of a health issue found in the book using health equity frameworks found in the course.</p> <p>Concentration competency 4 relates to explaining ways to influence systems and policy to promote public health. This competency is assessed through a negotiation simulation in which students represent healthcare interest and advocacy groups negotiating a piece of legislation. After the simulation, students complete a write up discussing the negotiation process and explaining how the motivations of different groups can affect policies.</p>		
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		Reviewers' assessments can be found in the B2.1 and B2.2 worksheets.		
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B2.1 Worksheet

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

B2.2 Worksheet

BSPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess factors that influence community and individual health.	Yes	Yes
2. Plan and implement public health activities in a community health setting.	Yes	Yes
3. Interpret public health issues through a health equity framework.	Yes	Yes
4. Explain ways to influence systems and policy to promote public health.	Yes	Yes

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>The program uses a variety of required courses to expose students to all of the cross-cutting concepts and experiences.</p> <p>Almost every concept has more than one opportunity for exposure. For example, the self-study describes how students are exposed to cultural contexts in which public health professionals work in four courses. Students are exposed in the classroom through assignments such as weekly reflections on aspects of diversity and health inequities and learning about how nonprofit organizations operate. Students also learn about cultural context by going out into the community through required civic engagement activities and field trips to local waste facilities and businesses to learn about occupational safety. Reviewers' findings on exposure to cross-cutting concepts are found in the B3 worksheet.</p>	Click here to enter text.	

**B3 Worksheet**

<b>Cross-cutting Concepts &amp; Experiences</b>	<b>Yes/CNV</b>
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes

9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

**B4. CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		<p>The program requires students to complete four cumulative and experiential activities: a service-learning program planning project, a capstone course with two major research projects, a six-credit internship, and a portfolio project.</p> <p>The service-learning project is completed as part of PHHA 471: Planning Public Health Programs. In this course, students design, implement, and evaluate a health promotion program for local high school students. This project requires students to apply skills learned in their courses to run a public health program through its lifecycle, from needs assessment through outcome evaluation.</p> <p>Students are also required to complete two research projects in the capstone course PHHA 425: Research and Evaluation in Health. The first project is a quantitative research proposal that requires students to review and synthesize public health literature to develop a research question, then select a study design and develop quantitative data collection tools to write a proposal. The second project is a qualitative research project developed</p>	<p>Click here to enter text.</p>	
Activities require students to integrate, synthesize & apply knowledge				
Program encourages exposure to local-level professionals & agencies				

		<p>in collaboration with a community or campus organization. Students are responsible for completing interviews and analyzing qualitative data, then preparing a report to share with stakeholders.</p> <p>The internship is a 240-hour experience in which students work with a community-based organization, hospital, public health department, or other public health-related organization. In the internship, students must complete activities applying at least three of the program's six competencies. Students write and submit weekly reflections and produce a final reflection summarizing their internship experience.</p> <p>The final cumulative activity is produced in the PHHA 489 internship course but includes work spanning students' academic careers. Students must complete a portfolio project including a reflective essay on their growth as a public health major and how what they have learned will help them in their future career. This reflection must include examples of student work relevant to each competency.</p> <p>The site visit team reviewed completed samples of each activity and found them to be high-quality experiences that allow students to demonstrate application and synthesis of knowledge. Students, alumni, and program stakeholders interviewed during the site visitor spoke positively about the program's decision to reduce the number of internship hours to better accommodate both students and preceptors while still assuring that students have time to be fully integrated into their host organizations and produce high-quality internship products.</p>		
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**C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program defines methods that allow it to track student competency attainment, monitor trends over time, and adjust curricula and assessment activities as needed.	Click here to enter text.	
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		<p>The program has defined a specific assessment activity for each of the competencies defined in Criterion B2. Data on student competency attainment is aggregated into a Curriculum Assessment Report each year for the faculty to review. The self-study presents three years of data for students’ aggregate performance on the two foundational competencies. The program’s concentration competencies were revised in 2021-22, and the self-study presents data from that year. The program measures performance on both group and individual assessment activities, where relevant, as discussed in Criterion B2.</p> <p>Student performance has been strong on most of the defined activities. For example, the percentage of students satisfactorily (grade of C- or above) completing the grant proposal assignment indexed to foundational competency 2 averaged approximately 94% over the three years presented in the self-study. As another example, the percentage of students satisfactorily completing the health equity analysis paper indexed to concentration competency 3 was 92% in 2021-22.</p> <p>The data also highlight areas in which student performance has not been as strong. For example, over</p>		

		<p>the three years of data presented, the average percentage of students satisfactorily completing the written research proposal indexed to foundational competency 1 was 77%. In the assessment reports and faculty meeting minutes, reviewers learned that the course this assessment is mapped to is designated as a writing-intensive course. As such, program faculty (including the instructor for the course) attended a workshop on teaching writing skills to improve performance. The self-study lists several other changes that the program has made based on reviewing the data mentioned above. Several courses underwent redesigns to improve teaching in areas such as writing, needs assessment, program planning, and health equity.</p>		
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**C2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data		<p>The program surpasses the graduation rate threshold defined in this criterion. The program's maximum time to graduate is 10 years, and the self-study presents graduation rate data starting with the 2014-15 cohort (i.e., the first year of the program in its current form). At the time of the site visit, four cohorts had all students graduate or otherwise leave the program, resulting in graduation rates of 94%, 92%, 90%, and 96%, respectively. The remaining cohorts have either surpassed or are on track to surpass this criterion's threshold by the maximum time to graduate.</p> <p>The program collects data on student progression through the university's data search engine. The program coordinator uses this system to generate reports of</p>	<p><a href="#">Click here to enter text.</a></p>	
Achieves graduation rates of at least 70%				
<p>If program does not meet the threshold of 70%:</p> <ul style="list-style-type: none"> <li>its grad rates are comparable to similar baccalaureate programs</li> <li>it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable</li> </ul>	N/A			

		graduating and continuing students. The program also uses the online advising system to track student withdrawals and major changes.		
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**C3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation		The program primarily collects post-graduation outcome data through the senior exit survey administered in the internship seminar course and an annual alumni survey distributed one year post-graduation. The surveys ask students whether they have a job or are enrolled in further education.  The program presents data for graduating cohorts from 2019-20, 2020-21, and 2021-22. The known positive outcome rates were 100% for all three cohorts. The rates of unknown outcomes were 19%, 12%, and 18%, respectively. Graduates are currently employed in health departments, hospital and healthcare settings, and non-profit organizations. Graduates also pursue further education in fields such as nursing, health and wellness, and education.	Click here to enter text.	
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: <ul style="list-style-type: none"> <li>document that its rates are comparable to a similar baccalaureate program in home unit</li> <li>provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement</li> </ul>	N/A			



**C4. STAKEHOLDER FEEDBACK**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
Met with Commentary				
Collects information about the following through surveys or other data collection: <ul style="list-style-type: none"> <li>• alignment of the curriculum with workforce needs</li> <li>• preparation of graduates for the workforce</li> <li>• alumni perceptions of readiness and preparation for the workforce and/or further education</li> </ul>		The program collects stakeholder feedback, primarily through surveys, from its graduating students, alumni, and internship preceptors. The student exit survey provides an extensive source of information about student satisfaction with the program, their self-assessment of job readiness, and open-ended responses to questions about program improvement. Additionally, the program asks preceptors to score interns on 12 aspects of performance such as punctuality and ability to work with others. Preceptor survey data provided by the program were of a quantitative nature only.	This has been added to the 1 year post graduation alumni survey. In this survey, there is a question about the alumni's current employment status and employer name. There is also a closed-ended question asking the alumni to indicate how prepared they felt for the workforce by the program. The survey also includes an open-ended question asking alumni to indicate how the program could improve the ways they prepare students for the workforce.	The Council appreciates the program's updates in this area.
Information collected from BOTH: <ul style="list-style-type: none"> <li>• alumni</li> <li>• relevant community stakeholders</li> </ul>		The program coordinator and faculty collect informal data on the alignment of the curriculum with workforce needs from employers and alumni through extensive faculty engagement with organizations in the community. However, the program does not formally collect data on alumni perceptions of readiness for the workforce, leading to a scarcity of data on the subject.		
Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program		The commentary relates to the paucity of data about alumni readiness for the workforce. These data gaps limit the ability of the program to make improvements based on input from this topic.  The self-study includes several examples of changes made based on stakeholder feedback. For example, in response to stakeholder feedback requesting a broader array of electives for students to pursue specialization in areas of		

		<p>interest, the program developed an additional elective requirement consisting of public health-related classes offered outside of the department. These courses cover topics such as geographic information systems, nutrition, family health, and coaching. Another example is the decision to reduce the number of required internship hours from 300 to 240. This change was requested from students and internship preceptors, who felt that the decrease would make the internship experience more manageable and meaningful. Site visitors heard from employers, preceptors, and alumni about how they have been able to offer suggestions for improving curriculum content and student preparation for their internships.</p> <p>Program faculty meet each year to review data collected from these various sources as well as the student outcomes assessment described in Criterion C1, to discuss areas of improvement, and to make curricular changes.</p>		
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**D1. DESIGNATED LEADER**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		The program's designated leader is an experienced and appropriate program coordinator. She has an MPH in community health administration and a PhD in health promotion and education, and has worked in healthcare and program administration. She has been at Chico State for over 15 years and is a full professor who also served as the department chair until summer 2022. She is a full-time		
• a full-time university faculty member				
• dedicates at least 0.5 FTE to the program				

<ul style="list-style-type: none"> <li>has educational qualifications and professional experience in a public health discipline</li> </ul>		<p>faculty member of the institution and is fully dedicated to the program.</p>		
<p>Fully engaged with decision-making about the following:</p> <ul style="list-style-type: none"> <li>- curricular requirements</li> <li>- competency</li> <li>- development</li> <li>- teaching assignments</li> <li>- resource needs</li> <li>- program evaluation</li> <li>- student assessment</li> </ul>		<p>Within the department, primary decision-making ability lies with the department chair; however, the program coordinator is fully engaged in the decision-making process. The program coordinator works closely with the department chair to make decisions regarding course scheduling, accreditation, teaching assignments, and program evaluation. The program coordinator collaborates with the chair and program faculty to determine the allocation of resources, evaluate the program, and assess student learning. Site visitors confirmed that the public health faculty and program coordinator have appropriate autonomy over decision making related to programmatic functions.</p>		

**D2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
<p>Program employs at least two FTE (in addition to the designated leader)</p> <p>Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising</p> <p>Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes</p>		<p>The program has minimally sufficient faculty resources to accomplish its mission and goals. The program employs nine full-time faculty (six tenure-track and three lecturers), and all but one dedicates 1.0 FTE to the program. The remaining full-time faculty member is the chair of the department and program coordinator for the department's health administration program, who also teaches in the public health program. The self-study lists 15 part-time lecturers dedicated at 0.2 to 0.8 FTE each.</p> <p>The program reports student-faculty ratios (SFR) of 32:1, 32.1:1, 31.4:1, and 32:1 for the four semesters preceding</p>	<p>There is a discrepancy between what we heard during the site visit and the language in this report regarding faculty advising. We heard that CEPH sees a need for more support for additional faculty advising. The language in this report is not as explicit as the feedback during the site visit. There is intense pressure from our university to move away from faculty advising. It would be beneficial to our program (and our</p>	<p>The Council appreciates the program's concerns and comments. Criterion G1 is specific about the Council's expectations for faculty involvement in advising: "Students are advised by program faculty (as defined in Criterion D) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through</p>

		<p>self-study submission. The average class size for these four semesters ranged between 28.9 and 31.9. During the site visit, students praised the class sizes as ideal for meaningful interaction with their instructors and peers.</p> <p>The program has chosen the BA in sociology as a comparable program to the BSPH. This program was chosen for its similar size, budget allocation, and degree requirements. The comparable program's SFR ranged between 32.7:1 and 35.7:1 over the four semesters, and the average class size ranged between 28.3 and 32.8.</p> <p>The public health program reports a lower advising load for its two advisors than the comparable program, at 140:1, 149:1, 148:1, and 158:1 over the four semesters compared with 188:1, 173:1, 215:1, and 196:1. When asked about the advising load during the site visit, program faculty said that it was typical for the university, but that adding one more advisor would allow the advising load to be more sustainable.</p> <p>The commentary relates to the program faculty's large advising load, which advisors say can be challenging to maintain. The program's two faculty advisors each receive a teaching buyout totaling 0.2 FTE for advising duties, amounting to roughly eight hours per week for each advisor. Advising appointments are typically scheduled for 15-minute or half-hour intervals, depending on student needs. During the site visit, the advisors told the team that during peak advising times (such as the beginning of the semester and course registration), the number of students does not feel manageable. While the program is currently able to sustain advising duties without sacrificing student satisfaction, it must be aware of how growing enrollment</p>	<p>students) to have stronger language from CEPH in this report such as "CEPH strongly recommends more support for additional faculty advising." We are concerned that without stronger language from our accrediting body, we could lose faculty advising in the near future.</p>	<p>program completion." The reference to "qualified program staff" allows some programs the flexibility to draw on staff members with training and experience relevant to public health, who are typically trained at the master's level and collaborate closely with program faculty; in the absence of such individuals, faculty must provide academic advising services.</p> <p>The Council agrees that advising loads appear high and expects that program faculty continue to provide high-quality advising, as required, while maintaining all other curricular and evaluation responsibilities associated with accreditation; the program must determine the appropriate portfolio of personnel resources, including additional faculty as required, necessary to manage the overall workload and accreditation requirements. CEPH staff are available to provide additional guidance as needed.</p>
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		trends will affect its current advising load.  The program uses its enrollment data to gauge resource adequacy for course scheduling. Examples provided by the program include determining how many sections of a course should be scheduled in a semester, organizing course sequencing over semesters, and determining teaching assistant needs.		
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**D3. STUDENT ENROLLMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		The program gathers enrollment data from the university census, which is taken during the fourth week of each semester. The program also calculates total student FTE using the university's data system, which includes FTE from students taking public health courses for general education requirements. This is the FTE used to determine program needs for its annual budget. The program reports 280 to 315 students enrolled in the last four semesters, with consistent growth.	Click here to enter text.	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

**E1. DOCTORAL TRAINING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		Of the nine full-time faculty, three are trained at the master's level, and 12 of the 15 part-time faculty have a master's degree as the terminal degree. One part-time faculty member, who teaches the grant writing course, is	Click here to enter text.	

		<p>trained solely at the bachelor's level but has over 30 years of experience in writing grants and teaching grant-writing to others.</p> <p>The faculty members without doctoral training are diverse in background and preparations that are relevant to public health training. These faculty include medical practitioners and an EMT, as well as experienced personnel in chemical dependency, nutrition, and health education. The team agreed that the faculty complement's expertise is valid, diverse, and relevant to program courses.</p> <p>Several processes are in place for new and non-doctoral-trained faculty to ensure teaching ability. A lead instructor for courses with multiple sections supports other instructional faculty, shares course materials, and ensures consistency in competency assessment. Additionally, all part-time faculty are observed in the classroom each semester, and a report on their teaching ability and course materials are provided to the dean and to the faculty member.</p> <p>During the site visit, the team was able to ascertain that students' assessments regard the faculty favorably. Students indicated their satisfaction with the courses and faculty and that they value the real-world perspectives of the faculty teaching their courses.</p>		
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**E2. FACULTY EXPERIENCE IN AREAS OF TEACHING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience		<p>Faculty are teaching courses within their diverse backgrounds and expertise. For example, the faculty member teaching PHHA 467: Mental and Emotional Health and PHHA 323: International Health has a background in health behavior and international populations.</p> <p>During the site visit, reviewers learned that faculty offer to teach courses that meet their diverse backgrounds, but specific gaps in expertise are filled by part-time lecturers from the core faculty's extensive community connections. For example, the lecturer who teaches the women's health elective course is a nurse practitioner OB/GYN and midwife.</p> <p>During the site visit, faculty told reviewers how they identified a gap in recent years in environmental health and epidemiology. Last year, the department was able to hire a new tenure-track full-time faculty member to fill this gap. As the faculty member is also originally from Ghana, he brings a wealth of international and epidemiological expertise to the position. Faculty expressed how important this hire had been and how they felt that the faculty now better represented the diversity in public health.</p>	Click here to enter text.	

**E3. INFORMED AND CURRENT FACULTY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		<p>Faculty members remain current in their disciplines through professional certifications, attendance at professional meetings and trainings, publications, and ongoing employment in the field.</p> <p>The self-study lists specific activities in which each faculty member participates. For example, faculty have recently attended annual APHA conferences along with meetings about sexual health, environmental health, and grant writing. Faculty also publish in journals about their scholarship related to international health, environmental health, human sexuality, and implementing community health programs.</p> <p>During the site visit, reviewers learned that through the retention, tenure, and promotion system, full-time lecturers and tenure-track faculty are encouraged to take part in professional development for either teaching/pedagogy or specific areas of interest. Many part-time faculty-practitioners also take advantage of faculty development opportunities offered by the university. Several resources on campus support this work, as well as some limited departmental funds.</p>	Click here to enter text.	



**E4. PRACTICIONER INVOLVEMENT**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		<p>Practitioners are involved in the program as course instructors, guest lecturers, and internship preceptors. They provide practice perspectives from a wide variety of organizations including the local health department and other local government agencies, community organizations working in LGBTQ+ health and tobacco control, other universities, and the local health system. The self-study lists 53 such individuals who serve in key roles.</p> <p>The program has strong support from the local health department whose leaders and staff serve as instructors and internship preceptors. Students and alumni interviewed by site visitors expressed their appreciation for the real-world practice experience that both full-time and part-time faculty are able to bring into the classroom.</p>	Click here to enter text.	

**E5. GRADUATE STUDENTS**

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

**F1. FINANCIAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The program has adequate financial resources to fulfill its mission and to sustain degree offerings. The budget table presented in the self-study represents both the public health and health administration programs that make up the department. The college dean determines the budget in cooperation with the department chair and program coordinator based on student FTE and the department's needs.</p>	<p><a href="#">Click here to enter text.</a></p>	
Financial support appears sufficiently stable at time of site visit		<p>Faculty and staff salaries and benefits constitute most of the budget, with a smaller portion allocated to operating expenses. Operating expenses constitute utilities and office supplies used by the faculty. The program also earns funds through the university's foundation, sourced from donations and awards for the department, and general education courses for students in other programs.</p> <p>A final source of funds is the income (known as CERF funds) generated from the department's summer and winter classes, offered through the university's Center for Regional and Continuing Education. The department generates significant amounts of CERF funds, from which the university and college take a portion. The amount of CERF funds distributed to the program has decreased in recent years due to budget deficits in the university and college.</p>		

		During the site visit, reviewers learned that despite enrollment declines university-wide, the program has been able to sustain enrollment and fill a faculty vacancy in the last year.		
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**F2. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		The program has adequate physical resources to fulfill its mission and core functions. The program is housed in Butte Hall, a seven-story building that houses most of the College of Behavioral and Social Sciences and 20% of the university's total classrooms. The department office and most faculty offices are located on the sixth floor of the building.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>Each full-time faculty member has an individual office, and part-time faculty members share offices based on FTE (so that each office holds faculty equaling 1.0 FTE). One office is used as a storage room for service-learning project supplies, which students can check out. The department office contains workspace for the administrative support coordinator and student assistants, as well as a workroom containing the department's files, faculty mailboxes, office supplies, and a copy machine.</p> <p>The department has a resource room with a flexible seating and table arrangement. The room is used for faculty meetings, student club meetings, small classes, and student study space. The department also has one dedicated classroom in Butte Hall that has a capacity of</p>		

		<p>44 students and contains technology for simultaneous in-person and online teaching. Most of the department's courses are assigned to this classroom, with the remainder assigned across campus. The college also maintains two computer labs in Butte Hall. Classes such as PHHA 425: Research and Evaluation in Health can be assigned to the computer lab space. When classes are not occupying the labs, students may use them as a study space.</p> <p>Site visitors learned that the university is planning capital improvements that will lead to the relocation of the program and school to a new facility; groundbreaking for the new building is anticipated in 2024.</p>		
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**F3. ACADEMIC AND CAREER SUPPORT RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission and to achieve expected student outcomes		Program students and faculty have access to many academic and career support resources from the department and college. The college houses two student computer labs and reports no issues in sharing this resource for teaching and student work. Library resources are more than adequate. Students also have access to the university's Career Center, Writing Center, and Accessibility Resource Center, as well as a college-based Student Success Center that offers tutoring support. The program offers distance courses during summer and winter sessions, and these are supported by the university's Distance Education Center.	<a href="#">Click here to enter text.</a>	
Academic support services include, at a minimum, the following: a) computing and technology services b) library services c) distance education, if applicable d) career services e) other support services (e.g., writing center, disability and				

support services), if they are relevant to the program				
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**G1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion		<p>Student Affairs begins the advising process for students within the major; however, the program prefers to maintain the majority of advising duties, using Student Affairs resources only when necessary. Faculty indicated that there are existing flags within the Student Affairs system that alert faculty advisors to issues in degree progression, but because of the high level of involvement by faculty and advisors, most issues are caught and addressed before the system catches them.</p> <p>The program has two faculty advisors who also teach in the program. They are trained in advising by other faculty members as well as by attending university-level trainings on advising best practices and campus policies and resources.</p> <p>During the site visit, the team learned that both students and faculty are in favor of the program's advising system. Alumni and current students expressed their support for the hands-on approach of the program faculty. Transfer students were clear that the support they received in public health was superior to their previous programs and that the support was at least partially responsible for their academic and career success.</p> <p>While advising meetings are not mandatory at the college</p>	Click here to enter text.	

		level, the program recommends seeing an advisor every semester before course registration. During the introductory public health course, students are required to see their advisor to begin developing a relationship and work on course mapping. During the visit, the program faculty and students indicated that meetings are rarely, if ever, missed.		
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**G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		<p>Public health students receive career advising from their faculty academic advisors, as well as through program coursework and informal advisement from other faculty members. Career advising is part of every advising meeting, during which the student's goals form the basis for course selection. Advisors also provide resources for students to explore future careers, certifications, and graduate school options.</p> <p>During the site visit, current students and alumni indicated high levels of satisfaction with public health-specific career advisement and said that faculty were highly involved, available, and supportive of all public health students. Additionally, stakeholders praised the high level of support from faculty to each and every student. It was also clear to reviewers that many alumni stay in the area and stay connected to the program as they move into public health positions in the greater northern California community.</p>	<p><a href="#">Click here to enter text.</a></p>	

**G3. STUDENT SATISFACTION WITH ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising		<p>The program relies on the department exit survey to track student satisfaction with advising. Completing the exit survey is a required assignment in the program's internship course, ensuring high response rates. The survey asks students about advisor accessibility, whether accurate information was provided, whether student success and well-being were considered, and how well planning for careers and/or graduate school was addressed. Students rate their agreement with provided statements on a five-point Likert scale. The department's Curriculum Committee reviews and analyzes the data to track trends in student satisfaction.</p>	<p>Click here to enter text.</p>	
Program uses methods that produce specific, actionable data		<p>Data from the exit survey shows that most students are satisfied with advising. Data from the 2020-21 academic year (the first year data was collected) show that an average of 93% of students agreed or strongly agreed with statements indicating satisfaction with advising. However, in 2021-22, the average dropped to 89%; this drop is primarily attributed to a decline in satisfaction with career and graduate school planning. During the site visit, program faculty could not pinpoint a specific reason for the drop; suggestions included fewer students requiring career advising and therefore marking a more neutral</p>		

		<p>answer and a current economic downturn limiting the usefulness of advice.</p> <p>Students and alumni who met with the site visit team reported great satisfaction with their advisors, noting that they truly cared about student success and about the students as people. Both students and alumni said that their advisors had been supportive of their goals and worked with them to achieve them, even when those goals were outside of the program's purview or when students had already left the program.</p>		
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**H1. DIVERSITY AND INCLUSION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program demonstrates a commitment to diversity and inclusion through:</p> <ul style="list-style-type: none"> <li>assurance that students are exposed to individuals and agencies reflective of the diversity in their communities</li> <li>research and/or community engagement conducted</li> </ul>		<p>The program demonstrates a commitment to diversity and inclusion through assurance that students are exposed to faculty, staff, preceptors, guest lecturers, and community agencies reflective of the diversity in their communities. The department that houses the program is one of the most diverse on campus, with 59% of students identifying as a racial or ethnic minority. The self-study indicates that program faculty vary in race, ethnicity, gender, sexuality, and demographic background. Public health faculty also serve as leaders in the university's diversity and inclusion initiatives for populations such as first-generation students, LGBTQ+ community, Latinx community, Hmong community, and women in leadership.</p> <p>In addition to the diversity of program faculty, the program ensures that students are exposed to diverse</p>	<p><a href="#">Click here to enter text.</a></p>	



		community members through guest lecturers, participation in service-learning projects, and their culminating internships. Faculty require students to participate in community engagement as part of their coursework; for example, students must attend and document their attendance at two community events to satisfy requirements for courses related to health equity and social justice. They also invite students to join them in their own community engagement work, as multiple faculty members are engaged in work on issues such as homelessness, food insecurity, adverse childhood experiences, environmental health, and harm reduction.		
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**H2. CULTURAL COMPETENCE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>Program Response</b>	<b>Council Comments</b>
	Met			
Prepares students by developing, reviewing, and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program appropriately prepares students for competence in diversity and cultural considerations by embedding these concepts throughout the curriculum. The program’s curriculum is designed with a central focus on health equity through the social determinants of health. Students are required to take several courses that cover topics such as social determinants of health, health equity, and cultural consideration. Students also learn cultural competency through community engagement opportunities that are required through the curriculum, such as the service-learning project in local high schools and partnering with community agencies for internships and research. The emphasis on preparing students to work in settings that require a high degree of cultural competence was evident to site visitors from their interviews with a diverse group of students, alumni,	<a href="#">Click here to enter text.</a>	

		internship supervisors, and employers. Stakeholders also spoke of their desire that the program prepare students with a contextual understanding of the public health system in which they will intern and eventually seek employment.		
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**11. DISTANCE EDUCATION PROGRAM OFFERING**

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

**12. DISTANCE EDUCATION STUDENT INTERACTION**

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

**13. DISTANCE EDUCATION PROGRAM SUPPORT**

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

**14. DISTANCE EDUCATION PROGRAM EFFECTIVENESS**

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

**15. DISTANCE EDUCATION STUDENT IDENTITY**

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

**J1. INFORMATION ACCURACY**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The program accurately communicates information about its academic calendar, admissions and grading policies, academic integrity standards, and degree requirements in the undergraduate catalog. Site visitors reviewed these resources to verify information accuracy via the links provided in the self-study and the program's web pages.	Click here to enter text.	
Advertising, promotional & recruitment materials contain accurate information				

**J2. STUDENT COMPLAINT PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		The program follows the university's grade appeals and complaints processes, which are available on the university's website. Written policies and procedures outline the steps to file a complaint, which is facilitated by the Student Conduct, Rights, and Responsibilities (SCRR) Office within Student Affairs. These procedures include	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years				

		<p>informal discussion with the respondent of the complaint, then assistance from the department chair, college dean, or other appropriate supervisory personnel. If the complaint is not resolved at this level, students can submit a request for a formal student complaint hearing with SCRR. A report of the hearing and the hearing committee's recommendation is submitted to the provost, who makes a final decision.</p> <p>Students and alumni interviewed during the site visit were able to articulate the process they would follow to resolve any issues or complaints they would have with the program.</p> <p>In the past three years, there have been two complaints from students about the program related to student plagiarism and faculty conduct in the classroom. These complaints were successfully resolved through the Dean's Office with no further action required.</p>		
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**AGENDA**

**Wednesday, February 8, 2023**

5:00 pm      **Site Visit Team Executive Session 1**

**Thursday, February 9, 2023**

9:30 am      **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
Holly Nevarez, PhD, Professor, Program Coordinator Stan Salinas, DHA Associate Professor, Chair Christine Leistner, PhD Assistant Professor Lindsay Briggs, PhD Associate Professor	<i>Administration and governance (Criterion A)</i> <i>Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed? (Criteria D, F)</i> <i>Faculty qualifications (Criterion E)</i> <i>Practitioner involvement (Criterion E)</i> <i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 4</b>	

10:30 am      **Break**

10:45 am      **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Holly Nevarez, PhD Professor, Program Coordinator Stan Salinas, DHA Associate Professor, Chair Lindsay Briggs, PhD Associate Professor Christine Leistner, PhD Assistant Professor Stephanie Machado, DrPH, Assistant Professor Kwadwo Boakye, PhD, Assistant Professor Patti Horsley, MPH, Lecturer, Internship Coordinator John Cannan, Lecturer Amy Castelluccio, MA, Lecturer, Internship Coordinator	<i>Curriculum (Criterion B)</i> <i>Evaluation of program effectiveness; collection and analysis of data (Criterion C)</i>  <i>Note: the last 20 minutes of this session will be devoted time in which the site visit team can speak with faculty without the program leaders present.</i>
<b>Total participants: 9</b>	

12:00 pm      **Break & Lunch**

12:45 pm **Faculty Roles and Responsibilities**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Holly Nevarez, PhD Professor, Program Coordinator Stan Salinas, DHA Associate Professor, Chair Christine Leistner, PhD Assistant Professor Lindsay Briggs, PhD Associate Professor Patti Horsley, MPH, Lecturer, Internship Coordinator Kristina Carter, MA, MS, Lecturer, Program Advisor	<i>Information accuracy (Criterion J)</i> <i>Student complaint processes (Criterion J)</i> <i>Faculty engagement (Criterion A)</i> <i>Informed and current faculty (Criterion E)</i> <i>Academic and career advising (Criterion G)</i> <i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 6</b>	

1:45 pm **Break & Executive Session 2**

2:45 pm **Students via Zoom**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Dalsin Alves, PH student (graduating in spring 2023) Brenna Gossner, PH student (graduating in spring 2023) Charlize Golden, PH student (graduation in spring 2023) Elizabeth Contreras-Perez, PH student (graduation in spring 2023)	<i>Faculty qualifications (Criterion E)</i> <i>Curriculum (Criterion B)</i> <i>Resources (physical, faculty/staff, academic &amp; career support) (Criteria D, F)</i> <i>Evaluation of program effectiveness (Criterion C)</i> <i>Academic and career advising (Criterion G)</i> <i>Diversity, inclusion, and cultural competence (Criterion H)</i> <i>Student complaint processes (Criterion J)</i>
<b>Total participants: 4</b>	

3:45 pm **Break**

4:00 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Michele Buran, MA, Center for Healthy Communities Project Director Danette York, MPH, Lecturer, Health Director for Butte County Public Health Marianne Whitfield, alumni (2021) and Youth Programs Facilitator at Mindful Littles Marissa Maxey, alumni (2019) and Project Director at California Health Collaborative Carin Chwatsyk, alumni (2017) and Health Disparities Program Manager, for the Arizona Department of Health Services Mariam Yousif, alumni (2020) and Program Assistant at TRIO Educational Talent Search at California State University, Chico	<i>Resources (personnel, physical, academic and career support) (Criteria D, F)</i> <i>Practitioner involvement (Criterion E)</i> <i>Cumulative and experiential activities (Criterion B)</i> <i>Cross-cutting concepts (Criterion B)</i> <i>Stakeholder feedback (Criterion C)</i> <i>Academic and career advising (Criterion G)</i> <i>Diversity, inclusion, and cultural competence (Criterion H)</i>
<b>Total participants: 6</b>	

5:00 pm      **Break & Executive Session 3**

5:45 pm      **Adjourn**

## Friday, February 10, 2023

8:30 am      **University Leaders via Zoom**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Gayle Hutchinson, President</i> <i>Daniel Grassian, Vice Provost of Academic Affairs</i> <i>Eddie Vela, Dean of College of Behavioral and Social Sciences</i> <i>Ryan Patten, Associate Dean of College of Behavioral and Social Sciences</i> <i>Chiara Ferrari, PhD, Faculty Development Director</i>	<i>Program's position within larger institution</i> <i>Provision of program-level resources</i> <i>Institutional priorities</i> <b>Designated leader (Criterion D)</b> <b>Administration and governance (Criterion A)</b> <b>Faculty engagement (Criterion A)</b>
<b>Total participants: 5</b>	

10:00 am      **Site Visit Team Executive Session 4**

1:00 pm      **Exit Briefing**