

CEPH SELF-STUDY DOCUMENT FOR SUNY CORTLAND

B.S. Community Health

The B.S. in Community Health program is housed in the Health Department of the State University of New York-College at Cortland. The Department is one of six departments in the School of Professional Studies.

The State University of New York-College at Cortland is one of 64 campuses of the State University of New York (SUNY) system. The SUNY system is comprised of university centers, academic medical centers, comprehensive colleges, colleges of technology, and community colleges. SUNY Cortland is one of 13 comprehensive colleges.

Individual campuses function largely as autonomous units but must adhere to SUNY-wide policies and procedures. Faculty and staff in the SUNY system are represented by labor unions. The union representing faculty and professional staff is United University Professions.

The individual SUNY campuses receive resource allocations from SUNY each year. Resource allocations have been based largely on a formula based on enrollment. However, SUNY is moving towards “performance-based funding” models for campuses.

SUNY campuses undergo accreditation by the Middle States Commission on Higher Education. Teacher education programs at individual campuses must undergo accreditation by the Council for the Accreditation of Educator Preparation (CAEP) formerly National Council for Accreditation of Teacher Education (NCATE). Within the School of Professional Studies several non-teacher education programs are accredited or are undergoing accreditation including: Recreation, Parks, and Leisure Studies by the **Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**; the **Athletic Training Program by the Commission on Accreditation of Athletic Training Education (CAATE)**; and the Sport Management Program by the Commission of Sport Management Accreditation (COSMA).

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1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE

1.1 Organizational Structure

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

The program is housed in the Health Department of the State University of New York, College at Cortland. The designated leader of the program is the chair of the Health Department, Dr. Bonni C. Hodges. The Health Department's internal organization is depicted in Figure 1.1 All of the full-time Faculty have teaching responsibilities for the baccalaureate Community Health program, either required or elective courses, and of the part-time faculty seven teach at least one course that is either required for the community health major or one of its concentrations. Figure 1.2 presents an organizational chart of the reporting line from the designated leader through the university president, Dr. Erik J. Bitterbaum. Figure 1.3 is the organizational chart for the College.

Figure 1.1 SUNY Cortland Health Department Internal Organizational Chart

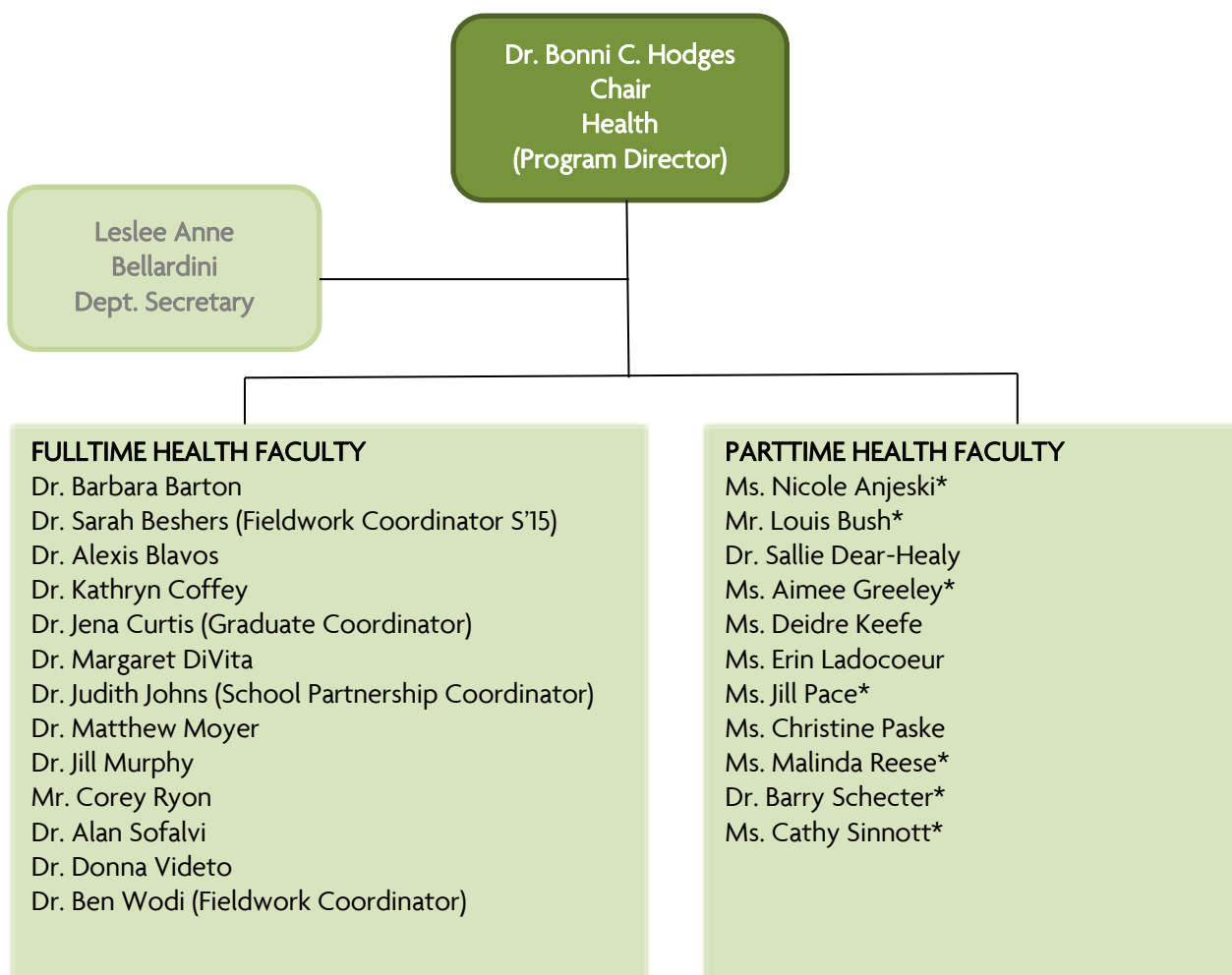


Figure 1.2 Reporting Line Organizational Chart

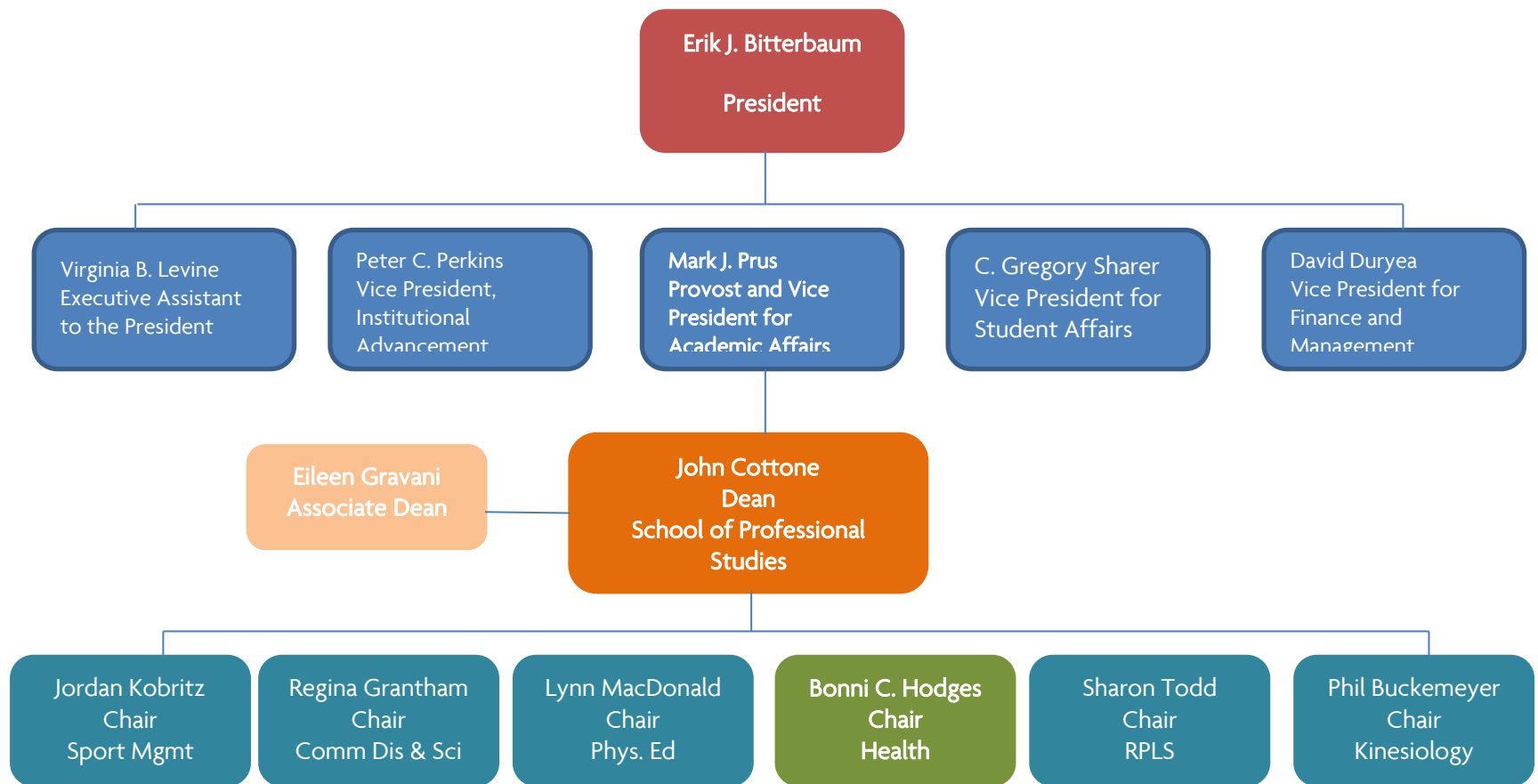
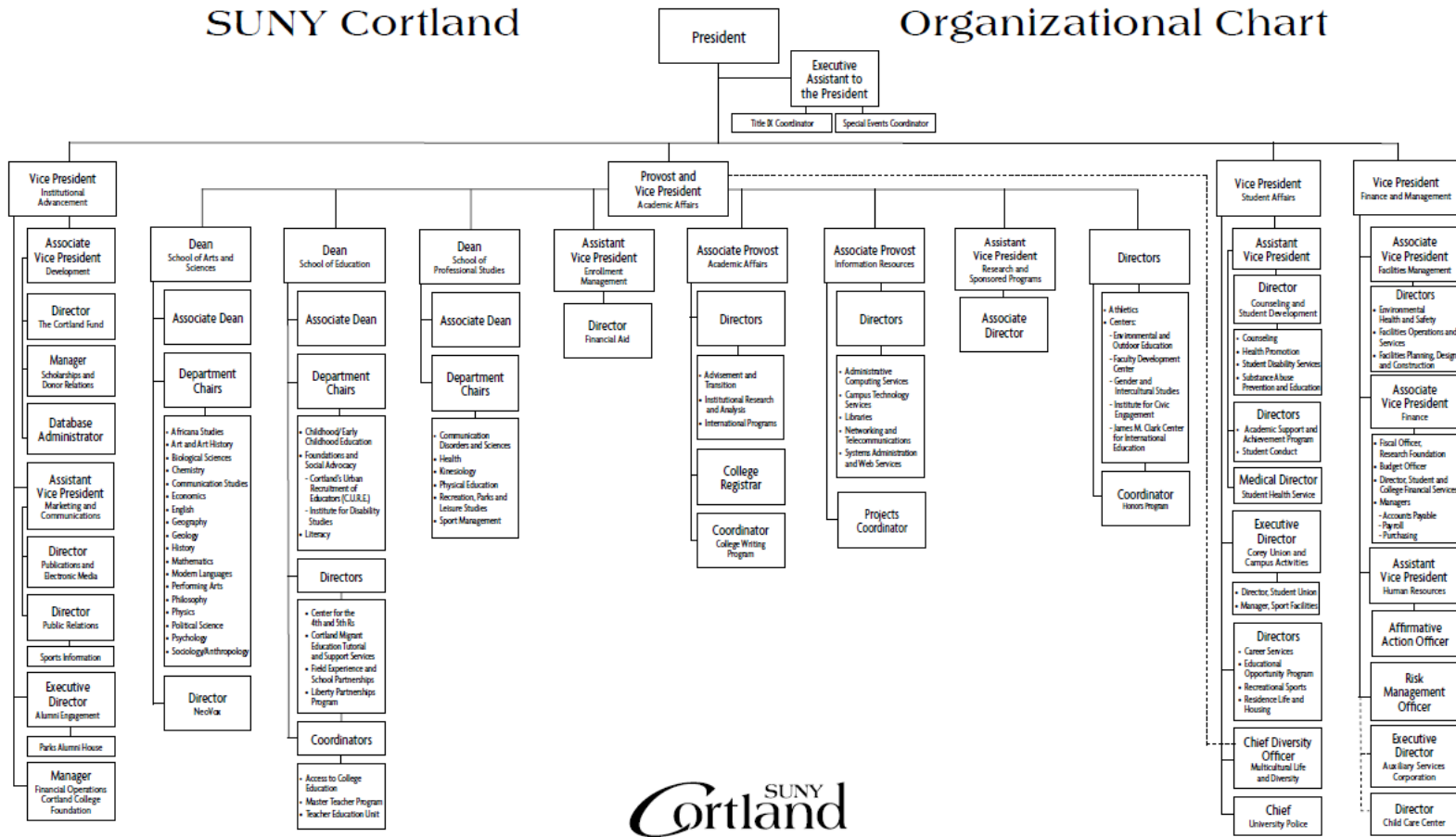


Figure 1.3 SUNY Cortland Organizational Chart



updated August 2015



org_chart.pdf

1.2 Administrative Autonomy

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

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

In general, curriculum development and personnel actions originate in the Department and work through a hierarchical approval process. Student assessment and programmatic assessment are under the purview of the Department; and faculty teaching assignments determined by the department chair. Academic policies pertaining specifically to the program are determined by the Department but must be in compliance with broader college and SUNY policies. Resource allocation is determined by the Provost in conjunction with the President's Cabinet based on a model developed by the Provost. Admissions decisions are made by the SUNY Cortland Office of Admissions staff.

TEMPLATE A

Description of how each of the functions is accomplished for the program as relevant to the program's authority.

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|---|---|---|---|
| a. determining the amount of resources (financial, personnel and other) that will be allocated to the program | Provost in conjunction with the President's Cabinet | <p>Personnel budgets for permanent faculty and staff are determined and managed by the Provost's Office. Departments are provided Temporary Service (TS) monies for adjunct and visiting faculty and staff requested by the Department contingent upon approval by the Dean and the Provost.</p> <p>Department Other Than Personnel Services (OTPS) monies (e.g. supplies, equipment, travel) are allotted by the</p> | <p>Academic Affairs Administrative Manual</p> |

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| | | Provost based on a model that includes enrollment and faculty FTE. | |
| b. Distributing resources (financial, personnel and other) | Provost in conjunction with the President's Cabinet; Department Chairs | Requests for monies to be used for personnel and specific purposes (e.g. accreditation, research initiatives) are reviewed by the Dean and processed through the Provost's Office. Department Chairs are responsible for oversight and distribution of the Department OTPS budget. | Academic Affairs Administrative Manual |
| c. Appointing/hiring faculty to teach program courses | Department Personnel Committee, Dean, Affirmative Action Officer, Provost, President | For full-time positions the Department Personnel Committees screens applicants, conducts telephone interviews with the top 5-10, and invites the top 2-3 for a campus visit and interviews. Following the completion of all campus visits the DPC submits a search summary report to the Affirmative Action Officer that includes the strengths and challenges of each candidate and whether or not each candidate would be "acceptable". Following consultation with the dean and the provost the department chair will communicate to the top candidate the conditions of employment. The official offer is made by the president. The department chair screens, interviews, and appoints part-time faculty. | Health Department Personnel Policies and Procedures College Handbook Section 220.03 |
| d. Appointing/hiring personnel to advise program students | Department Chair | Full-time tenured and tenure-track faculty are required to advise students. Advisors in the community health program have training and/or experience in community health. Advisors are assigned by the department secretary in consultation | College Handbook Chapter 230 Criteria for Promotion |

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| | | with the department chair. | |
| e. curriculum design, including program-specific requirements for the award of the degree | Department, School Curriculum Committee, College Curriculum Committee, Provost, SUNY Central, NYSED | Program curricula originate within departments (by individuals or sub-groups). Once proposed, curriculum actions must be approved by the entire originating department, the school curriculum committee, the college-wide curriculum committee, and the provost. If it is a new program or a substantive change to an existing program it must also be approved by SUNY central administration in Albany and the NYS Education Department. | Curriculum Process/Change Guide |
| f. plans for student assessment | Department CHEA committee, course instructors, GE committee | Student level assessment for the community health major is determined and overseen by the department CHEA/CEPH committee. The committee is overseen by the department chair. Student level assessment within specific courses is instructor determined with some consultation with the CHEA committee. Assessment of general education outcomes is planned and overseen by the college General Education Committee. | |
| g. evaluating the performance of individuals teaching program courses | Department Personnel Committee; Department Chair | Teaching evaluation consists of, at minimum (a) the administration of a Course Teacher Evaluation (CTE) form, and (b) review of materials and information submitted by the teacher. Instructors are supposed to be evaluated at least once every third time a course is taught. The department chair receives the quantitative data generated from the CTEs for all instructors in the health department. The Department requires | College Handbook Chapter 260.02 Health Department Personnel Policies and Procedures Section V |

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| | | 3 teaching observations prior to submission for continuing appointment (tenure). | |
| h. evaluating the performance of individuals advising program students | Department; Department Chair | An Advisor Assessment Questionnaire developed by the full-time department faculty is administered every other year. The department chair analyzes the data in aggregate across all advisors and, separately for each advisor. The aggregate data are reported to the faculty and implications discussed. Advisors receive a report of their individual advising performance data. | Advisor Assessment Questionnaire |
| i. promoting and/or granting tenure | Department Personnel Committee; Department Chair; School Personnel Committee; Dean, Provost, President | Tenure (continuing appointment) and rank-to-rank promotion although separate evaluations follow the same process. The candidate submits a portfolio that presents evidence of effectiveness in teaching, scholarship, and service. The portfolio is reviewed independently at each level concluding with a recommendation by the Provost to the President for final decision. | College Handbook Chapter 220.06 College Handbook Chapter 230 Health Department Personnel Policies and Procedures Section V |
| j. Re-appointing or terminating program faculty hired by contract | Department Personnel Committee; Department Chair; School Personnel Committee; Dean, Provost, President | Tenure-track faculty typically receive an initial contract of two-years, followed by two renewals of two years each and a third of one year, if warranted. The reappointment process is the same as the tenure process described above. Temporary (adjunct) faculty are hired by semester or academic year as needed and approved by the dean and the provost. Their teaching effectiveness is reviewed annually by the department chair using some | College Handbook Chapter 220.06 College Handbook Chapter 230 Health Department Personnel Policies and Procedures Section V College Handbook Chapter 220.05 |

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| | | combination of CTEs, course syllabi, course materials, and observations. | |
| k. determining teaching assignments for program courses | Department Chair | One of the specific duties of the department chair is the assignment of teaching responsibilities after consultation with the faculty. | Academic Affairs Administrative Manual |
| l. developing the program's academic policies governing matters such as academic standing and award of degree | Educational Policy Committee (EPC) Department | The EPC of the Faculty Senate considers and makes recommendations to the Senate on general academic policies and procedures. Changes approved by the Senate are sent to the provost for approval. Program specific policies that are more stringent than those applying to the general student population may be proposed and approved at the Department level and receive subsequent approval by the dean and the provost. | SUNY Cortland Faculty Bylaws: http://www2.cortland.edu/offices/publications/handbook/part-one/#Anchor-150.03 |
| m. implementing the program's academic policies, including grading | | The department chair communicates and reinforces the program's academic policies to course instructors who implement course and program-based policies and grading through new faculty training, periodic reminders in department meetings/retreats. New policies are communicated to students through a variety of communication channels including email, letter, and relevant program-related meetings. The department chair performs periodic implementation checks via meetings with relevant coordinators (e.g. fieldwork) and faculty, and document review (e.g. syllabus, fieldwork manual, | New Faculty Handbook Health Department Meeting Minutes |

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| | | course grade distributions). | |
| n. Recruitment, advertising and admissions | College Admissions Office | The recruitment and admission of students is conducted by the College Admissions Office. Specific academic and technical standards required for admission to the programs are clearly defined and published and are readily accessible to prospective students and the public through recruitment publications and electronic-based resources. Undergraduate admission criteria include comprehensive considerations of academic performance, standardized test results, extracurricular activities and recommendations. | General admission criteria for first year students: http://www2.cortland.edu/admissions/undergraduate/freshmen-applicants/requirements.dot General admission criteria for transfer students: http://www2.cortland.edu/admissions/undergraduate/transfer-students/ |
| o. defining the academic calendar | Calendar Advisory Committee develops; Approved by President's Cabinet | This committee solicits input from the college community, develops and forwards the calendar to the president for approval. | College Handbook Chapter 130.08 http://www2.cortland.edu/offices/publications/handbook/part-one/#Anchor-130.08 |
| p. publication and currency of information in catalogs and other publications | Publications and Electronic Media Office | Works directly with other administrative offices to produce, edit and oversee the printed and electronic materials produced for the college | http://www2.cortland.edu/offices/publications/ |

1.3 Designated Leader

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

Dr. Bonni C. Hodges, Professor and Chair, Health Department is the designated program leader. Dr. Hodges has been a full-time faculty member of the SUNY Cortland Health Department for 23 years and department chair for 12 years.

1.4 Rights and Responsibilities of Faculty and Administrators

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

[The SUNY Cortland Faculty Bylaws](#) define the role of faculty in the governance of the college. Faculty have the major responsibility for the development of the academic programs at the college through participation at the department, school, and college levels. Each department and school must have a curriculum committee consisting of faculty. The [College Curriculum Review Committee](#) consists of faculty representing disciplinary areas across the institution. The associate deans of each school serve as ex officio members of their respective school curriculum committees and the college curriculum committee.

All full-time faculty in the health department serve as members of the Department Curriculum Committee. The department chair serves as the chair of this committee. The Educational Policy Committee of the Faculty Senate considers and makes recommendations to the Senate on matters related to educational policy, major curricular changes, and other areas designated to it by the Senate. It also determines the procedures governing change of academic programs and curricula. The Senate recommends approved policies, curricular changes, etc. to the provost and vice president for academic affairs ([SUNY Cortland Faculty Senate Bylaws](#) 150.03).

The Planning Committee of the Faculty Senate “determine(s) the procedure whereby faculty and student input is obtained regarding the review and assessment of strategic plans and indicators of institutional effectiveness” ([SUNY Cortland Faculty Senate Bylaws](#) 150.03) Strategic plans drive resource allocation.

1.5 Faculty Engagement

The program ensures that all faculty (including full-time and part-time faculty) regularly interact and are engaged in ways that benefit the instructional program.

The full-time tenured and tenure-track faculty meet 3 out of every 4 weeks during the fall and spring semesters to conduct department business. In addition, a one-day retreat for this group is held in August and in January for professional development and/or department work that requires extended time and focus. The Department has standing committees whose members are determined by voting of the full-time tenured and tenure-track faculty each academic year. These committees are: Department Personnel; Graduate Policy Committee; Department Awards; Student Teaching; and Poskanzer Lecture. Membership to the Fieldwork, Assessment, Graduate Comprehensive Exam, and M.S. in Community Health Culminating Activity committees are appointed by the department chair in consultation with the faculty. All full-time tenured and tenure-track faculty serve as the Department Curriculum Committee which is chaired by the Department Chair (who serves as the program director). The department sends one representative, elected from the full-time tenured and tenure-track faculty, each to the School of Professional Studies Curriculum and the School of Professional Studies Personnel Committees.

Ad hoc committees are formed as needed and may include full-time and part-time (adjunct) faculty. The Department Chair is responsible for orienting, training, and evaluating part-time faculty. Whenever possible, part-time faculty are matched with and mentored by full-time faculty whom have or are currently teaching the course assigned to the part-time instructor. When that is not possible, the Department Chair serves that role.

As part of the agreement with United University Professions (UUP) the faculty union 15% of professional development monies are set aside for part-time faculty employees as part of their benefits of employment found here <http://uupinfo.org/reports/reportpdf/ptfactsheet.pdf> Historically, most part-time faculty employed in the program are currently practicing public health professionals, thus limiting their availability to “regularly” interact. However, part-time instructors often also serve as fieldwork supervisors or work with community health students completing service learning projects and/or their required internship at the instructor’s worksite. Fieldwork supervisors from the program have regular communication with site supervisors providing program updates and obtaining feedback from “the field”.

All full-time and part-time faculty are encouraged to participate in and to plan student activities associated with the Department’s annual endowed Poskanzer Lecture in public health. Program course instructors typically incorporate the lecture into their courses, as appropriate to the course. The Poskanzer Lecturer spends a day visiting in classes and meeting with faculty and representatives of local public health agencies. Course instructors typically debrief with students in the days after the lecture.

1.6 Accuracy of Published Information

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

Advertising, promotional materials, recruitment literature is developed and produced by the SUNY Cortland Admissions Office. Whenever new materials are produced the department is provided an opportunity to review and comment prior to final production and dissemination. There can be a lag time between substantive changes in programs and the production of new materials.

The [College Catalog](#) is produced and maintained by the Publications and Electronic Media Office. The catalog is updated once per year between the spring and the fall semesters. Departments have the opportunity to recommend edits to their related materials in the catalog once per year. The beginning and the end of the catalog editing timeframe (typically the latter half of the spring semester for the next year's catalog) is sent to the department chair. The Chair makes any recommended edits and sends them to the associate dean for approval. Curriculum changes or additions that have received all necessary approvals by the close of the production schedule will appear in the next year's catalog.

The college grading policy and academic integrity standards are published in the College Handbook in sections [415.01](#) and [340](#) respectively.

The college maintains a [Communications Guide](#) that includes [style specifications for webpages](#). During the last adoption of a content management system a uniform style for a college webpage was mandated and the initial webpages were developed by staff from the institutional advancement and information resources areas with input from individual departments. Departments are responsible for maintaining the accuracy of content on department webpages. This is challenging due to the day-to-day workload of the department secretary and faculty members and relatively frequent updates to the content management system.

2.0 RESOURCES

2.1 Sufficient Faculty Resources

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes.

All undergraduate programs in the Department share some common course requirements and most full-time tenured and tenure-track faculty in the department teach courses serving both the undergraduate and master's programs in community health and school health, and the undergraduate capping program in Human Service Studies. Thus, faculty FTE calculations are for the Department across programs. These calculations are done by the Institutional Research and Analysis Office at the close of each fall semester. As table 2.1 illustrates health department full-time faculty-to-student ratios are reasonable and manageable.

| Semester | Faculty FTE | Majors/FT TT Faculty |
|-----------|-------------------------------|-------------------------------|
| Fall 2015 | TBD end of fall 2015 semester | TBD end of fall 2015 semester |
| Fall 2014 | 17.6 | 27.5* |
| Fall 2013 | 22.1 | 16.4 |

*1 faculty member on phased-in retirement not counted as FT.

The Full-Time Effort (FTE) for the community health program is an estimate of the amount of time each faculty spends specifically on the baccalaureate Community Health program. To understand this calculation, a few issues must be kept in mind. The Health Department offers baccalaureate and graduate programs in Community Health and Health Education. All tenured and tenure-track faculty have responsibilities in the areas of teaching, advisement, research, and service, and all faculty have some responsibilities at the undergraduate and graduate levels. With this in mind, it is estimated that at least 9 of the full-time faculty in the Health Department spend at least half of their time providing instruction and devoting other work efforts for the baccalaureate Community Health program. The remaining full-time faculty teach at least one course per year in the program. The part-time faculty teach at least one course required for the major or a concentration. Based on this table, it is estimated there are faculty resources equivalent to more than 7 full-time faculty for the baccalaureate program. (Note: If we use the *43% undergraduate Community Health student enrollment* figure as an estimate, we would find a very similar figure. For example, we estimate faculty resources of 6 FTE among our 14 full-time faculty (14 FT faculty x 0.43 = 6.02, plus the additional efforts from the part-time faculty which would total at least one FTE).

2.2 Mix of Full- and Part-time Faculty

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

Template B provides a list of the 21 faculty who have provided instruction in the Community Health Program over the last two years. The full-time effort and courses taught by each faculty is provided.

TEMPLATE B. A list of all faculty providing program instruction or educational supervision for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.).

| Name of Faculty Member (including degrees) | Status (full-time, part-time, etc.) | FTE for Program* | Undergraduate Community Health Course(s) Taught |
|--|-------------------------------------|------------------|---|
| Barbara Barton, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 203, HLH 221, HLH 380, HLH 492, HLH 493, HLH 494</i> |
| Sarah Beshers, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 111, HLH 163, HLH 499</i> |
| Alexis Blavos, PhD | <i>Full-time</i> | +0.50 | <i>HLH 210, HLH 301,</i> |
| Kathryn Coffey, <i>Ph.D.</i> | <i>Full-time</i> | 0.24 | <i>HLH 163, HLH 302</i> |
| Jena Curtis, <i>Ed.D.</i> | <i>Full-time</i> | 0.24 | <i>HLH 314</i> |
| Margaret DiVita, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 462, HLH 494</i> |
| Bonni C. Hodges, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 394, HLH 400, HLH 494</i> |
| Judith Johns, <i>Ph.D.</i> | <i>Full-time</i> | 0.24 | <i>HLH 367</i> |
| Matthew Moyer, <i>Ph.D.</i> | <i>Full-time</i> | 0.48 | <i>HLH 210, HLH 301, HLH 314, HLH 394</i> |
| Jill Murphy, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 203, HLH 380, HLH 391</i> |
| Corey Ryon, <i>M.S.Ed.</i> | <i>Full-time</i> | 0.24 | <i>HLH 120</i> |
| Alan Sofalvi, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 367, HLH 394, HLH 493, HLH 494</i> |
| Donna Videto, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 203, HLH 494</i> |
| Ben Wodi, <i>Ph.D.</i> | <i>Full-time</i> | + 0.50 | <i>HLH 221, HLH 390, HLH 499</i> |
| Nicole Anjeski, M.S. | <i>Part-time</i> | 0.24 | <i>HLH 203</i> |
| Christine Widdall, <i>M.S.</i> | <i>Part-time</i> | 0.11 | <i>HLH 220</i> |
| Aimee Greeley, <i>MSEd</i> | <i>Part-time</i> | 0.56 | <i>HLH 203</i> |
| Jill Pace | <i>Part-time</i> | 0.24 | <i>HLH 232</i> |
| Cathy Sinnott, MPH | <i>Part-time</i> | 0.56 | <i>HLH 201</i> |
| Louis Bush, <i>M.S.(c)</i> | <i>Part-time</i> | 0.24 | <i>HLH 301</i> |
| Melinda Rees, M.S. | <i>Part-time</i> | 0.24 | <i>HLH 301</i> |

*The FTE for Program is an estimate of the amount of time each faculty spends specifically on the baccalaureate Community Health program. At least 9 of the Full-Time faculty in the Health Department spend at least half of their time providing instruction for the baccalaureate Community Health program. The remaining Full-Time faculty teach at least one course per year. The Part-Time faculty listed in the table teach at least one course required for the major or a concentration. Based on this table, it is estimated there are faculty resources of more than 7 Full-Time Faculty for the baccalaureate program.

As can be seen in Table 2.2, almost all sections of required core courses in the CHEA program are taught by full-time tenured and tenure-track faculty members. For at least the past 12 years the Dean and the Provost have provided the authorization and the funding to hire part-time instructors when needed. This has allowed the program to keep CHEA majors health course section enrollment to 40 students and below.

When needed, part-time faculty members are hired for courses within the health department to instruct specific courses associated with their expertise. In any given semester most, if not all, part-time faculty are currently practicing public health professionals who bring their experiences to the classroom. Part-time faculty are recruited and hired to best meet the needs of the program given the strengths of the current full-time faculty. For example, some sections of HLH 203-Community Health have been taught for the past 2 years by a staff member with the Cortland County Health Department, and HLH 492-Chronic and Communicable Disease was taught for more than five years by the retired college physician. The program works to provide the best experience possible for the students and the part-time faculty members by having these faculty members teach the same course over a number of semesters (when needed and faculty performance warrants). This allows the part-time faculty member the opportunity to learn from and apply feedback from students and the department chair to engage in continuous improvement of the course and its instruction.

| Semester | % Sections FT TT | # Sections by PT |
|--|-------------------------|-------------------------|
| Fall 2015 | 93% | 1 |
| Spring 2015* | 74% | 4 |
| Fall 2014** | 81% | 3 |
| Spring 2014** | 81% | 3 |
| Fall 2013** | 89% | 2 |
| Spring 2013** | 80% | 3 |
| *1 FT TT on sabbatical, 1 retirement unfilled line | | |
| ** 2 FT TT on 1 course grant release each | | |

2.3 Student Enrollment and Resources

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

Students may declare the community health major as first-time, first year students, by changing majors from another department at the college (internal transfer), or by transferring directly into the program from another institution (external transfer). Historically, the program has gained the most students as transfers from another major at the college or from another institution. First year, first time student enrollment in the program has ranged from 12-15 students over the past 5 years. Over the past 2 years an average of 23 students per semester have transferred into the community health major from another program at the college (see Table 2.3.1) with an average of 4 leaving the major. The health department requires those wishing to change their majors into the community health program to complete an application that includes a personal statement for why the student wants to study community health and to provide current academic performance information. Applications are reviewed once each semester by an ad hoc committee of full-time faculty with decisions being made based on strength of the personal statement, academic performance, and room in the program (predicted number of available seats in required courses).

External transfers who have completed an associate’s degree from SUNY community college have completed most or all SUNY-wide general education requirements and thus carry a heavy load of program requirements in their first semester in the program. Students entering as first-time, first year students typically spend their first three semesters completing general education requirements along with HLH 203, and health elective courses.

| | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 |
|---------------------------|------------------|--------------------|------------------|--------------------|
| External Transfers | 13 | 9 | 11 | TBD |
| Internal Transfers | 29 | 20 | 20 | 23 |

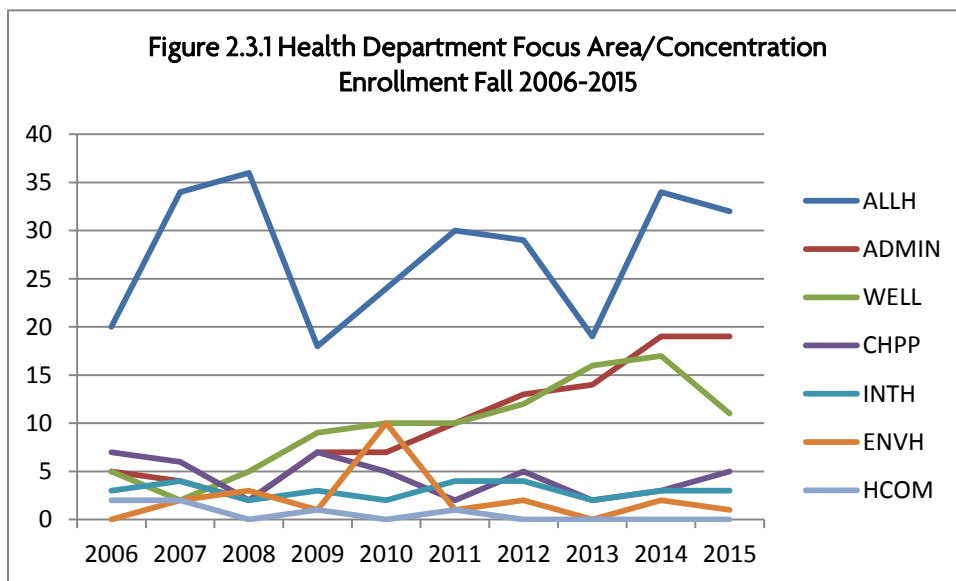
Once the major is declared and processed, the CHEA major code is attached to the student’s unique SUNY Cortland identification number. This allows tracking of enrollments in the program and in courses. The Institutional Research and Analysis Office provides yearly enrollment and faculty workload reports to department chairs for interpretation and inclusion in department annual reports. These data and the annual reports are used to advocate with the dean for resources Student enrollment in the community health program has been growing.

Template C summarizes the student headcount and the student Full Time Effort for the last two years for the Community health program.

TEMPLATE C

| Semester | Student headcount | Student FTE | Narrative explanation of the specific method and source of student enrollment data |
|----------------------------------|-------------------|-------------|--|
| Semester 1 <i>Fall 2013</i> | 137 | 60 | Student headcount includes all students enrolled in the community health major no matter their credit load. Student FTE was calculated by taking the number of student credit hours generated across CHEA major required courses offered by the health department (excluding required courses offered in other departments) divided by 15 (the standard credit load for a FT student as defined by SUNY). |
| Semester 2 <i>Spring 2014</i> | 143 | 90 | |
| Semester 3 <i>Fall 2014</i> | 152 | 84 | |
| Semester 4 <i>Spring 2015</i> | 166 | 78 | |
| Semester 5 <i>Fall 2015</i> | 163 | 90 | |
| Semester 6 <i>Spring 2016</i> | TBD | TDB | |

More than ninety percent of students enrolled in the program are full-time students. Figure 2.3.1 provides an overview of enrollment of CHEA majors in available concentrations, also known as a *focus area*. (Note: The Health Department uses the term “concentration,” but the term “focus area” will be used here to avoid confusion between our optional concentrations and the more conventional required concentrations.) Students are **not** required to have a focus area. Approximately one-quarter of CHEA majors declare a focus area. The Allied Health focus area has, and continues to have the largest enrollment. Enrollments in the Health Administration and Wellness and Health Promotion focus areas are the next populous and have been increasing.



2.4 Sufficient Student-Faculty Ratios

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

In recent years the institution has been responsive to the resources needs of the health department and its programs. Thus, the program has been able to maintain an acceptable student-faculty ratio, in line with or better than other comparable departments. Templates D.1 through D.3 summarize these data.

TEMPLATE D

Template D.1

| Semester | SBP SFR | Explanation of the data and method used | SBP Average Class Size | Explanation of the data and method used |
|----------------------------------|----------------|--|------------------------|---|
| Semester 1 <i>Fall 2014</i> | 27.5 | Student majors/Full-time tenure-track faculty is used to track student-faculty ratios for resource allocation. It is produced each fall for reporting to SUNY. | 24 | Enrollment in required program courses in the Department/total number of students enrolled across those courses |
| Semester 2 <i>Spring 2015</i> | NA | | 21.4 | |
| Semester 3 <i>Fall 2015</i> | Available 1/16 | | 25.6 | |
| Semester 4 <i>Spring 2016</i> | NA | | TBD | |

Template D.2

| Comparable Baccalaureate Program in the institution | Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice. |
|---|---|
| Sport Management | Same school at the college. Similar structure: Core SPM courses, outside of department major requirements, & required "fulltime" one semester internship/fieldwork. |

Template D.3

| Semester | Comparable Program SFR | Comparable Program Avg. Class Size |
|----------------------------------|------------------------|------------------------------------|
| Semester 1 <i>Fall 2014</i> | 51.9 | 25.3 |
| Semester 2 <i>Spring 2015</i> | NA | 28.7 |
| Semester 3 <i>Fall 2015</i> | Available 1/16 | 26.7 |
| Semester 4 <i>Spring 2016</i> | NA | TBD |

The average advising load for faculty in our SBP is lower than that in the comparable program, as shown in Template E.1.

Template E.1

| Semester | SBP Average Advising Load | Explanation of the data and method used | Comparable Program Average Advising Load |
|-------------|---------------------------|--|--|
| Fall 2014 | 26 | Number of faculty advisors serving undergraduate CHEA program/ total active students in department for those advisors. | 40 |
| Spring 2015 | 25 | | 40 |
| Fall 2015 | 22 | | 37 |
| Spring 2016 | TBD | | TBD |

Template E.2

| Comparable Baccalaureate Program in the institution | Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice. |
|---|---|
| Sport Management | Same school at the college. Similar structure: Core SPM courses, outside of department major requirements, & required "fulltime" one semester internship/fieldwork. |

2.5 Financial and Physical Resources

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

Within the Health Department at SUNY Cortland, there are 13 full-time tenure-track and tenured faculty, one full-time instructor, one full-time secretary and between 14-19 adjunct faculty per semester. All full-time faculty and approximately half the part-time faculty serve the undergraduate Community Health program in any given semester. All students at SUNY Cortland have access to the Memorial Library, which has computer labs, study spaces, multimedia studios, books, journals and access to online resources. Each semester, every student pays a \$191.50 Technology Fee, which funds a variety of technology networking and access services for students including e-mail accounts, computer labs, Internet access and technical support. Across the campus, there are over 30 public computing facilities available for students.

As can be seen below in Table 2.4, the majority of the department's budget goes towards the salary for the permanent faculty and staff. Template F provides a summary of the funding sources for the department's budget. The primary source of funds for the health department budget comes from New York State appropriations. The state appropriation is comprised of tuition and state support, and the percentages for those sources change each year. In 2015-2016, the in-state tuition was \$3,238 per semester and the out-of-state tuition was \$8,160 per semester. Other sources of funds for the Department include those generated from research activities, which includes the categories of University Funds, Grants/Contracts and Indirect Cost Recovery. Furthermore, in 2007 the Poskanzer Fund was established by the family of Charles Poskanzer, Phd, MPH, who served as the Health Department chair for many years. The Health Department uses the interest from this endowment/gift (valued at \$49,302 in 2015) to fund a speaker for the annual *Poskanzer Lecture* which must address a public health issue. Poskanzer funds cannot be used for operating costs.

[A letter of support](#) is provided in the electronic resource file as documentation that SUNY Cortland is committed to providing the resources required to accomplish our program mission, to teach the required curriculum, and to achieve expected student outcomes.

| Budget Category | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------------------------|------------------|------------------|------------------|------------------|
| Permanent Faculty and Staff Salary | 912,843.22 | 940,595.00 | 911,141.00 | 955,780.00 |
| Temporary Faculty and Staff Salary | 144,386.48 | 130,730.00 | 152, 631.00 | 140,000.00 |
| Operating Budget | | | | |
| Supplies | 4,812.50 | 3000.00 | 5000.00 | 2870.00 |
| Equipment | 3477.57 | 500.00 | 500.00 | 500.00 |
| Travel | 154.00 | 200.00 | 200.00 | 200.00 |
| Contractual | 4257.22 | 9300.00 | 9300.00 | 9300.00 |
| Total Budget | 1,069,930.99 | 1,046,455.00 | 1,078,772.00 | TBD |

TEMPLATE F

| Sources of Funds by Major Category by Academic Year, Fall 2011 to Spring 2016 ¹ | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| | Year 1 (11-12) | Year 2 (12-13) | Year 3 (13-14) | Year 4 (14-15) | Year 5 (15-16) |
| Source of Funds | | | | | |
| State Appropriation | \$1,052,266 | \$1,069,930.99 | \$1,046,455.00 | \$1,078,772.00 | \$1,017,017.00 |
| University Funds | \$2,072 | \$0 | \$0 | \$0 | \$0 |
| Grants/Contracts | \$208,056 | \$213,754 | \$222,220 | \$52,929 | \$55,000 |
| Indirect Cost | \$29,618 | \$42,059 | \$34,676 | \$8,821 | \$5432.32 |
| Recovery Endowment | \$550 | \$550 | \$550 | \$550 | \$550 |
| Gifts | | | | | \$4753 |
| Total | | | | | |
| Note: State appropriation monies come from tuition paid to SUNY. | | | | | |

¹ Data should be presented by calendar year, academic year or fiscal year as appropriate—define in header row and in accompanying narrative. Additionally, all data presented should be retrospective, with the current year as Year 5.

2.6 Academic Support Services

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

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

There are a variety of academic support services available to students and faculty. These are summarized in Template G below. Computing and technology services are provided through the Office of Information Resources. This office selects, builds, and maintains technology platforms for internet access, email, mobile access, e-learning, and myreddragon the password protected SUNY Cortland portal. It maintains computer labs throughout the campus for use by students, faculty and staff. The office provides training for faculty, staff, and students in the use of academic-related technology on campus, and staffs a Help Center available 12 hours a day. The Help Center is accessible in person or via telephone and email. Information Resources has a faculty/staff equipment loan program.

The College Memorial Library is "committed to the effective selection, collection, organization, and dissemination of information related to the academic, social and recreational needs of the college community". The library has a fully automated on-line catalog that can link other schools in the SUNY system. The SUNY Open Access Policy allows students to borrow from almost all SUNY campuses. Additionally, audio, video and computer resources are housed in the Electronic Media Center. The Memorial Library ensures the accessibility of all resources to students through electronic means to access the databases and the online learning program; offering training on systems/ programs needed by students including Blackboard "Ask Us 24/7" is an online reference service that connects users to professional librarians via a Web-based chat interface. The library provides equipment for check-out such as laptops, cameras, and hard drives. Librarians work closely with program faculty to design course-specific training for students and identify resources for course development and delivery.

The Advisement and Transition Office provides services and support to students regarding the transition to college, academic planning, choosing a degree program and general academic decision making. This office is designed to help students make the most of their college career by providing assistance in understanding college policies and procedures, understanding advisement and registration, and connecting to campus resources. The office also provides workshops to assist academic advisors with the advising and registration process. It coordinates the 1 credit courses COR 101-Cortland Experience for first year students and COR 201-Enhancing Transfer Experience for new transfer students. During the summer and just prior to each semester, the office runs new student orientation programs.

The Office of Career Services provides resources and career counseling for students. It maintains a library with print resources related to careers, internships and graduate study; provides career counseling; offers resources for students to conduct assessments to help determine career paths and majors; provides career-related workshops such as resume writing and interviewing, and maintains a job bank. This office also coordinates and administers non-required internship and volunteer opportunities for students.

The Academic Support and Achievement Program (ASAP) provides professional tutoring, peer tutoring, and supplemental instruction. Both in-person and on-line tutoring are offered including “Night Owl” on-line tutoring services as part of a consortium. Students may be referred or self-refer to ASAP.

TEMPLATE G. A description of academic support resources which are available to students enrolled in the Community Health program at SUNY Cortland.

| Academic Support Resource | Responsible Party | Description |
|--|---|---|
| Computing and technology services | Information Resources Associate Provost for Information Resources- Amy Berg | Includes academic and administrative components. The academic component encompasses the primary resources utilized in the teaching and learning processes as well as those resources that directly support those processes such as the library. A full review of its services can be found here: http://www2.cortland.edu/offices/information-resources/ |
| Library services | Memorial Library Director of Libraries- Gail Wood | Has more than 400,000 bound volumes and 1200 periodicals and an extensive microtext collection and a strong collection of electronic resources. There is a strong interlibrary loan program. Provides a variety of training to faculty and students. http://www2.cortland.edu/library/about/ |
| Distance education support, if applicable | N/A | N/A |
| Advising services | Advisement and Transition Office Director-Abby Thomas | Provides services and support to students regarding the transition to college, academic planning, choosing a degree program and general academic decision making. Provides training and assistance to academic advisors with a focus on all-college and general education requirements. http://www2.cortland.edu/offices/advisement-and-transition/ |
| Public health-related career counseling services | Office of Career Services Director of Career Services and Coordinator of Internships and Volunteer Programs-John Shirley | Career planning resources and workshops. Coordination and administration of non-required internship and volunteer opportunities for students. http://www2.cortland.edu/offices/career-services/ |
| Academic support | Academic Support and Achievement Program Director-Esa Merson | Professional and peer tutoring, supplemental instruction http://www2.cortland.edu/offices/asap/ |

3.0 FACULTY QUALIFICATIONS

3.1 Faculty Qualifications

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

All full-time tenured or tenure track faculty in the health department hold a doctoral degree in a public health-related area. The minimum educational qualification needed for consideration for a tenure-track position in the Department is “all but dissertation” (ABD) with an expected date of degree conferral within one year of employment. The array of graduate disciplines and experiences within public health that the full-time faculty members bring to the health department provide an excellent foundation for the program and its students. They bring to the program prior and continued engagement in professional public health experiences outside of the classroom. Many conduct applied research with, and in service to, community-based health and human service agencies; some provide consulting services in their areas of expertise to local, regional, and national organizations; many serve on the Board of Directors of local and/or regional health and human service agencies. Template H provides examples of these past and current professional experiences.

At SUNY Cortland, part-time faculty must have a [completed master's degree](#) unless there are no other qualified candidates and it can be demonstrated that the proposed course instructor brings a wealth of directly-related experience. As template H illustrates all of our faculty are qualified to teach in the program by virtue of education and experience. As mentioned previously, the program recruits and employs part-time faculty with professional experience in community and public health who can connect the classroom to the “real world” for our students. Over the past 10 years there has only been one part-time faculty member without a completed master's degree. This individual was a master's degree candidate with professional experience directly-related to the course in need of an instructor. This instructor has been given a timeframe in which to have completed the requirements of the master's degree to be able to continue as an instructor.

The program has very little to no input on the hiring of faculty in other departments that provide required courses for the program (e.g. biological sciences). However, the same general minimum expectations of a doctoral degree for full-time tenured or tenure track faculty and a master's degree for part-time faculty are in place across the college. Faculty members outside of a department that is hiring are often invited to a public meeting or presentation with the candidates participating in on-campus interviews and are invited to provide feedback to the search chair. The health department has a very collegial relationship with the other departments that provide required courses to our program majors and participate as we can and as asked in others' faculty searches.

Template H summarizes the program faculty along with their graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure. The CV for the faculty are provided in the Electronic Resource File. [Note: Historically, Vitae were available to departments in a paper format. However, the newer online employment system now gathers electronic CV from part-time faculty as they apply. These CV are not directly available and this has presented a challenge. The program secretary will continue to request CV from the part-time faculty and will work with other department secretaries to compile CV from faculty outside of the department.]

TEMPLATE H

A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure.

| Name of faculty | Graduate degrees earned | Institution where degrees were earned | Discipline in which degrees were earned | Relevant professional experience | Applicable registration, certification and/or licensure |
|-----------------|-------------------------|---|---|---|---|
| Nicole Anjeski | MS | SUNY Cortland | Community Health | Cortland County Health Department, Healthy Neighborhoods Program | |
| Barbara Barton | PhD MPH | Texas Women's U S. Connecticut U | Health Studies | Project Manager, Yale-New Haven Hospital, Center for Outcomes Research and Evaluation Clinical Manager, Oxford Health Plans | MCHES RN |
| Sarah Beshers | PhD MS | U Pennsylvania U Chicago | Human Sexuality Virology | Kid's Health, Inc. program designer Sexuality Education Consultant | |
| Alexis Blavos | PhD MSEd | U Toledo Kent State U | Health Policy Health Education and Promotion | Program Assistant, James Madison U, South Africa HIV/AIDS Study Abroad Health Promotion Representative, Nationwide Better Health | CHES |
| Louis Bush | MS (c) | SUNY Cortland | Community Health | Case Worker, REACH NY | |
| Kathryn Coffey | PhD MSEd | Indiana University SUNY Cortland | Health Behavior Health Education | Cortland LBGQT Advisory Board ADEPEP School Drug Prevention Educator | |
| Jena Curtis | EdD MA | Columbia U, Teacher's College Columbia U, | Health Education Health Education | Kodaikanal International School (India), HIV Curriculum Developer Needs Assessment Coordinator, | |

| | | | | | |
|-----------------|------------|------------------------------------|---|--|--|
| | | Teacher's College | | Association of International Schools of India | |
| Margaret DiVita | PhD MS | U Buffalo U Binghamton | Epidemiology and Community Health Medical Anthropology | Senior Research Analyst, Center for Functional Assessment Research | |
| Aimee Greeley | MSEd | SUNY Cortland | Health Education | Project Coordinator, School Health Systems Change Project Event Coordinator ONCenter | |
| Bonni C. Hodges | PhD MS | U. Maryland Northeastern U | Health Education Exercise Science | Chair, Board of Directors, Seven Valleys Health Coalition Consultant, Cortland County Health Department Research Assistant Minority Health Education Lab | |
| Judith Johns | PhD MEd | Kent State University U Georgia | Health Education and Promotion Health Behavior and Promotion | Director of Health and Safety Services, American Red Cross, Centre Communities Chapter, State College, PA | |
| Matthew Moyer | PhD MA | S. Illinois U U Alabama | Health Education Health Studies | School Health Educator, | |
| Jill Murphy | PhD MS | U Buffalo U Buffalo | Epidemiology and Community Health Epidemiology | Consultant, Onondaga County Health Department Project Coordinator, Department of Cancer Prevention and Population Sciences, Roswell Park Cancer Institute | |
| Jill Pace | MSEd | SUNY Cortland | Health Education | Health Curriculum Director, Cortland Enlarged City School District | |
| Malinda Reese | MS | SUNY Cortland | Community Health | Cortland County Community Action Agency, Family Advocate Elmcrest Children's Center, Health Care Integrator | |
| Corey Ryon | MSEd | SUNY Cortland | Recreation, Parks and Leisure | Red Cross Instructor | |

| | | | Studies | | |
|-------------------|-----------------|---------------------------------|--|--|----|
| Cathy Sinnott | MPH | Upstate Medical University | | WIC Program Director, Tompkins County Health Department | RN |
| Alan Sofalvi | PhD MSE | Penn State U S Illinois U | Health Education Community Health Education | Board of Directors , Seven Valleys Council on Substance Abuse Board of Directors , Baldwin County (Georgia) American Heart Association | |
| Donna Videto | PhD MS | Penn State U S Connecticut U | Health Education Health Education | Associate Director, New York State Federation of Professional Health Educators FIPSE Project Coordinator, Institution-wide Substance Abuse Prevention Project | |
| Christine Widdall | PhD MSEd | Phoenix U SUNY Cortland | Educational Technology Health Education | | |
| Ben Wodi | PhD MSEH | U Oklahoma E Tennessee State | Public Health Environmental Health | Member, Cortland County Water Quality Coordinating Committee Consultant, Cortland Soil/Water Conservation District | |

3.2 Designated Leader

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

Dr. Bonni C. Hodges, a full-time faculty member at SUNY Cortland, professor and chair of the Health Department, serves as the program's designated leader. Dr. Hodges has a doctorate in the public health discipline of health education, with concentration areas in evaluation, and adolescent health. Dr. Hodges has more than 25 years of teaching experience at the college level, and has taught more than 30 undergraduate and graduate courses in the Health Department. She has supervised undergraduate students who were completing their fieldwork experiences and serves as an academic advisor to community health students. Dr. Hodges has served as a principal investigator or co-investigator on numerous grants. Dr. Hodges is the author and co-author of numerous health education publications, and has presented at state, regional, national and international levels. Dr. Hodges' CV is attached.

3.3 Instruction through a Variety of Methods

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

The health department involves practitioners in the program in a variety of ways. As mentioned before, most part-time instructors work as public health practitioners. Course instructors employ a wide variety of guest lecturers across the program. Agency supervisors of students completing their semester fieldwork experiences are practitioners within the agencies the student are placed.

TEMPLATE I

A list of the activities and methods through which practitioners are involved in instruction. Template I requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided. (Criterion 3.3)

| Name | Credentials | Title | Employer | Course(s) Taught/ Instructional Activities Provided |
|-----------------------------------|---------------------|-----------------------------------|--------------------------------------|---|
| Thomas Allport | PMP | Director, Environmental Svc | Cortland Regional Medical Center | HLH 390, F14, guest lecturer |
| Nicole Anjeski | CHES | Health Educator | Cortland County Health Department | HLH 221, S15, guest lecturer |
| Sarah Beshers | Ph.D., Education | Associate Professor, Health | SUNY-Cortland | HLH 221, S15, guest lecturer |
| Shane Burke/Daniel VanVorst | Esq | Director of HR | Zwanger-Pesiri Radiology | HLH 499, S15, agency supervisor |
| Jake Byczkowski | BS | Advocate | Independent Campus Speak | HLH 394, F14, Wellness Wednesday presenter |
| Rebecca Canzano | CHES | Supervising Health Educator | Cortland County Health Department | HLH 221, F14, S15, guest lecturer; HLH 494, F14, guest lecturer |
| Kathryn Castle | Ph.D, LMHC, | Children's Program | Alternatives for Battered Women | HLH 499, F14, agency supervisor |

| | | | | |
|----------------------|---------------------|--------------------------------------|---|--|
| | ACS, DCC | Coordinator | | |
| Laurie Church | | | Home Instead Senior Care | HLH 499, S15, agency supervisor |
| Myra Cohen | | Director of Volunteer Services | Franklin Hospital (NSLIJHS) | HLH 499, S15, agency supervisor |
| JoAnn Curry | RN/VP | RN-VP/Director | AccuCare Home Health Services | HLH 499, S15, agency supervisor |
| Mark DeVera | PT | Operations Manager | STARS-East Meadow (NSLIJHS) | HLH 499, S15, agency supervisor |
| Mary Dykeman | Sociology | Public Health Educator | Cortland County Health Department, Jacobus Center for Reproductive Health | HLH 499, S15, agency supervisor; HLH 302, F14, S15, guest lecturer; HLH 494, F14, guest lecturer; HLH 221, F14, guest lecturer |
| Catherine Feuerheim | RN, MS | Public Health Administrator | Cortland County Health Department | HLH 221, F14, guest lecturer |
| Janine Franco | PT | Physical Therapist | Cortland Regional Medical Center | HLH 221, F14, guest lecturer |
| Nola Goodrick-Kresse | MS MCHES | Public Health Educator | Orleans County Health Department | HLH 499, F14, agency supervisor |
| Cheryl Gregory | BS Business Admin | Clinical Recruiter | Cortland Regional Medical Center, Human Resources department | HLH 499, S15, agency supervisor |
| Philip Haberstro | BS Sport Science | Executive Director | Wellness Institute of Greater Buffalo | HLH 499, F14, agency supervisor |
| Lenore Jackson-Pope | BSN, MSM, ACRN CCRP | Manager Medical & Research Education | The Alzheimer's Association | HLH 499, S15, agency supervisor |
| Garra Lloyd- | Youth | Executive | Cortland County | HLH 494, F14, guest lecturer |

| | | | | |
|-----------------------|-------------------------------|--|---|-----------------------------------|
| Lester | Suicide Prevention Specialist | Director of Mental Health | Health Department | |
| Christine Lopez | MSN, NP | Pediatrics Nurse | Golisano Childrens Hospital, SUNY-Upstate | HLH 499, S15, agency supervisor |
| Courtney McCallen-Kim | MS CHEA | Public Health Educator | Cortland County Health Department | HLH 499, S15, agency supervisor |
| Robert Marzella | MHA | Associate Administrator | SUNY-Upstate Medical University | HLH 221, F14, guest lecturer |
| Scott Mayberry | OTR | Occupational Therapist, Director of Rehabilitation Services | Cortland Regional Medical Center | HLH 221, F14, S15, guest lecturer |
| Bernice Miller | RN | Director of Phys. Medical Rehab. Unit/Short Stay Surgical Unit | Cayuga Medical Center | HLH 499, S15, agency supervisor |
| Tracy Mills | MPP, CWPC | Director, Research and Planning | Glens Falls Hospital | HLH 499, F14, agency supervisor |
| Mary Monteleone | MBA | Area General Manager | The Centers at St. Camillus | HLH 499, S15, agency supervisor |
| Paula Moore | RN | Associate Professor of Nursing | Tompkins County Community College | HLH 221, F14, S15, guest lecturer |
| Natalie Muka | MS SLP | Teacher's Aide | Cortland Regional Medical Center | HLH 221, F14, guest lecturer |
| Eleni Murdough | | CJI Coordinator | Southern Tier AIDS Program | HLH 493, F14, guest lecturer |

| | | | | |
|-----------------------------|-----------------------------------|---|--|--|
| Marty Pond | RNC | Geriatric Clinical Nurse Specialist | St. Joseph's Hospital Health Center | HLH 499, S15, agency supervisor |
| Michael Ryan | P.E. | Director of Environmental Health | Cortland County Health Department | HLH 499, S15, agency supervisor; HLH 390, S15, guest lecturer |
| Beth Sassano | CPC, CPMA, CCS-P, CPC-L, LPN, COO | Chief Operating Officer | Cardiovascular Group of Syracuse | HLH 499, S15, agency supervisor |
| John Shirley | MBA | Director of Career Services & Coordinator of Internships | SUNY-Cortland | HLH 221, S15, guest lecturer |
| Catherine Smith | M.S.Ed. MCHES | Health Educator | SUNY-Cortland, Health Promotion Office | HLH 499, F14, S15, agency supervisor; HLH 494, F14, guest lecturer |
| Chandrowtie (Dolly) Sookdeo | BAA | PEACE Coordinator | Long Island Jewish Medical Center | HLH 499, S15, agency supervisor |
| Courtney Speers | RN | Manager of Nursing services | Ontario ARC | HLH 499, F14, agency supervisor |
| Laurie Sperger | | Vice President for Human Resources | Family Health Network | HLH 499, S15, agency supervisor |
| Nancy Steadman | M.D. | Formerly: Physician, College Health Services; Currently: Adjunct Instructor, Health | SUNY-Cortland | HLH 492, F14 and S15, adjunct instructor |
| Pamela Sutton | AAS RN | Director of Nursing, Rehabilitation Center | Cortland Regional Medical Center | HLH 499, S15, agency supervisor |

| | | | | |
|-------------------|-------------------------------|---|---|---|
| Maureen Tower | OTR/L | Rehabilitation Manager | Fort Hudson Nursing Center | HLH 499, F14, agency supervisor |
| Kristine Voos | Public Health Education | | Genesee County Health Department | HLH 499, F14, agency supervisor |
| Mark Webster | | CEO | Cortland Regional Medical Center | HLH 221, S15, guest lecturer |
| Priscilla Wheeler | RN, BSN | Prevention Supervising Public Health Nurse | Saratoga County Public Health Nursing Service | HLH 499, S15, agency supervisor |
| Donna | | HIV Advocate | Southern Tier AIDS Program | HLH 302, F14, S15, guest lecturer; HLH 329, S15, guest lecturer |
| Jorge | | HIV Advocate | Southern Tier AIDS Program | HLH 302, F14, S15, guest lecturer; HLH 329, S15, guest lecturer |

3.4 Informed, Current Faculty Members

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

The department personnel policies and procedures [insert link to ERF document] set the stage for informed, current faculty members. Full-time faculty are expected to engage in teaching, service, and scholarship that demonstrates engagement and currency in the profession. The Department believes that service activities are essential in that they promote professional growth of faculty members, enhances department visibility on and off campus, and informs/benefits teaching and other work with our students. The Department identifies six “types” of service: service to the: the Department; School; College; University; Profession; and the Community. To that end it is expected that to attain tenured status faculty must demonstrate active participation across at least three service types. Both quantity and quality of service are considered. Quality of service is based on continuity, relationship to the profession, leadership in service, involvement with faculty governance, involvement with areas important to the Department, and involvement with advancing the profession.

Department faculty leadership in national professional organizations, along with presence at and contributions to national and state level conferences and meetings is strong. Presentations at conferences held by some of the most reputable health associations such as SOPHE, ASHA and APHA are given regularly by program faculty. Faculty members regularly publish in peer-reviewed journals, and have written and edited books and book chapters. Moreover, several members of the Department are engaged in a variety of service work with national professional organizations that includes, but is not limited to, editorial board positions, national curriculum committee work, and research committee membership. Most full-time faculty members serve as reviewers for a variety of professional journals. Last year program faculty served as members of the American School Health Association’s Research and Publications Committee, the Society for Public Health Education’s Community College Curriculum Task Force, and the Society for Public Health Education’s Professional Development Committee.

Collectively, the Department provides important service and expertise to the school, the college, the greater Cortland community through engagement and leadership in such key areas as faculty senate, judicial affairs, Graduate Faculty Executive Committee, student club advisement, community agency board work, and regional committee membership. Of particular note is during AY 2014-2015 health department faculty members chaired the College Research Committee, the Graduate Faculty Executive Committee, the College Institutional Review Board, the School of Professional Studies Curriculum Committee and the School of Professional Studies Personnel Committee. Table 3.41 quantifies the number of committees served by the faculty.

| Department | Department-Level | School-Level | College-Level | Professional Organization | Community-Based |
|-------------------|-------------------------|---------------------|----------------------|----------------------------------|------------------------|
| Health | 53 | 6 | 31 | 17 | 14 |

Specific examples of faculty service to the college and the local area include:

- President, Board of Directors, Seven Valleys Health Coalition
- Chair, Ad hoc Committee for Assessment of County Mental Health Services
- Member, CNY Area Health Education Center Regional Healthcare Workforce Advisory Council
- Member, Jacobus Center for Reproductive Health Advisory Board
- Member, SUNY Cortland Tobacco Advisory Committee
- Member, University Police Advisory Committee
- Member, Student Health Advisory Committee
- Member, Cortland LGBTQ Center Advisory Board

In 2014-2015 the Department saw its full-time faculty make fifteen national peer-reviewed presentations with six national presentations accepted for fall 2015. These presentations were made at such gatherings as the annual conferences of the *American Public Health Association*, *American School Health Association*, and the *Society for Public Health Education*. During this same timeframe health department faculty published fourteen papers in peer-reviewed professional journals, saw two book chapters published, and two books released.

The health department faculty members have garnered important recognition for their work and engagement. The Department has:

- two faculty members who have earned the Chancellor's Award for Excellence in Faculty Service;
- a SUNY Cortland President's Award for Funded Research (external funding in excess of \$1 million dollars) recipient;
- a SUNY Chancellor's Research and Scholarship Recognition Award recipient;
- a SUNY Cortland Outstanding Achievement in Research Award honoree;
- a winner of a Chancellor's Award for Internationalization.

Department faculty members have been honored ten times with the SUNY Cortland Excellence in Research, Scholarship, and Outreach Award.

A review of faculty curriculum vitae provide a full picture of faculty activities. A few highlights include:

- Participation in undergraduate research support opportunities offered by the Undergraduate Research Council resulted in the work of Samantha Glassman, a community health major, under the direction of Dr. Jill Murphy and Dr. Sarah Beshers being selected to present her work at the 2015 American Public Health Association annual conference.
- Dr. Donna Videto was co-editor of *Promoting Health and Academic Success: The Whole School, Whole Community, Whole Child Approach*, published in 2015, that provides the first comprehensive introduction of the newest model (a joint venture of the Centers for Disease Control and Prevention and ASCD) for school districts and communities to advance school health and academic success of youth. The book contains two chapters co-authored by Dr. Bonni Hodges and a sidebar provided by Dr. Matt Moyer.
- The Department hosted Glenn L. Martin who gave the 2014-2015 Poskanzer Lecture. Mr. Martin is a national leader in criminal justice reform and an advocate for the health of incarcerated populations. The lecture was attended by over 250 people and was well-received across a wide swath of campus. The Department arranged a breakfast with Mr. Martin for local health and human service leaders during which Mr. Martin engaged in a spirited discussion with the attendees. Feedback from the attendees of this breakfast was very positive.

- During 2014-2015 members of the health department expanded upon existing and embarked upon new interdisciplinary endeavors. For example, Dr. Barton was a consulting professor to POL 129: Philanthropy & Civic Engagement: Learning by Giving, and was a faculty mentor and advisor to SOC 329/529 Community Innovations Lab. Dr. Curtis and Dr. Hodges, health department international advocates, both worked to expand international experiences for faculty and students across programs. Dr. Curtis brought a number of students from a variety of disciplines to India to conduct research during summer 2015, and Dr. Hodges traveled to University College-Cork, Ireland and Anglia Ruskin University, Cambridge, UK to begin the groundwork for faculty and student exchanges and collaborations across a number of departments at the college

3.5 Graduate Students

We do not use graduate students.

Section 4.0 CURRICULUM

4.1 The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

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

The community health major is a 124-credit academic program that results in a B.S. professional degree. The major aims to prepare students for a broad range of professional pathways. Students can pursue careers in public health at the local, state, national, or international level. Some specialize in community health education and health promotion and work in county health departments, non-profit agencies, universities, and hospitals. Many others follow a clinical track and enter graduate programs in nursing, physical therapy, occupational therapy, physician's assistance, or medical imaging. Still others seek to become healthcare administrators in hospitals, private practices, clinics, and home healthcare agencies.

The community health major is grounded in a liberal arts education that builds foundational knowledge and strengthens academic skills. In order to graduate, students must fulfill the [general education requirements](#), which consists of two parts: 1) a SUNY-wide system of 30 credits across nine categories; and 2) two additional categories (three credits each) required by the College, Prejudice and Discrimination and Science, Technology, Values and Society.

Template K illustrates how the general education categories contribute to student learning in the four general domains of science, social and behavioral sciences, math and quantitative reasoning, and fine arts and humanities. Two of these domains, Science and Social and Behavioral Sciences, are also addressed by required courses in the community health major. Under the Science domain, the template refers to the recent revisions of the general education program, which went into effect at the start of the Fall 2015 semester. The intent of the revisions was to reduce the total number of credits to meet the graduation requirement. In the new version of General Education, two categories have been eliminated. These are GE 5, Western Civilization, and GE 13, Natural Sciences. These changes are detailed on [page 15 of the Cortland Advisor Resource Packet](#).

Template K

A matrix that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.

| DOMAINS | Courses and other learning experiences through which students are introduced to the domains specified |
|--|---|
| Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease | <ol style="list-style-type: none"> 1) The SUNY Cortland General Education Program requires all students to complete one (fall 2015 & forward entry) or two (prior to fall 2015) natural science courses. The required course must include a lab. 2) The community health major requires students to complete Human Anatomy and Physiology 1 and 2 (BIO 301 and BIO 302), Microbiology and Human Disease (BIO 303), and Chronic and Communicable Disease (HLH 492). |
| Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences | <ol style="list-style-type: none"> 1) The SUNY Cortland General Education Program requires all students to complete one 3-credit course in each of the following categories: Social Sciences, Contrasting Cultures, and Prejudice and Discrimination. The majority of courses in the Contrasting Cultures and Prejudice and Discrimination categories are in the social and behavioral sciences. 2) The community health major requires Health-related Behavior: Formation and Change (HLH 394) |
| Math/Quantitative Reasoning: Introduction to basic statistics | The SUNY Cortland General Education Program requires all students to complete one 3-credit quantitative skills course. The program requirement HLH 391-Epidemiology and Biostatistics meets this category. |
| Humanities/Fine Arts: Introduction to the humanities/fine arts | The SUNY Cortland General Education Program includes a Humanities category and an Arts category. Students are required to complete one 3-credit course in each category. |

In addition to general education, SUNY-Cortland imposes requirements related to residency, writing skills, and grade point average (GPA). The residency requirement stipulates that students complete a minimum of 45 credits while in residence at the College. Aware of the overarching importance of sound writing skills in the workplace, the College also requires all students to take at least six credits of writing intensive (WI) courses, one of which must be in the student's major. Last, students must maintain a GPA of 2.0 or greater in order to graduate.

Of the 124 credits in the community health B.S. degree, 66 comprise the community health major. These are categorized as follows: 28 credits for required health courses, ten credits for health-related sciences, three credits for a public speaking course, nine credits for health electives, and 16 credits for a semester of community health fieldwork. The remainder is used to complete requirements in general education (30 credits, see below) and the liberal arts (60 credits). These requirements are documented in the [college catalog](#). The syllabi for the courses of the community health major, as well as the CVs of all the instructors, are located in the electronic resource file. It should be noted there is essentially one common syllabus used across all sections for three core courses; HLH 203, HLH 494, and HLH 499. The program is moving towards this practice for all of the required courses for the Community Health program.

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

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

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

Template L illustrates how the required courses for the community health major align with the public health content domains. Correspondence with the sub-domains is indicated by three ratings: Introduced (I), Covered (C), and Reinforced (R) (Figueroa, Birch, King, & Cottrell, 2014). “Introduced” means that a sub-domain is briefly covered by a lower-level course with the expectation that it would be covered in greater depth in an upper-level course. It may be included in a presentation and/or reading, for example, but not as a primary focus. “Covered” means that a sub-domain is a central focus of instruction, addressed at length and by multiple sources of information. “Reinforced” means that a sub-domain is included in an upper-level course, but not in the same depth as other upper-level courses. A criterion shared across all three ratings is that the sub-domain was formally assessed in some way. Definitions for the sub-domains in “Overview of Public Health” can be found in the CEPH meeting minutes, which are located in the ERF.

Overall, the required courses in the community health major provide ample instruction in the public health content domains of Template L. The number of courses covering each sub-domain ranges from one (seven sub-domains) to six (one sub-domain). The majority of sub-domains are covered by two courses. Health 203, Introduction to Community Health, is serving its intended role of introducing a broad range of public health topics and issues. The domains that receive the most emphasis are Human Health and Determinants of Health. The domains that receive the least emphasis are Project Implementation and Overview of the Health System. A relatively weak area is the sub-domain “Comparative Health Systems,” which is covered by one course (Health 462) and introduced or reinforced by none.

| TEMPLATE L: PUBLIC HEALTH DOMAINS | Course Name* and Number | | | | | | | | | | | | | | |
|--|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | BIO 301 | BIO 302 | BIO 303 | COM 210 | HLH 203 | HLH 221 | HLH 380 | HLH 390 | HLH 391 | HLH 394 | HLH 462 | HLH 492 | HLH 493 | HLH 494 | HLH 499 |
| Basic Concepts of Data Collection | | | C | | | | R | | C | | | | | C | R |
| Basic Methods of Data Collection | | | C | | | | R | | C | | | | | C | R |
| Basic Tools of Data Collection | | | | | | | R | | C | | | | | C | R |
| Data Usage | | | | | I | | R | | C | | | | | R | R |
| Data Analysis | | | C | | | | | | C | | | | | R | R |
| Evidence-based Approaches | | | | | I | | R | | C | R | R | R | | R | R |
| Identifying and Addressing Population Health Challenges: Address concepts of population health, & basic processes, approaches, & interventions that identify & address the major health-related needs & concerns of populations | | | | | | | | | | | | | | | |
| Population Health Concepts | | | | | | | | C | C | | R | | | R | |
| Introduction to Processes and Approaches to Identify Needs and Concerns of Populations | | | | | I | | | C | I | | | | C | R | |
| Introduction to Approaches and Interventions to Address Needs and Concerns of Populations | | | | | I | | R | C | I | | | | C | R | |

| TEMPLATE L: PUBLIC HEALTH DOMAINS | Course Name* and Number | | | | | | | | | | | | | | |
|---|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | BIO 301 | BIO 302 | BIO 303 | COM 210 | HLH 203 | HLH 221 | HLH 380 | HLH 390 | HLH 391 | HLH 394 | HLH 462 | HLH 492 | HLH 493 | HLH 494 | HLH 499 |
| Human Health: Address the underlying science of human health & disease including opportunities for promoting & protecting health across the life course | | | | | | | | | | | | | | | |
| Science of Human Health & Disease | C | C | C | | | | | C | C | | | C | | R | |
| Health Promotion | C | C | | | | | | C | | | | C | | R | |
| Health Protection | | | C | | | | | C | | C | | C | | R | |
| Determinants of Health: Address the socio-economic, behavioral, biological, environmental, & other factors that impact human health & contribute to health disparities | | | | | | | | | | | | | | | |
| Socio-economic Impacts on Human Health and Health Disparities | | | | | I | | R | C | R | | R | R | C | R | |
| Behavioral Factors Impacts on Human Health & Health Disparities | | | I | | I | | R | C | R | C | R | C | C | | |
| Biological Factors Impacts on Human Health & Health Disparities | | | C | | I | | R | C | R | | R | C | | | |
| Environmental Factors Impacts on Human Health & Health Disparities | | | | | I | | R | C | R | | R | R | C | | |

| TEMPLATE L: PUBLIC HEALTH DOMAINS | Course Name* and Number | | | | | | | | | | | | | | |
|---|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | BIO 301 | BIO 302 | BIO 303 | COM 210 | HLH 203 | HLH 221 | HLH 380 | HLH 390 | HLH 391 | HLH 394 | HLH 462 | HLH 492 | HLH 493 | HLH 494 | HLH 499 |
| Project Implementation: Address fundamental concepts & features of project implementation, including planning, assessment, & evaluation | | | | | | | | | | | | | | | |
| | Introduction to Planning Concepts and Features | | | | | I | | | R | | | | | C | R |
| | Intro to Assessment Concepts and Features | | | | | I | | | R | | | | | C | C |
| | Introduction to Evaluation Concepts & Features | | | | | I | | | R | | | | | C | C |
| Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries | | | | | | | | | | | | | | | |
| | Characteristics & Structures U.S. Health System | | | | | I | R | | | | | | C | R | |
| | Comparative Health Systems | | | | | | | | | | | | C | | |

| TEMPLATE L: PUBLIC HEALTH DOMAINS | Course Name* and Number | | | | | | | | | | | | | | |
|-----------------------------------|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | BIO 301 | BIO 302 | BIO 303 | COM 210 | HLH 203 | HLH 221 | HLH 380 | HLH 390 | HLH 391 | HLH 394 | HLH 462 | HLH 492 | HLH 493 | HLH 494 | HLH 499 |
| media and electronic technology | | | | | | | | | | | | | | | |
| Technical writing | | | C | | | | R | | | | | | | C | R |
| Professional writing | | | I | | I | R | R | C | R | | R | | C | C | |
| Use of Mass Media | | | | | I | | C | | | | | | C | | |
| Use of Electronic Technology | | | | | I | | C | | R | | R | | C | R | |

4.3 Students must demonstrate the following skills:

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

As illustrated by Template M, the community health major provides many opportunities for students to develop key skills. Each of the required skills is applied in at least six courses with the exception of “communicate through a variety of media,” which is assessed in two courses, Health 380 and Health 493. Two of the required courses, Health 390 and Health 494, are “writing intensive,” which means that students are required to write at least 15 pages and submit multiple drafts of their work. In addition, the Health Department has developed its own [writing rubric](#) and [oral presentation rubric](#), which are valuable resources for assessment and providing feedback to students. Both are in the ERF. One possible challenge for skill development relates to striking the optimal balance between individual and group assessments. [A list of the assignments in template M](#) has been included in the EFR; the brief description of each assignment includes whether it is an individual or group assignment.

TEMPLATE M: A matrix that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. Template M requires the program to identify the experiences that introduce and reinforce each domain.

| Skills | Courses and other learning experiences through which students demonstrate the following skills. | Methods by which these skills are assessed. |
|---|---|--|
| Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences | | |
| | Oral communication | HLH 203 HLH 221 HLH 380 HLH 390 HLH 462 HLH 493 HLH 494 HLH 499 HLH 203 – CHIA Project, SLP, Agency Presentation HLH 221 – Professional Issues Portfolio Presentation HLH 380 - HCC Presentation HLH 390 – Environmental Health Project Presentation HLH 462 – HSC Project Presentation HLH 493 – Methods Presentation HLH 494 – Focus Group Facilitation HLH 499 - Supervisor Evaluations |
| | Written communication | HLH 203 HLH 221 HLH 380 HLH 390 HLH 391 HLH 394 HLH 462 HLH 494 HLH 499 HLH 203 – CHIA Paper, SLP Paper, Program Paper HLH 221 – Professional Development Portfolio HLH 380 - Final HCC Proposal HLH 390 – Environmental Health Project HLH 391 – Survey Research Project HLH 394 – Intervention Reviews; Behavior Analysis Paper; Position Paper; Reaction Paper HLH 462 – HSC Project HLH 494 – Semester-long Project HLH 499 – Project Proposal & Report |
| | Communicate with diverse audiences | HLH 380 HLH 391 HLH 462 HLH 493 HLH 494 HLH 380 – Final HCC Proposal & Presentation HLH 391 – Survey Research Project HLH 462 – HSC Project Presentation HLH 493 – Methods Presentation HLH 494 – Semester-long Project |

| Skills | Courses and other learning experiences through which students demonstrate the following skills. | Methods by which these skills are assessed. |
|---|--|--|
| | HLH 499 | HLH 499 – Supervisor Evaluation |
| | Communicate through variety of media HLH 380 HLH 493 | HLH 380 – Final HCC Proposal & Presentation HLH 493 – PMSM Project |
| Information Literacy: Students should be able to locate, use, evaluate, and synthesize information | | |
| | Locate information HLH 203 HLH 221 HLH 380 HLH 390 HLH 391 HLH 394 HLH 462 HLH 493 HLH 494 HLH 499 | HLH 203 – Agency Presentation; CHIA; SLP HLH 221 – Professional Development Portfolio HLH 380 - HCC Assessment Report HLH 390 - Project HLH 391 – Survey Research Project HLH 394 – Intervention Reviews (2) HLH 462 – HSC Project HLH 493 -- PMSM Project; Methods Pres; Advocacy Assignment HLH 494 – Semester-long Project HLH 499 – Fieldwork Project |
| | Use information HLH 203 HLH 221 HLH 380 HLH 390 HLH 391 HLH 462 HLH 493 HLH 494 HLH 499 | HLH 203 – Agency Presentation; CHIA; SLP HLH 221 – Professional Development Portfolio HLH 380 - HCC Assessment Report HLH 390 – Environmental Health Project HLH 391 – Survey Research Project HLH 462 – HSC Project HLH 493 – PMSM Project; Methods, Advocacy Assign. HLH 494 - Semester-long Project HLH 499 - Fieldwork Project |
| | Evaluate information HLH 221 HLH 380 HLH 390 HLH 391 HLH 394 | HLH 221 – Professional Development Portfolio HLH 380 - HCC Assessment Report HLH 390 – Environmental Health Project HLH 391 – Survey Research Project HLH 394 - Intervention Reviews (2) |

| Skills | Courses and other learning experiences through which students demonstrate the following skills. | Methods by which these skills are assessed. | |
|--------|---|--|--|
| | | HLH 493 HLH 494 HLH 499 | HLH 493 – PMSM Project HLH 494 - Semester-long Project HLH 499 - Fieldwork Project |
| | Synthesize information | HLH 221 HLH 380 HLH 390 HLH 391 HLH 462 HLH 493 HLH 494 HLH 499 | HLH 221 – Portfolio HLH 380 - HCC Assessment Report HLH 390 – Environmental Health Project HLH 391 – Survey Research Project HLH 462 – HSC Project HLH 493 – PMSM Project; Methods Presentation HLH 494 – Semester-long Project HLH 499 - Fieldwork Project |

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

As described in Template N below, the community health major gives students two opportunities to integrate and apply their developing knowledge and skills in cumulative and experiential activities. Introduction to Community Health (Health 203) assigns groups of students to mini-service learning projects to give them a taste of community health work in the field. Fieldwork in Health (Health 499) goes several steps further. It is the capstone of the community health major, only undertaken after the student has completed all required health courses and earned a cumulative grade point average of 2.5 or higher. In addition, fieldwork serves as a transition from college to career and a transformational learning experience. Fieldwork immerses the student in the day-to-day operations of a community health agency for a full semester. In the fall and spring semesters, students do fieldwork for 16 weeks (two eight-week quarters). In the summer, students do fieldwork for 12 weeks (two six-week quarters). During fieldwork the student joins a team of professionals and actively participates in multiple and diverse activities to further the agency's mission, applying and developing their professional skills and knowledge each day. The capstone fieldwork project builds on this experience by having the student propose and implement a unique piece of community health programming to benefit the agency. The project proposal and report require the student to independently write about every aspect of the project, from its significance for a specific public health field to the mundane but crucial details of programming and ensuing recommendations for the agency in the future.

The organization and management of fieldwork require the SUNY-Cortland campus to work closely with the agencies that host the community health majors. On campus, both the Health Department and the Field Experience and School Partnerships Office play active roles. The two key positions within the Health Department are the fieldwork coordinator and the college fieldwork supervisor. The fieldwork coordinator oversees all aspects of fieldwork, including scheduling, placement, remediation, and policy development, and liaisons with the Field Experience and School Partnerships Office. The college fieldwork supervisor serves as an online "instructor" of students who are doing fieldwork, guiding and grading their academic work while also serving as a resource to help with problem-solving as necessary. Both the coordinator and the college supervisor serve on the Department's Fieldwork Committee, which meets as needed to address the program's needs. The [Field Experience and School Partnerships Office](#) handles the placement process at the college and SUNY levels, including the creation of affiliation agreements with agencies that require students to be covered by professional liability insurance. In addition, the host agencies provide each student with an "agency fieldwork supervisor." This person is responsible for structuring the student's time and work in the agency to facilitate their progress towards meeting the fieldwork learning objectives. The agency fieldwork supervisor also formally evaluates the student after each quarter of fieldwork.

The fieldwork planning and placement process generally begins two semesters in advance. It is student-driven in that each student gathers information and chooses the agency where she will do fieldwork based on her career interests and preferred location. The Health Department provides support to students in numerous ways. For example, academic advisors have several discussions with their advisees about fieldwork, and the fieldwork coordinator arranges meetings each semester to review the steps of planning, provide advice and information, and answer questions. In addition, the fieldwork coordinator maintains two lists of prior placements in New York State (clinical and non-clinical), as well as a third list of prior placements in other states and countries. These planning resources, as well as others, are located on the [Health Department's fieldwork website](#). Students complete two forms to document their

planning process, an intent form at the first meeting and an application form, which is due early in the semester prior to fieldwork.

The possibilities for fieldwork placements are truly endless. The only requirements are that the agency's work is varied, multi-dimensional, and related to community health, and that at least one staff member is an experienced health professional. Many students choose to work in a hospital, clinic, or private practice to gain experience in a clinical setting, while others seek out county health departments or non-profit organizations to focus on community health education, outreach, advocacy, or research. Still others focus on worksite wellness, healthcare administration, or environmental health. During the last three years, the majority of fieldwork placements have been in health education and promotion, the allied health fields, and healthcare administration. Although most students choose to do fieldwork in New York State, some venture further. In the past three years, one student has gone to Georgia, two have gone to Boston, two have gone to Ghana, and three have gone to Belize. The College has an instructor based in Belize who helps with researching new placements, coordinating current placements, and assisting students who need extra support with the challenges of living and working in another country. She has recently identified several new agencies for our students and we expect placements there to increase.

Template N: Identify the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.

Introduction to Community Health (Health 203) is typically one of the first courses taken in the community health major and includes a service learning project (SLP). The SLP requires groups of students to work directly with a community agency to complete a project where students engage directly with the population the agency serves. Students assess and describe population characteristics, plan and implement the project under the supervision of agency personnel, and complete a basic evaluation. Students also explore the agency's role and how the project relates to the community's overall health promotion efforts and Healthy People goals and objectives. In addition to the project, students complete a paper describing the project and its overall impact, a personal reflection paper and a group presentation delivered in class.

Fieldwork in Health (HLH 499) is a semester-long experience in which the student spends 35 to 40 hours per week at a community health agency. It is the capstone of the community health major, only undertaken after completion of all the health courses required for the major. Fieldwork is an immersive learning experience in which the student becomes as involved in the work of the agency as possible. Through participation in the meetings, activities, events, and day-to-day routines that characterize the operations of the agency, the students are able to integrate, synthesize, and apply the knowledge and skills they learned in their earlier community health courses. Weekly logs and a variety of academic assignments serve to chronicle and demonstrate key aspects of this learning, such as their detailed understanding of the agency's work, its role in the broader public health infrastructure, and how specific courses relate to fieldwork. More importantly, all students conduct a project during fieldwork. The project must be integral to the work of the agency and likely to benefit the agency in a direct and concrete manner. It must also include an opportunity for the student to do primary data collection, almost always for the purpose(s) of assessing need, designing and planning an intervention, and/or evaluating an intervention. Planning and implementing the project, as well as writing the project proposal and project report, require students to draw on the full range of their community health programming skills. Some examples of recent fieldwork project reports are included in the ERF. The detailed guidelines for both the proposal and the report are on pages 12 to 15 of the Fieldwork Manual.

Community health majors have the option of adding a concentration, or "focus area," to their program. (Note: The Health Department uses the term "concentration," but the term "focus area" will be used here to avoid confusion between our optional concentrations and the more conventional required

concentrations.) The focus areas enable students to augment the general public health coursework of the major with a set of courses about a specific area of public health, which may enhance their prospects for employment or graduate school in that field. Currently there are seven focus areas: allied health, college health promotion, environmental health, healthcare administration, global health, health communication, and wellness and health promotion. The number of credits required to complete a focus area varies from 18 to 31. The syllabi of all courses required for one or more of the focus areas are in the electronic resource file, as are the vita for all course instructors. The ERF also includes a [Template L for each focus area](#). These templates reveal that the degree of alignment with the public health domains varies widely across the seven focus areas. Some, such as allied health and health communication, address these domains very little. Others, such as the focus area in international health, have many scattered instances of alignment with the domains. These are designated with an “R” for reinforcement.

The most popular focus area is allied health, reflecting the interest many of the majors have in a clinical career such as nursing, occupational therapy, or physical therapy. Over the past five semesters, the percentage of community health majors with a focus area in allied health has ranged from 14% to 22%. Healthcare administration and wellness and health promotion are the only other focus areas chosen by a substantial number of majors. Since the Fall of 2013, 10% to 14% of majors have been enrolled in the healthcare administration focus area, and 6% to 11% have been enrolled in the wellness and health promotion focus area. Overall, from 38% to 49% of community health majors have been enrolled in a focus area in the last 2.5 academic years. In light of the highly uneven enrollments as well as other issues, the Health Department initiated a comprehensive review of the focus areas in January of 2015. Several changes have been approved by the Department but have not progressed further in the College’s curriculum development process.

Another way in which community health majors can deepen and extend their learning opportunities is to study abroad. As noted above, students can do fieldwork in other countries. They can also participate in a wide range of credit-bearing study abroad programs. SUNY offers over six hundred such programs. These programs can be as short as one week or as long as a semester; the destinations are equally varied. Interested students attend an introductory presentation and then meet with a study abroad advisor in the [International Programs Office](#). If a student plans to take courses at a university in another country, their academic advisor in the Health Department also helps them to identify the most appropriate courses in light of their major, focus area, and remaining graduation requirements. Since the spring semester of 2013, ten students majoring in community health have participated in a study abroad program, traveling to Ghana, India, Costa Rica, Ireland, England, and Australia. In the summer of 2015 two community health majors participated in a three-week trip to India, offered by a faculty member in the Health Department, to study global health disparities.

Community health majors are encouraged to earn elective credits by getting involved with faculty research. Students can register for Health 400, Research Experience in Health, which varies from one to three credits, depending on how much time the student would like to invest. They can earn up to six credits in this manner. Students help faculty with multiple stages of research, including data collection, data coding, organizing and displaying data, literature reviews, and dissemination of results beyond the College. These hands-on learning experiences help students to improve their public health research skills, better understand the nature of scholarly work in the field, and gain more insight into their career interests in public health. Recently two students helped two faculty members with their research on the HPV vaccine. One student researched and summarized vaccination schedules and conducted literature reviews on HPV. This student earned her BS degree and went on to pursue her MPH degree. Another student analyzed data related to the uptake of the vaccine by male undergraduates and successfully presented a poster at the conference of the American Public Health Association. The College supports undergraduate research through the [Undergraduate Research Council \(URC\)](#). The URC provides funding for student research through three sources: the Undergraduate Summer Research Fellowships, the URC

Small Grants Program, and Student Research Travel Grants

(<http://www2.cortland.edu/academics/undergraduate/research/funding-grants-scholarships.dot>).

There are three entry points into the community health major. Students who come directly to SUNY-Cortland from high school can simply declare the major, perhaps as early as their first semester on campus, although many are “pre-majors” who declare during their sophomore year. Or students may initially declare another major and then switch majors later; these are referred to as “internal transfers.” Or students may attend another college or university first and then transfer to SUNY-Cortland as community health majors; these are the “external transfers.” Most of the community health majors start as internal transfers. During each of the past five semesters more students have transferred into the community health major than have transferred out, resulting in an average net gain of eleven majors each semester. In order to monitor and manage the number of students in the major, the Health Department developed an internal transfer admissions process and criteria. Interested students submit an application early in the semester prior to the semester when they would like to begin. The application includes a resume and an essay about the student’s interests and strengths. A copy of the [Internal Transfer application](#) is in the ERF. Because students need a GPA of at least 2.5 to do community health fieldwork, applicants must meet a minimum GPA requirement. If they have earned 45 credits or fewer, their GPA must be 2.35 or higher. If they have earned more than 45 credits, their GPA must be at least 2.50. Each semester an ad-hoc committee of three full-time faculty members reviews the applications and meets to decide about each student. Then the applicants are informed about the outcome.

Community health majors who would like to pursue their interest in public health outside of classes have numerous options on campus and in the Cortland community. Two student groups closely associated with the Health Department are the Health Club and [Eta Sigma Gamma](#), a national health education honor society. Another student organization on campus whose work relates to public health is the [AIDS Prevention and Awareness Club—A Voice for Sexual Health](#). The faculty advisors for all three of these groups are members of the Health Department faculty.

Community health majors with a GPA above 3.0 in their senior year are eligible for five awards given by the Health Department to its most deserving students. These annual awards are the Joseph F. Governali Award for Excellence in Health Education, the Katherine Allen Whitaker Award, the Charles N. Poskanzer Award, the Ross L. Allen Award, and the Leonard T. Gath Award. Criteria for the awards vary according to the details of each award, but they share an emphasis on academic excellence. The winners are nominated and voted on by the entire faculty of the Health Department. A brief description of the [criteria for each of the student awards](#) is in the ERF.

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

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

As illustrated in template O, the community health B.S. degree provides multiple educational experiences, in and out of the classroom, that support student learning of key concepts. In terms of the community health major, the primary curricular learning experiences are the service learning project (SLP) in Introduction to Community Health (Health 203) and the semester of full-time community health fieldwork (Health 499). Fieldwork, which facilitates learning of every concept in template O, is particularly important. Classroom-based courses, both in general education and the major, also contribute valuable learning opportunities for some concepts. Organization and Administration of Health Systems (HLH 462), for example, helps students to better understand the complex systems that constitute the U.S. healthcare system. Co-curricular experiences provide less thorough coverage of these concepts but nonetheless offer reinforcement and extension of conceptual learning. Several student groups, such as Eta Sigma Gamma and the Health Club, engage in health promotion activities that foster understanding of advocacy.

TEMPLATE O

A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.5. Program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service opportunities, university-mandated experiences, etc.

| Concept | Manner in which the curriculum and co-curricular experiences expose students to the concepts |
|---|---|
| Advocacy for protection and promotion of the public's health at all levels of society | Poskanzer Lecture; Eta Sigma Gamma; Health Club; APAC: A Voice for Sexual Health; YWCA/SUNY Cortland <i>Girls' Day Out</i> health activities; Required service learning project (SLP) in HLH 203; fieldwork in HLH 499 |
| Community dynamics | SLP in HLH 203; fieldwork in HLH 499 |
| Critical thinking and creativity | SLP in HLH 203; fieldwork in HLH 499 |
| Cultural contexts in which public health professionals work | SLP in HLH 203; fieldwork in HLH 499 Health Problems of the Underserved (HLH 201); International Health and Culture (HLH 111) Health Department faculty and student work in India; |
| Ethical decision making as related to self and society | SLP in HLH 203; fieldwork in HLH 499; Poskanzer Lecture; GE category 12 <i>Science, Technology,, Values, & Society</i> |
| Independent work and a personal work ethic | SLP in HLH 203; fieldwork in HLH 499 |
| Networking | SLP in HLH 203; fieldwork in HLH 499; Poskanzer Lecture; |
| Organizational dynamics | SLP in HLH 203; fieldwork in HLH 499 |
| Professionalism | SLP in HLH 203; fieldwork in HLH 499 |
| Research methods | Fieldwork project in HLH 499; HLH 400-Research Experience in Health (assisting faculty with research projects) Undergraduate Research Fellow program Undergraduate Summer Research Program |
| Systems thinking | HLH 203 content introduces students to public health systems HLH 462 content exposes student to U.S. health care system HLH 499 often exposes students to the systems that organize and structure public health, clinical, and administrative processes |
| Teamwork and leadership | SLP in HLH 203; fieldwork in Health 499 |

5.0 PROGRAM EFFECTIVENESS

5.1 Program Mission:

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

All three mission statements, from the Health Department Community Health Program to SUNY Cortland and to the overall SUNY mission statement, are founded on the fundamental understanding of a comprehensive and diverse learning experience. All three are congruent in this way. The Community Health Program mission statement was created in conjunction with the 15 student outcomes as identified in Template P.

SUNY Cortland Community Health Program Mission

To prepare students with the skills to assess the health needs of diverse communities; identify and advocate for evidence-based solutions to public health issues; and plan, implement, administer and evaluate health programs, policies, and systems throughout the world.

SUNY Cortland Mission

SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service. <http://www2.cortland.edu/about/mission-statement/>

SUNY Mission Statement

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. <https://www.suny.edu/about/mission/>

5.2 Expected Student Learning Outcomes:

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

Program development and revision are guided by the accreditation standards of the Middle States Commission on Higher Education and the SUNY Cortland mission, vision, values, and priorities. The Middle States Standard III-Design and Delivery of the Student Learning Experience and Standard V-Educational Effectiveness Assessment provide a framework for the development and use of student learning outcomes. Criteria for Standard III related to student learning outcomes include programs that *"...to foster a coherent student learning experience and to promote synthesis of learning."* (Middle States Commission, 2014, p. 7) and *"periodic assessment of the effectiveness of programs providing student learning opportunities."* (p. 8). Standard V is *"Assessment of student learning and achievement that the institution's students have accomplished educational goals consistent with their program of student, degree level, the institution's mission, and appropriate expectations for institutions of higher education."* (p.10). The SLOs for the B.S. in Community Health were developed, refined, and then implemented within the scope and sequence of program requirements to meet standard III criteria. The program's assessment of the SLOs is consistent with Standard V.

The SUNY Cortland 2010-2020 Commitment to Excellence [<http://www2.cortland.edu/about/strategic-plan/>] identifies three values and four priorities for the College. The values include: a focus on the students; integrity; and intellectual life. Academic Excellence, Transformational Education, Well-being, and Maximize Resources are the priorities. Two of the values are particularly important and relevant to our student learning outcomes:

1. Integrity- a dedication to honesty, hard work, high professional and personal standards, and respect for people and perspectives, and;
2. Intellectual Life-a commitment to inquiry, academic rigor, creativity, lifelong learning, and contribution to discipline, profession, and the greater good.
- 3.

The professional dispositions referred to in outcome 14 were developed for the program and are communicated to students throughout the program in courses and by advisors. Program instructors model intellectual life and strive to create an environment that fosters the intellectual life of our students.

Three of the four priorities are particularly important and relevant to our student learning outcomes:

1. Academic Excellence-Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline;
2. Transformational Education-Ensure that every student will have engaging and transformational experiences;
3. Well-being-Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.

Pursuing CEPH accreditation of the program has assisted the program in identifying and making adjustments to improve its academic excellence. Achievement of CEPH accreditation provides a measure of academic excellence. The systematic on-going assessment plan will ensure its maintenance. From service learning experiences early in the program to a full semester of full-time fieldwork our students engage in transformational experiences. Many program faculty have a national presence in the well-being

area through their scholarship and service. The program strives to provide its students with the knowledge, skills, and attitudes to make positive contributions to the nation and to their communities. In addition, pursuing CEPH accreditation was seen by the Department as an opportunity to refine the student learning outcomes of the community health program. When the program was last updated (2007-2008 implemented fall 2009), in addition to paying attention to the public health domains care was taken to make sure that the responsibility and competency areas expected of an entry-level health educator were distributed among required courses in anticipation of pursuing SOPHE-AAHE Baccalaureate Program Approval Committee (SABPAC) accreditation. The emergence of this new CEPH accreditation for standalone bachelor's programs required the program to think a bit differently about its measurable program outcomes than if it had been pursuing SABPAC.

Finally, the following learning outcomes were created in conjunction with the Community Health program Mission Statement seen in section 5.1.

Template P – *List of student learning outcomes*

1. Assess a community's health needs to determine priority areas amenable to intervention.
2. Utilize models, theories, and frameworks to assess, develop, or plan community health interventions.
3. Analyze the impact and role of public health systems and the environment in the design and planning of community health interventions.
4. Analyze a health issue using an ecological framework to identify opportunities for intervention.
5. Plan an evidence-based program to address a community's health needs and improve quality of life.
6. Utilize valid sources of secondary data.
7. Collect, analyze, and interpret primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community.
8. Use the research literature to identify evidence based practices for public health interventions.
9. Plan, implement, and evaluate a health intervention to promote health at the individual, community, or policy level.
10. Collaborate with other community health professionals, stakeholders, and participants to address a community's needs.
11. Effectively communicate community health information in oral and written forms through a variety of sources and channels.
12. Apply ethical principles when working with organizations, communities, and individuals.
13. Demonstrate cultural competence when working with diverse populations.
14. Demonstrate the dispositions needed to be an effective public health professional.
15. Articulate a plan for achieving a career of their choice in public health.

5.3 Syllabi:

Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domains identified in criterion 4.

The Community Health Program syllabi are attached in the electronic resource file. The syllabi are organized by all major required courses, and then separately for optional each focus area of allied health, college health promotion, environmental health, health care administration and planning, international health, and wellness/health promotion.

It is important to note that at this time we are working on updating the required courses in each focus area. Given the current SUNY initiatives concerning time to degree completion, the large number of credits required of each focus area, and some recent challenges with focus area course availability in other departments the Department began updating the focus areas during the spring 2015 semester. Most of the focus areas require 20 or more credit hours creating a challenge to complete major program and focus area requirements without the need to enroll in summer sessions and/or an extra semester. This has been especially true for those transferring into the program. Some students each semester choose to drop the focus area rather than stay an extra semester. Ad hoc sub-committees worked to get each focus area to between 15-18 credit hours of courses that are currently offered at a frequency that allows for timely completion. Course inclusion was also reviewed for relevance and importance to entry-level positions and post-baccalaureate program requirements associated with the focus area. At this time, the updates to all but one focus area (international health) have been approved by the department curriculum committee, but will need to move through the rest of the curriculum change process before the changes will be finalized and able to be implemented. We do not estimate the changes being ready to implement until the fall 2016 semester, at the earliest.

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

The student outcomes assessment plan utilizes data from the following: 1) specific assessments in some required courses; 2) student fieldwork supervisor evaluation; 3) end of fieldwork student survey; 4) program alumni survey; 5) periodic focus groups of fieldwork supervisors; 6) periodic key informant interviews of employers of recent program graduates. Template Q identifies the which of these are used to assess each outcome.

First, many outcomes are to be assessed as part of a learning experience in core classes during the program. These assessment opportunities are identified in Template Q using an "HLH XXX" format. The XXX reflecting the specific class in which the assessment opportunity will take place. All of the course-based assessments identified in Template Q occur in courses required in the program. Some assessments occur early in the program (HLH 203, HLH 221) but most are embedded in upper division courses, especially at the 400-level. Assessment in lower division courses largely provides the program with data on student progression toward program outcomes and can be useful in identifying curricular and/or course changes early in the program necessary to better prepare students for the work in the upper-level courses. Assessments in the 400- level courses require synthesis of knowledge and skills from lower division courses with the upper-level. We are in the process of creating a uniform way of collecting program outcomes assessment data through the use of standard rubrics for each outcome to be applied when each learning experience is evaluated by the course instructor. We aim to pilot the new or updated rubrics in the Spring 2016 semester. The following learning experiences have been identified to evaluate student outcomes:

1. HLH 494 Project: Students work individually on a semester-long project in which they conduct a needs assessment of a county using secondary sources, develop program goals and objectives based in needs assessment results, propose an intervention, and present an evaluation plan. This multi-section paper is modeled on the needs assessment and evaluation planning documents typically developed and used in public, community, and school health. The project is based around the PRECEDE-PROCEED framework.
2. HLH 493 PM/SM Project is a (Print Materials and Social Media): Working individually or in pairs, students use the health communication process to plan and develop a communication strategy to address a health problem for a defined intended audience. The project includes: the use of secondary information sources and primary formative interviews with members of the intended audience, message and prototype development, and pre-testing. Students must incorporate print materials, social media and at least one other channel. Students write a paper detailing the development process and findings and present their projects to the class at the end of the semester.
3. HLH 493 Methods presentation: Each student provides a 25-30 minute presentation using individual-level and/or interpersonal-level community health education methods/strategies to address a specific health problem for a defined audience and setting.

4. HLH 493 Advocacy Assignment: Each student assesses a health advocacy issue and then creates a legislative fact sheet and writes an advocacy letter to a legislator. The assignment requires students to apply basic advocacy skills, as well as writing and information literacy skills.
5. HLH 203 SLP (Service Learning Project): Students work in small groups to complete a service learning project for a campus- or community-based agency, and write a paper describing what they did, the population involved, how the project fits into the bigger picture of community health, and the project's connection to *Healthy People* goals and objectives. Each student writes a personal reflection about their experiences and completes personal and group evaluations. Each group provides a presentation summarizing the project at the end of the semester. For many students, this experience is the first time they have engaged with a community agency and population different from their home community and families.
6. HLH 203 CHIA (Community Health Interest Area): Students collaborate in small groups to provide a 30-45-minute presentation focusing on the content of a chapter from the textbook. Chapter topics cover health issues related to a defined population, such as elders, minorities, or adolescents, or they focus on a health topic of significant importance, including mental health, maternal and child health, the environment, injuries, or alcohol, tobacco and other drugs. Students also use the professional literature to present examples of community health programs and "hot topics" related to chapter content. Each student also submits a written one-page summary of the community health program article and a one-page summary of the chosen hot topic. This assignment is designed to require students to learn and demonstrate teamwork, information literacy and presentation skills, as well as learn course content and professional writing.
7. HLH 380 Project: Students work in a small group to design a health communication campaign around a health issue. The campaign consists of a written campaign proposal and a prototype of all communication materials needed for the campaign. The health communication campaigns are also formally presented to the instructor and classmates during the semester. The campaign proposal requires students to conduct a literature review, gather secondary data, and analyze the health issue using an ecological framework and a PRECEDE diagnosis. Students demonstrate their ability to synthesize information. Students identify appropriate primary and/or secondary audiences and select channels and strategies for reaching these audiences. Students utilize appropriate individual or group-level models or theories to help them develop health communication materials and learn to apply tools of Social Marketing.
8. HLH 390 Project: Students are required to visit an agency that is engaged in environmental programming. Examples of such programs would include occupational health and safety, emergency management/response, solid waste management, food service establishment sanitation, water pollution control and treatment, sewage treatment, hazardous waste management, pesticide control, air pollution control among many others. Students would interview the program manager or director and provide answers to the following questions: agency history (how, when, and why was the program established? Program goals/objectives? Program administration and operation (organization, structure/personnel, organization chart, etc.)? Program resources/funding? Program achievements? Problems/issues currently confronting the program (including socioeconomic and political forces, etc.)? Future of the program? Students will then utilize this information as well as related literature to complete a 10-15 page term paper.
9. HLH 391 Survey Research Project: Students work together in a small group on a survey research project. Students begin by developing a research question that can be explored by gathering data using a survey. This project then takes them through the process of developing and administering a survey instrument, developing a database and codebook for the data collected, entering the data into a database, and analyzing the data using descriptive statistics. Students present their final results by delivering a presentation to the class.

10. HLH 499 Project Report: During community health fieldwork, each student does a special project. The project must be of practical benefit to the host agency and involve primary data collection by the student. With the support of the agency supervisor, the student identifies possible projects and selects the best one after considering alignment with the project requirements, value to the agency, interest of the student, and feasibility. Most projects involve one or more aspects of community health programming: needs assessment, design and planning, implementation, and evaluation. The level of independence varies across projects and settings. Sometimes the student works independently; other times the student collaborates with a partner or team to accomplish the project. Before beginning the project, the student writes a proposal describing the problem that the project will address and the project itself. The proposal must be approved before the project can proceed. After data collection is complete, the student writes the project report, which displays the data in an organized manner, includes basic descriptive analysis, discusses problems and concerns with implementation and/or data collection, makes recommendations to the agency, and reflects about the student's personal experience and learning.
11. HLH 499 Weekly Logs: The weekly log documents the fieldwork activities of the students each day as well as the time periods when they are working and the total number of hours worked each week. In addition, students incorporate a reflective dimension into their weekly logs. Reflection may encompass a wide range of opinions, insights, ideas, and questions related to the agency and the student's personal experience of fieldwork on a day-to-day basis. Each weekly log should be two to five double-spaced pages in length.
12. HLH 499 Professional Development Reflections: This writing assignment is aligned with fieldwork learning objectives 10 to 12 and should be 2 to 4 double-spaced pages in length. Students explain how they view themselves in terms of being public health professionals, discuss their career plans and interests, and describe their network of professional contacts and how they plan to use that network to advance their careers after fieldwork.
13. HLH 221 Portfolio: The course assists students in understanding the community health field, career opportunities and the skills needed to secure both a field work internship experience and a professional position in the field. As part of the course, students are exposed to personal career goals, professional issues, job searching and interviewing for professional positions. Culminating activity for the course is the development of a professional portfolio. The portfolio includes personality inventory and reflections, resume and cover letter construction, researching a health profession, interviewing a health professional in their career of interest, and reflecting on presentations of several invited professionals in the health field.

Second, we have an evaluation form that is associated with the capstone fieldwork exercise required of all community health students, as labeled in template Q as "[HLH 499 Evaluation Form...](#)" In the process of revising and improving the fieldwork performance evaluations, we embedded all of the program outcomes into these evaluations; the blank form can be found in the electronic resource file. This form is filled out by the agency supervisor of the student at the mid-point and end of the fieldwork experience. The form was updated in the middle of the Spring 2015 semester, therefore we only have complete data for the Summer 2015 fieldwork students (see Template R), and are continuing to collect these data each semester.

Third, we have created a student survey meant to be completed at the end of their capstone field work project. [The student survey](#) can be seen in the electronic resource file here. The survey will be piloted at the end of the Fall 2015 semester, and any updates suggested by the pilot will be made for use each semester beginning with spring 2016.

Fourth, we have created [an alumni survey](#) to be distributed at one year, three years, and five years post-graduation. We plan on beginning data collection in Summer of 2016. The survey can be found in the electronic resource file here.

Fifth, we plan to conduct a focus group with a selection of fieldwork agency supervisors every third year. We conducted the first focus group with current fieldwork supervisors in April of 2015 in order to learn about their perceptions of the fieldwork program. Their insights and observations will inform future modifications of fieldwork. [The final conclusions from this focus group](#) can be found in the electronic resource file.

Finally, we plan on conducting key informant interviews of employers of our recent graduates every third year as well. We have not yet completed these, but plan on doing the first round in Summer 2017. These interviews are still in the planning phase, but will include questions similar to the alumni survey, in which we ask about the skills of our students and whether they are using those skills in their job.

TEMPLATE Q: *A list of curricular assessment opportunities. Template Q requires the program to present the opportunities (eg, specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P. (Criterion 5.4)*

| Student Outcome (from Template P) | Assessment Opportunity |
|--|---|
| 1. Assess a community's health needs to determine priority areas amenable to intervention. | HLH 494 Project HLH 499 Evaluation Form Section 3a Student Survey Alumni Survey Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 2. Utilize models, theories, and frameworks to assess, develop, or plan community health interventions. | Student Survey Alumni Survey Fieldwork Supervisor Focus Group Employer Key Informant Interviews HLH 499 Evaluation Form Section 3f |
| <ul style="list-style-type: none"> Utilizes models/theories/frameworks to assess community health interventions | HLH 494 Project |
| <ul style="list-style-type: none"> Utilizes models/theories/frameworks to develop/plan community health interventions | HLH 493 PM/SM Project |

| | |
|---|--|
| | HLH 493 Methods Presentation HLH 380 Project |
| 3. Analyze the impact and role of public health systems and the environment in the design and planning of community health interventions. | Student Survey Alumni Survey Employer Key Informant Interviews |
| <ul style="list-style-type: none"> Analyze impact/role of public health systems in the design/planning of community health interventions | HLH 390 Project HLH 494 Project |
| <ul style="list-style-type: none"> Analyze impact/role of environment in the design/planning of community health interventions | HLH 499 Evaluation form section 3g HLH 494 Project Student Survey |
| 4. Analyze a health issue using an ecological framework to identify opportunities for intervention. | HLH 380 Project HLH 499 Evaluation form section 3i HLH 494 Project Student Survey Alumni Survey Employer Key Informant Interviews |
| 5. Plan an evidence-based program to address a community's health needs and improve quality of life. | HLH 493 Methods Presentation HLH 499 Evaluation form section 3j Student Survey Alumni Survey Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 6. Utilize valid sources of secondary data. | HLH 380 Project HLH 499 Evaluation form section 1e HLH 494 Project Fieldwork Supervisor Focus Group |

| | |
|---|---|
| | Employer Key Informant Interviews |
| 7. Collect, analyze, and interpret primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | |
| <ul style="list-style-type: none"> Collect primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | HLH 499 Evaluation Form Section 3k HLH 391 Final Project Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| <ul style="list-style-type: none"> Analyze primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | HLH 499 Evaluation Form Section 3k HLH 391 Final Project Student Survey Alumni Survey Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| <ul style="list-style-type: none"> Interpret primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | HLH 390 Project HLH 391 Final Project Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 8. Use the research literature to identify evidence based practices for public health interventions. | HLH 390 Project HLH 499 Evaluation Form Section 3h HLH 494 Project Student Survey Alumni Survey Employer Key Informant Interviews |
| 9. Plan, implement, and evaluate a health intervention to promote health at the individual, community, or policy level. | Student Survey |

| | |
|--|--|
| | <p>Alumni Survey</p> <p>Fieldwork Supervisor Focus Group</p> <p>Employer Key Informant Interviews</p> |
| <ul style="list-style-type: none"> Plan a health intervention to promote health at the individual community, or policy level. | <p>493 Methods Presentation</p> <p>HLH 499 Evaluation Form Section 3c</p> <p>HLH 499 Evaluation Form Section 3j</p> <p>HLH 499 Weekly logs</p> <p>HLH 499 Project Report</p> |
| <ul style="list-style-type: none"> Implement a health intervention to promote health at the individual community, or policy level | <p>HLH 499 Evaluation Form Section 3d</p> <p>HLH 499 Weekly logs</p> <p>HLH 499 Project Report</p> |
| <ul style="list-style-type: none"> Evaluate a health intervention to promote health at the individual community, or policy level | <p>HLH 494 Project</p> <p>HLH 499 Evaluation Form Section 3e</p> <p>Student Survey</p> <p>Alumni Survey</p> <p>Fieldwork Supervisor Focus Group</p> <p>Employer Key Informant Interviews</p> |
| 10. Collaborate with other community health professionals, stakeholders, and/or participants to address a community's needs. | <p>HLH 203 SLP</p> <p>HLH 499 Evaluation Form Section 3l</p> <p>Student Survey</p> <p>Alumni Survey</p> <p>Fieldwork Supervisor Focus Group</p> <p>Employer Key Informant Interviews</p> |
| 11. Effectively communicate community health information in oral and written forms through a variety of sources and channels. | <p>Fieldwork Supervisor Focus Group</p> <p>Employer Key Informant Interviews</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> Effectively communicate community health information in oral forms. | HLH 203 CHIA HLH 493 PM/SM Project HLH 390 Project Report HLH 499 Evaluation Form Section 2b |
| <ul style="list-style-type: none"> Effectively communicate community health information in written forms | HLH 493 PM/SM Project HLH 499 Evaluation Form Section 2c HLH 494 Project |
| 12. Apply ethical principles when working with organizations, communities, and individuals. | HLH 499 Evaluation Form Section 4h Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 13. Demonstrate cultural competence when working with diverse populations. | HLH 499 Evaluation Form Section 4g Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 14. Demonstrate the dispositions needed to be an effective public health professional. | HLH 499 Evaluation Form Section 4i Fieldwork Supervisor Focus Group Employer Key Informant Interviews |
| 15. Articulate a plan for achieving a career of their choice in public health. | HLH 221 Portfolio HLH 499 Professional Development Reflections |

Many of the assessment opportunities have not yet been completed. Those assessment plans for which we have data are displayed in Template R below. For the remaining assessment activities we have identified when we expect to have data to share.

The first assessment for which we have data is the 499 Evaluation Form, which is filled out at mid-semester and at the end of the semester for all students in the culminating activity of fieldwork; the form can be accessed in the ERF. For each outcome, the agency supervisors are asked to rate the students. The rating is based on a 5-point Likert scale using the following rubric to assess skills: 1 = very weak: 2 = weak: 3 = moderate: 4 = strong: 5 = very strong. The results are displayed at case count and percentage of each rating for each student outcome. The results displayed are from the Summer 2015 semester. Overall, most of the items in which we have collected data have strong positive results. There are no very weak, or

weak ratings in any of the student outcomes results. For all 18 assessment opportunities, the percentage of a 5 rating, or very strong, is at or above 50%.

The second assessment for which we have data is the results of the Spring 2015 agency supervisor focus group. The results are displayed as pertinent text taken from the final conclusions since the assessment type is qualitative. The focus group took place very early in our self-study. Unfortunately, the focus group was not run in a way that made our student outcomes easy to assess. We have plans to redo the agency supervisor group every three years, therefore the next focus group will be done in the Spring of 2018. We will aim to moderate the group in a way that we will be able to assess our student outcomes in a more direct way. The results from the Spring 2015, therefore, are limited in assessing our outcomes, and the lack of results seen in Template R reflects that.

TEMPLATE R: Evidence that the program has implemented the assessment plan identified in Template Q.

| Student Outcome (from Template P) | Assessment Opportunity | Results |
|---|------------------------------------|--|
| 1. Assess a community's health needs to determine priority areas amenable to intervention. | HLH 499 Evaluation Form Section 3a | missing n = 1, 6.3% Rating of 4 n = 4, 25% Rating of 5 n = 9, 56.3% NA n = 2, 12.5% |
| | HLH 494 Project | Results Spring 2016 |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 2. Utilize models, theories, and frameworks to assess, develop, or plan community health interventions. | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| | HLH 499 Evaluation Form Section 3f | Rating 3 n = 2, 12.5% Rating of 5 n = 8, 50% NA n = 6, 37.5% |
| a. Utilizes models/theories/frameworks to assess community health interventions | HLH 494 Project | Results Spring 2016 |

| | | |
|---|------------------------------------|---|
| b. Utilizes models/theories/frameworks to develop/plan community health interventions | HLH 493 PM/SM Project | Results Spring 2016 |
| | HLH 493 Methods Presentation | Results Spring 2016 |
| | HLH 380 Project | Results Spring 2016 |
| 3. Analyze the impact and role of public health systems and the environment in the design and planning of community health interventions. | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| a. Analyze impact/role of public health systems in the design/planning of community health interventions | HLH 390 Project | Results Spring 2016 |
| | HLH 494 Project | Results Spring 2016 |
| b. Analyze impact/role of environment in the design/planning of community health interventions | HLH 499 Evaluation form section 3g | Rating 3 n = 1, 6.3% Rating 4 n = 3, 18.8% Rating 5 n = 9, 56.3% NA n = 3, 18.8% |
| | HLH 494 Project | Results Spring 2016 |
| 4. Analyze a health issue using an ecological framework to identify opportunities for intervention. | HLH 380 Project | Results Spring 2016 |
| | HLH 499 Evaluation form section 3i | Rating 3 n =1, 6.3% Rating 4 n = 1, 6.3% Rating 5 n = 8, 50% NA n = 6, 37.6% |
| | HLH 494 Project | Results Spring 2016 |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| | | |
| 5. Plan an evidence-based program to address a community's health needs and improve quality of life. | HLH 493 Methods Presentation | Results Spring 2016 |
| | HLH 499 Evaluation form section 3j | Rating 3 n = 1, 6.3% Rating 5 n = 9, 56.3% NA n = 6, 37.6% |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |

| | | |
|---|------------------------------------|---|
| 6. Utilize valid sources of secondary data. | HLH 380 Project | Results Spring 2016 |
| | HLH 499 Evaluation form section 1e | Rating 3 n = 1, 6.3% Rating 4 n = 2, 12.5% Rating 5 n = 11, 68.8% NA n = 2, 12.5% |
| | HLH 494 Project | Results Spring 2016 |
| | Fieldwork Supervisor Focus Group | "I find most of your students...[use]...appropriate resources to get information" |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 7. Collect, analyze, and interpret primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community | | |
| a. Collect primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | Employer Key Informant Interviews | Results Summer 2017 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | HLH 499 Evaluation Form Section 3k | Rating 3 n = 2, 12.5% Rating 4 n = 2, 12.5% Rating 5 n = 10, 62.5% NA n = 2, 12.5% |
| | HLH 391 Final Project | Results Spring 2016 |
| b. Analyze primary data needed to address a research question, to evaluate the effectiveness of a program/service, or to assess the health needs of a community. | HLH 499 Evaluation Form Section 3k | Rating 3 n = 2, 12.5% Rating 4 n = 2, 12.5% Rating 5 n = 10, 62.5% NA n = 2, 12.5% |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | HLH 391 Final Project | Results Spring 2016 |
| c. Interpret primary data needed to address a research question, to | HLH 390 Project | Results Spring 2016 |
| | HLH 391 Final Project | Results Spring 2016 |

| | | |
|---|------------------------------------|---|
| evaluate the effectiveness of a program/service, or to assess the health needs of a community. | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 8. Use the research literature to identify evidence based practices for public health interventions. | HLH 390 Project | Results Spring 2016 |
| | HLH 499 Evaluation Form Section 3h | Rating 3 n = 1, 6.3% Rating 4 n = 2, 12.5% Rating 5 n = 9, 56.3% NA n = 4, 25.1% |
| | HLH 494 Project | Results Spring 2016 |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 9. Plan, implement, and evaluate a health intervention to promote health at the individual, community, or policy level. | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| a. Plan a health intervention to promote health at the individual community, or policy level. | 493 Methods Presentation | Results Spring 2016 |
| | HLH 499 Evaluation Form Section 3c | Rating 4 n = 2, 12.5% Rating 5 n = 12, 75% NA n = 2, 12.5% |
| | HLH 499 Evaluation Form Section 3j | Rating 3 n = 1, 6.3% Rating 5 n = 9, 56.3% NA n = 6, 37.6% |
| | HLH 499 Weekly logs | Results Spring 2016 |
| | HLH 499 Project Report | Results Spring 2016 |
| b. Implement a health intervention to promote health at the individual community, or policy level | HLH 499 Evaluation Form Section 3d | Rating 4 n = 2, 12.5% Rating 5 n = 12, 75% NA n = 2, 12.5% |
| | HLH 499 Weekly logs | Results Spring 2016 |
| | HLH 499 Project Report | Results Spring 2016 |
| c. Evaluate a health intervention to promote health at the individual community, or policy level | HLH 494 Project | Results Spring 2016 |
| | HLH 499 Evaluation Form Section 3e | Rating 3 n = 2, 12.5% Rating 4 n = 3, 18.8% Rating of 5 n = 9, 56.3% NA n = 2, 12.5% |
| 10. Collaborate with other | HLH 203 SLP | Results Spring 2016 |

| | | |
|---|------------------------------------|--|
| community health professionals, stakeholders, and/or participants to address a community's needs. | HLH 499 Evaluation Form Section 3l | Rating 3 n = 2, 12.5% Rating 4 n = 2, 12.5% Rating 5 n = 9, 56.3% NA n = 3, 18.8% |
| | Student Survey | Results Spring 2016 |
| | Alumni Survey | Results Summer 2016 |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 11. Effectively communicate community health information in oral and written forms through a variety of sources and channels. | Fieldwork Supervisor Focus Group | "I find most of your students very well written" |
| | Employer Key Informant Interviews | Results Summer 2017 |
| a. Effectively communicate community health information in oral forms | HLH 203 CHIA | Results Spring 2016 |
| | HLH 493 PM/SM Project | Results Spring 2016 |
| | HLH 390 Project Report | Results Spring 2016 |
| | HLH 499 Evaluation Form Section 2b | Rating 3 n = 1, 6.3% Rating 5 n = 13, 81.3% NA n = 2, 12.5% |
| b. Effectively communicate community health information in written forms | HLH 493 PM/SM Project | Results Spring 2016 |
| | HLH 390 Project Report | Results Spring 2016 |
| | HLH 499 Evaluation Form Section 2c | Rating 3 n = 1, 6.3% Rating 4 n = 2, 12.5% Rating 5 n = 11, 68.8% NA n = 2, 12.5% |
| | HLH 494 Project | Results Spring 2016 |
| 12. Apply ethical principles when working with organizations, communities, and individuals. | HLH 499 Evaluation Form Section 4h | Rating 3 n = 1, 6.3% Rating 4 n = 1, 6.3% Rating 5 n = 14, 87.5% |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 13. Demonstrate cultural competence when working with diverse populations. | HLH 499 Evaluation Form Section 4g | Rating 4 n = 2, 12.5% Rating 5 n = 14, 87.5% |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |

| | | |
|--|--|--|
| | Employer Key Informant Interviews | Results Summer 2017 |
| 14. Demonstrate the dispositions needed to be an effective public health professional. | HLH 499 Evaluation Form Section 4i | Rating 4 n =2, 12.5% Rating 5 n = 14, 87.5% |
| | Fieldwork Supervisor Focus Group | No specific results from Spring 2015 |
| | Employer Key Informant Interviews | Results Summer 2017 |
| 15. Articulate a plan for achieving a career of their choice in public health. | HLH 221 Portfolio | Results Spring 2016 |
| | HLH 499 Professional Development Reflections | Results Spring 2016 |

5.5 The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution or unit-collected data, unless those data are sufficiently detailed and descriptive.

Graduation Data:

The graduation rate metric used by the State University of New York System is the percentage of undergraduate students enrolling full-time at a SUNY college that completes their academic program of study and receive a degree or certificate within 150% of the "normal" time required to earn a college degree (associate = 3 years; baccalaureate = 6 years). At SUNY Cortland, each department receives 6 year graduation rate data by department as part of an annual report from Institutional Research. Due to the graduation data being standardly reported at this aggregate level, Dr. Hodges has worked with staff in Institutional Research (IR) in order to pull and summarize data which are tailored to the needs of the Community Health Program. The IR staff has been both receptive and cooperative with Dr. Hodges, and a plan is being developed for IR to prepare an annual report with detailed data that will meet the needs of the program.

In preparation of the Self-Study document, it was recognized that the way that the institution tracks student graduation rates is a challenge for the program. At SUNY Cortland, the graduation rates are calculated and reported with the emphasis on the student, and these students enter the institution at different phases of their academic career, they change majors, and then ideally go on to graduate. In order to best capture this dynamic process, we will provide various data on the different categories of Community Health majors. For example, Community Health majors can be classified into one of three different source groups; "First Time students" who begin at SUNY Cortland in the CH major, "External Transfer students" who come to the CH major from another institution, and "Change of Major" students who switch into the CH major from another major.

Employment and Continuing Education:

Each year the SUNY Cortland Career Service Office (CSO) conducts a survey of the year's graduates (May, August, December) as part of the [Graduate Outcomes Survey](#). The CSO collect contact information from students at the time of graduation from SUNY Cortland. One year after graduation, the CSO then attempts to contact graduates for a brief survey on their current employment and continuing education status. The CSO prepares annual reports which highlight the main findings from the survey and summarizes employment, job placement, and continuing education data by major. Dr. Murphy has met with staff from the CSO to discuss the data needs for the CH program. They agree that the GOS includes survey items that are sufficient for the level of data required by the CEPH. They also recognized that as partners they would benefit if 1) the program shared the most recent contact information (i.e. phone number and email) and 2) CH faculty send out personalized emails to alumni asking them to complete the survey. It is anticipated that these activities will result in an even higher response rate for the annual GOS.

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

As described in Section 5.5, SUNY Cortland Career Service Office also gathers qualitative information from their Graduate Outcomes Survey on the type of employment and the types of further education which graduates pursue.

Job placement and further education rates for the last three graduating classes are presented in Template S. The data for Template S are derived from the results of the three most recent [Graduate Outcomes Surveys](#) (2012, 2013, and 2014). The response rates for these data range from 58% to 76% over the past three years. In 2012 and 2013, respondents were asked, “Describe your current employment status.” *Employed in a field related to major/minor, Employed seeking a job related to major/minor, Employed in a field unrelated to major/minor by choice, Continuing my education full-time, Unemployed, seeking a job related to major/minor, Unemployed and not seeking employment.* In 2014, respondents were not given an option of “*Employed in a field unrelated to major/minor by choice.*” Due to this change, the responses from 2014 are not exactly comparable to 2012 and 2013.

The graduate survey data reveal that among those Community Health majors reached at one year after graduation, more than half (range 56% to 73%) are employed. In addition, many students (17% to 33% of the samples) were continuing their education. For the most recent graduating class of 2014, half were employed in a field related to their major, and an additional 23% were employed in an unrelated area by their choice. One out of three students in the 2013 graduating cohort were continuing their education one year after graduation, and this corresponded to the lowest percent (56%) of graduates who were employed.

Template S – Job placement and further education rates for the last three classes

| Destination of Graduates by Employment Type | Job Placement/Further Education Rate by Graduating Class | | |
|--|--|----------------|-----------------|
| | Year 1 2012 | Year 2 2013 | Year 3 2014* |
| Employed: | 79% | 56% | 73% |
| Employed in a field related to major/minor | 43% | 28% | 50% |
| Employed seeking a job related to major/minor | 13% | 15% | -- |
| Employed in a field unrelated to major/minor by choice | 23% | 13% | 23% |
| Continuing education/training (not employed) | 17% | 33% | 23% |
| Actively seeking employment | 3% | 10% | 0% |
| Not seeking employment (not employed and not continuing education/training, by choice) | 0% | 0% | 5% |
| Unknown | | | |
| Total | ~100% | ~100% | ~100% |

Note: Response Rates in 2012, 2013, and 2014 were 76% (32 out of 42), 68% (39 out of 58), and 58% (22 out of 38), respectively. Totals are approximately 100% due to rounding.

Template T summarizes data on the types of employment and further education our CH major graduates pursue. In the year after graduating from the SUNY Cortland Community Health program, graduates are obtaining employment in a variety of community health settings, including governmental agencies, non-profit organizations, schools, medical offices, hospitals, and private businesses. Some graduates obtain positions in community health programming, and many are working in a clinical setting in an administrative assistant or coordinator role. Students choose to continue their education in a variety of graduate programs, with the most popular being public health programs (e.g. MPH, MS), clinical programs (e.g. BSN, MSN, PT, OT, PA), administration (MHA), and education programs (MS).

Template T – Information on the types of employment and further education graduates pursue

| Types of Employment Graduates Pursue | Types of Further Education Graduates Pursue |
|---|--|
| <i>Ex. Non-profit, local health department</i> | <i>Ex. MPH, MD, JD</i> |
| 2014 | 2012-2014 |
| Outreach Coordinator, non-profit | Public Health MPH or Community Health MS n=7 |
| Administrative Assistant, medical office | Nursing BSN, MSN n=5 |
| Health Coordinator, non-profit | Occupational Therapy n=4 |
| Manager, Fundraising and Special Events, non-profit | Physical Therapy DPT n=3 |
| Patient Service Representative, medical office | Healthcare Administration MHA n=3 |
| Case manager | Educational Administration and Policy MS n=1 |
| HR representative, hospital | Education MS n=1 |
| Office assistant, medical office | Environmental Health and Safety Management n=1 |
| Youth coordinator, non-profit | Physician Assistant PA n=1 |
| Personal trainer | Social Work MSW n=1 |
| Graduate Assistant | |
| Epidemiology Clerk | |
| Head Preschool Teacher | |
| Substitute Teacher | |
| 2013 | |
| Prevention Specialist, Non-profit | |
| Wellness Assistant Director, Community College | |
| Administrative Medical Assistant, Medical Center | |
| Hospital Aide | |
| Office Coordinator, Chiropractor office | |
| Office Manager, Primary care clinic | |
| Patient coordinator, Medical Center | |
| Physical Therapy Aid, Rehabilitation Hospital | |
| Clinical Support, Medical office | |
| Social Media Coordinator, private | |
| Construction inspector, private | |
| Assistant Complex Coordinator, college | |
| Children's Ministry Director, non-profit | |
| Member services, bank | |
| Medicare support, Insurance company | |
| 2012 | |
| Program Manager, Hospital | |

| | |
|--|--|
| Health Fitness Specialist | |
| Diet Clerk, Medical center | |
| Health Information Assistant, Hospital | |
| Receptionist, Physical therapy office/Hospital | |
| Medical sales representative, Private | |
| Enrollment specialist, Insurance company | |
| Assistant teacher, Daycare | |
| Armed forces, Navy & Marines | |
| Human Resources, Private | |

Note: Data for 2012 (purple), 2013 (orange) and 2014 (blue).

5.7 The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

Number of Graduates:

Data from the most recent academic years show that there were between 47-53 students graduating each year with a baccalaureate degree in Community Health.

| Academic Year | 2011-2012 | 2012-2013 | 2013-2014 |
|---|-----------|-----------|-----------|
| Number of Graduates with Community Health Major | 47 | 53 | 48 |

Graduation Rates for "First Time Students:"

The graduation rate for First Time Students who entered the Community Health program in 2009 is 73%, which meets the threshold for the accreditation criteria. That is, 11 out of the 15 students who entered as a CH major graduated with that major. In addition, one student switched to another major, and three students have not yet graduated. [Note: Data are only available for this one year because this is the only year for which a full 6 years of follow up is available].

Graduation Rates for "External Transfer Students:"

The graduation rate for External Transfer Students is presented in the table below. The majority of transfers come into the department in the fall. The table shows the year of matriculation at SUNY Cortland along with the graduation status after three years. Among students who transferred into SUNY Cortland in 2010-2011, 2011-2012, and 2012-2013, and declared a Community Health major, the graduation rate after three years ranged from 56% to 64%. While this rate is lower than the threshold of 70%, it should be emphasized that data are reported for only three years after matriculation. Students transfer into SUNY Cortland as 1st, 2nd and 3rd year students. The program is currently working with Institutional Research to identify a plan for how these data could be presented after 3, 4, or 5 years.

TRANSFER GRADUATION RATES

| | Graduation Status 2012-13 (2014-15) | | | Graduation Status 2011-12 (2013-14) | | | Graduation Status 2010-11 (2012-13) | | |
|--------------|---|--------------------------|-----------------------------|---|--------------------------|-----------------------------|---|--------------------------|-----------------------------|
| | FT Transfer Student Cohort | Graduated in Major | Grad Rate in Major | FT Transfer Student Cohort | Graduated in Major | Grad Rate in Major | FT Transfer Student Cohort | Graduated in Major | Grad Rate in Major |
| Fall | 15 | 8 | 53% | 11 | 10 | 91% | 11 | 6 | 55% |
| Spring | 3 | 2 | 67% | 3 | 1 | 33% | 3 | 3 | 100% |
| Total | 18 | 10 | 56% | 14 | 11 | 79% | 14 | 9 | 64% |

Graduation Rates for “Change of Major Students:”

The program is currently working with Institutional Research to identify the graduation rates for Change of Major students.

Employment and Continuing Education data:

The employment and continuing education data from the Graduate Outcomes Survey (GOS) reveals that among graduates reached, at least 9 out of 10 over the three years are either employed or are continuing their education within the one year after graduation. More than half of the students survey are employed. These data show the program is exceeding the 80% indicator provided in the accreditation criteria. The GOS has a response rate ranging from 58%-76%, which is much higher than the 30% response rate threshold provided as a guideline in the accreditation criteria.

5.8 Assessment Schedule:

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

Course-based outcomes assessment data (with the exception of HLH 499-Fieldwork) will be collected each semester the course is offered, summarized by the course instructor, and sent to the department secretary to be entered into a program assessment database. Assessment data from HLH 499 (student survey, Project Report, Weekly logs, Supervisor evaluation), will be collected every time the course is offered (each semester and during summer session) and entered into a database maintained by the Fieldwork Coordinator. The Fieldwork Coordinator will include a summary of the data for the summer, fall, and spring semesters in the *Fieldwork Coordinator Annual Report* due to the department chair each May. The department chair (program director) will produce a course-based program assessment report once per year to share with the full-time faculty and any part-time faculty teaching in the program. Implications of the course-based program assessment report will be discussed by the full-time faculty at least once per year. The department chair will solicit thoughts on the report from the part-time faculty. The Alumni survey data will be collected each year beginning in 2016 and is planned in conjunction with the Office of Career Services which will provide a yearly report to the department chair. Graduation rate data are reported to the department chair by the Institutional Research and Analysis Office each spring and are reported in the Department Annual Report. A Community Health Assessment Committee will be formed to conduct the periodic Fieldwork Supervisor Focus Groups and the Employer Key Informant Interviews both of which will occur in three years cycles. This committee will analyze the data and provide a report to the department chair.

5.10 Regular Evaluation:

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

All program assessment data and the program mission will be reviewed every 5 years by the Community Health Assessment Committee (including the department chair/program director) which will produce an assessment report distributed to all program faculty and make any necessary recommendations to the Department Curriculum Committee. The first full review will occur in 2020.

5.11 Policies:

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

Academic Grievances:

The academic grievance policy and procedures are described here:

<http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter350>

To paraphrase, a grievance complaint can consist of the following: a violation, misinterpretation or inequitable application of an academic rule, regulation, or policy of the College, school or department; the unfair or inequitable treatment by reason of any act or condition that is contrary to established policy or practice governing or affecting a present or former student of this College; or a prejudiced, capricious or manifestly unjust academic evaluation.

Such a complaint must be presented within 60 days of the alleged grievance by the affected individual. If any complaint begins at the department level or higher, an informal settlement is to be attempted at that level. Subsequent appeals are completed as described below.

Department Level: If a student has a grievance with an instructor, an informal settlement between the student and instructor should be attempted. If no mutually satisfactory settlement can be reached with the instructor, the student must file a written statement of the grievance to the chair of the department where the grievance occurred. An informal meeting is held by the chair, and within a week of receiving this meeting, the chair must make a decision. If either the student or the instructor is dissatisfied with the department chair's decision, he/she may appeal the decision to the level of the Dean of the school. The intent to appeal the department chair's decision needs to be filed in writing with the Dean's office within 10 days of after the receipt of the department chair's decision. If the grievance is with the department chair, and no mutually satisfactory settlement can be reached, the appeal goes directly to the Dean's office, as outlined above.

School Level: Once the grievance has been filed to the Dean's office, the department chair is required to supply all relevant information relating to the case to the Dean's office. The Dean will convene a special hearing for the case with all the involved parties present. A less formal meeting may take place if it is mutually agreed upon by all parties involved. Either party may choose to have someone else present at the hearing; this person must be a member of the SUNY Cortland community, but is chosen by individual parties involved. After hearing all facts, the Dean makes a decision regarding the grievance, and this decision is shared with the parties within one week. A copy of the decision and all relevant materials are kept in the Dean's office for at least one year, or until the student has graduated. The next level of the appeal is the Academic Grievance Tribunal.

Academic Grievance Tribunal (AGT) Level: Notice of intent to appeal the Dean's decision must be filed in writing within one week of receiving the Dean's decision. The composition of the AGT will include one faculty member from each school, one undergraduate and one graduate student and an administrative representative. It is the responsibility of the grievant to submit written arguments to the AGT within 10 days of filing the notice to appeal. The school Dean shall forward all relevant information to the AGT. The AGT notifies the parties of the time and place of the hearing within two weeks of receiving all documentation. During this hearing, both the grievant and the respondent shall be given the opportunity to make oral arguments expanding on their written arguments. Either party may again have someone present to provide assistance, as described above. All hearings are tape-recorded, and these recordings can be destroyed if the grievance is dismissed, or saved until the student has left the college. The AGT then

renders its decision that the grievance will be upheld or denial to the Provost and Vice President for Academic Affairs. Should the decision of the Provost and Vice President for Academic Affairs be different from the AGT's recommendation, the justification will be sent to all parties within 10 days of the receipt of the AGT recommendation. The Provost and Vice President for Academic Affairs Office is responsible for seeing that the decision is carried out. A student may appeal the decision and/or sanction through the President's Office within five working days after receiving official notification. Grounds for appeal are limited to claims of bias, procedural infractions and/or new evidence. Final action on appeals will be taken by the president within 10 working days.

There have been no academic grievances filed by students in the undergraduate community health program in the past three years that have not been resolved within the department level and so are not recorded in college-wide AGT data.

Alcohol and other drug policy

The alcohol and other drug policy can be found at:

<http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter360>

To paraphrase, SUNY Cortland permits the use of alcoholic beverages on campus by those who are in compliance with the State law and who adhere to the guidelines established by the College. The College maintains that choosing not to drink is as acceptable as choosing to drink. The College expects its citizens who drink to do so responsibly. When excessive drinking or drunkenness occurs, it will be met with disapproval and appropriate sanctions will be imposed for misconduct. Intoxication does not excuse misconduct or infringement upon the rights and property of others. Students under the age of 21 shall not be allowed to possess, consume, distribute or be in the presence of alcoholic beverages.

The following is identified as a violation of policy: being a public nuisance while intoxicated, consumption of alcoholic beverages during intercollegiate athletic, intramural and sport club events, in any building or area of campus unless approved by the Alcohol Advisory Committee, failure to take reasonable measures to identify underage persons and to ensure that alcoholic beverages are not served to such persons, failure to provide equally accessible nonalcoholic beverages whenever alcoholic beverages are available, serving of alcoholic beverages to individuals who are or appear to be intoxicated.

Guidelines pertaining to the use of alcohol on campus are:

Individuals: Students living in College residence halls who are 21 years or older shall be allowed to possess and consume alcoholic beverages in their rooms, in compliance with New York State law and consistent with other college regulations pertaining to possession and consumption. No alcoholic beverages shall be permitted in rooms of students where all residents are under the age of 21, even if a student 21 years of age or older is present. The individual(s) hosting the disruptive or disorderly gathering in a room will be held responsible for the event and will be subject to appropriate disciplinary action.

College-wide: An Alcohol Advisory Committee is appointed by the President. Campus events involving the serving of alcohol will be registered with the Alcohol Advisory Committee before the event occurs. The Alcohol Advisory Committee will monitor alcohol use at official College events and evaluate compliance with the alcohol policy.

Policies on harassment and violence

The policies on harassment and violence can be found at:

<http://www2.cortland.edu/offices/publications/handbook/part-four/#chapter495>

To paraphrase, students and employees deserve to be free from fear of harassment or physical abuse. Acts directed against individuals based on race, religion, ethnicity, gender or sexual orientation are especially intolerable and will be subject to the strictest of sanctions/penalties. This campus will not accept any behavior that compromises individual dignity or threatens any person's safety. Violations include but are not limited to: attempting or threatening to subject another person to unwanted physical contact, directing obscene language or gestures at another person or group of people, engaging in actions intended to intimidate or alarm that serve no legitimate purpose, directing verbal abuse at another person because the individual is carrying out duties and responsibilities associated with her/his role as faculty, staff, or student staff at the College, inflicting bodily harm on any person, and threatening the use of force on any person.

Faculty and staff are required to report all harassment, threats, or violent incidents to their supervisors. Supervisors are required to respond within 14 days and should also report all incidents to the human resources director at 607-753-2302. Students should report all incidents to their resident directors or directly to the vice president for student affairs at 607-753-4721. If criminal charges are a consideration, or in situations where a person believes them or others are in immediate danger, University Police should be contacted at 607-753-2111. Incidents involving harassing, threatening or violent behavior may be subject to disciplinary action in accordance with the appropriate bargaining unit agreement or student code of conduct.

SUNY Cortland also has a specific policy on sexual harassment, as in accordance with Title IX. The policy can be found at <http://www2.cortland.edu/offices/publications/handbook/part-eight/index.dot#chapter860>

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R., Part 106). Sex discrimination includes sexual harassment, sexual assault and sexual violence.

The University will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and to remedy its discriminatory effects on the victim(s) and others, if appropriate. Employee grievance procedures established through negotiated contracts, academic grievance review committees, student disciplinary grievance boards and any other procedures defined by contract will continue to operate as before.

Complaints of sexual violence will not be resolved by using mediation, but instead must be referred immediately to the campus Title IX coordinator. Complaints also may be made directly to the affirmative action officer/Title IX coordinator by anyone who experiences, observes or becomes aware of discrimination or harassment. Employees must file a written complaint with the affirmative action officer within 90 calendar days following the alleged discriminatory act or the date on which the complainant first knew or reasonably should have known of such act. All such complaints must be submitted on the forms provided by the University.

Students must file a complaint within 90 calendar days following the alleged discriminatory act or 90 calendar days after a final grade is received, for the semester during which the discriminatory acts occurred, if that date is later. Should a complaint of sexual violence or sexual harassment be filed later than 90 days following the alleged act, the complainant will still be offered all appropriate services and

resources for victims of sexual violence and harassment, including interim measures to protect the parties. In addition, the matter may be referred for appropriate employee or student disciplinary action. As soon as reasonably possible after the date of filing of the complaint, the affirmative action officer/Title IX coordinator will mail a notice of the complaint and a copy of the complaint to the respondent(s).

In seeking an informal resolution, the affirmative action officer/Title IX coordinator shall attempt to review all relevant information, interview pertinent witnesses and bring together the complainant and the respondent, if desirable. If a resolution satisfactory to both the complainant and the respondent is reached within 24 calendar days from the filing of the complaint, through the efforts of the affirmative action officer/Title IX coordinator, the officer shall close the case, sending a written notice to that effect to the complainant and respondent. If the affirmative action officer/Title IX coordinator is unable to resolve the complaint to the mutual satisfaction of the complainant and respondent within 24 calendar days from the filing of the complaint, the officer shall so notify the complainant. The affirmative action officer/Title IX coordinator shall again advise the complainant of his or her right to proceed to the next step internally and/or the right to separately file with appropriate external enforcement agencies. The formal complaint proceeding is commenced by the filing of a complaint form as described in Part A (4). The 90-day time limit also applies to the filing of a formal complaint. Upon receipt of a complaint, the affirmative action officer/Title IX coordinator will provide an initialed, signed, date-stamped copy of the complaint to the complainant. Within seven calendar days of receipt of the complaint, the chairperson of the campus Affirmative Action Committee shall send notification to the complainant, the respondent and the campus president that a review of the matter shall take place by a tripartite panel to be selected by the complainant and the respondent from a pre-selected pool of eligible participants. The tripartite panel shall review all relevant information, interview pertinent witnesses and, at their discretion, hear testimony from and bring together the complainant and the respondent, if desirable. Both the complainant and the respondent(s) shall be entitled to submit written statements or other relevant and material evidence and to provide rebuttal to the written record compiled by the tripartite panel. Within 10 calendar days of receipt of the written summary, the president or designee shall issue a written statement to the complainant and respondent, indicating what action the president proposes to take. The action of the president shall be final.

6.0 ADVISING

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

All SUNY Cortland students with declared majors are assigned academic advisors within the program's department. Academic advisement of Pre-majors at SUNY Cortland is under the jurisdiction of The [Advisement and Transition Office](#) (ATO). This office provides services and support to students regarding transition to college, academic planning, major choice, and academic decision making. The Advisement staff at the ATO provides [Transfer Credit Services for students who have taken credits at another institution](#). The ATO provides first year college students the [College Student Inventory \(CSI\)](#) to help "identify students' needs, strengths, attitudes, motivational patterns, resources, coping mechanisms, and receptivity to intervention." The results of this inventory can be used by the advisor and student to help smooth the transition to college and promote academic success.

The [ATO](#) also conducts advisement workshops throughout the academic year to assist new faculty advisors. This office also provides advisement tools to assist faculty and their students in the advisement process (e.g. [Cortland Advisor Resource Packet \(CARP\)](#), [Advisement Form](#), [GPA Calculations](#), etc). The ATO disseminates advisement information periodically through their bulletin entitled "[Wiser Advisor](#)." Advisement is considered an important element of a faculty's responsibility. Towards that end, the ATO sponsors an annual [Excellence in Advising Award](#).

Within the Health Department all full time, tenured and tenure-track faculty members are assigned advisees generally based on their training and areas of expertise. New faculty advisors in the department are usually given advisement orientation by the chair. The Health Department views advisement as a partnership between the student and the faculty advisor. Students are encouraged to meet with their advisors periodically as needed or desired, but must meet with their assigned advisor during the course registration period to obtain the PIN necessary to be able to register for the next semester. Faculty advisors are also able to refer students to other colleagues with specific expertise. There is a spirit of shared cooperative advising in the department. The college employs [Degree Works](#), an on-line academic degree auditing program accessible to both the student and the advisor. Academic advisors are expected to discuss with their advisees: long range plans for meeting all graduation requirements including grade point average projections, etc. ; information about concentrations, minors and electives that would enhance each advisee's degree program; college policies/procedures, as applicable; study abroad opportunities; graduate school and/or career plans; fieldwork requirements; undergraduate research opportunities; professional dispositions; volunteer and/or community service opportunities. Advisees have the opportunity to change advisors by formally requesting such a change through the Department Chair. The chair would then evaluate and approve all requests as deemed necessary.

The Health Department developed an anonymous electronic [Advisor Assessment Questionnaire](#) in 2011 to be administered biennially. The first administration was in 2012. In the most recent Health Department Advisement Survey, conducted in fall 2014, students expressed satisfaction overall with the quality of advisement they receive. Most students felt that the Health Department advisors were readily available, knowledgeable, and provided individualized advisement. A majority of the advisees understood the need for them to play a positive role in the advisement process by coming to their meetings prepared and keeping in touch with their advisor by email, telephone, etc. However, a minority of the student respondents felt that some advisors were disorganized and tended to repeat information that had already been reviewed. Others felt that advisors should schedule more time for appointments and be more

readily available during registration periods. The Department Chair reviews the aggregate scores of the survey with advisors as part of a regularly scheduled department meeting followed by discussion and planning to address any department-wide issues with advisement noted by the survey. The Department Chair provides individual reports to advisors based upon the responses of their advisees. Health Department is continuously reviewing, discussing and implementing new advisement strategies based on surveys and other informal feedback.

7.0 DIVERSITY

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

Commitment to Diversity within Program & College Mission

SUNY Cortland is located in Cortland County within central New York, an area that is significantly less racially and ethnically diverse than New York City and other regions of the state. The rural character and lower socioeconomic status of residents makes recruiting and retaining faculty, staff and students from diverse backgrounds a substantial challenge and presents unique resource commitments. The College and community health program, however, remain firmly committed to expanding all aspects of diversity, including, but not limited to, race/ethnicity, gender identity and expression, sexual orientation, disability, religion, culture, and socioeconomic status. The program's commitment to diversity is clearly evident in the program mission statement, which is to prepare students with the skills "to assess the health needs of diverse communities; identify and advocate for evidence-based solutions to public health issues; and plan, implement, administer and evaluate health programs, policies, and systems throughout the world." The inclusion of language that specifically recognizes the importance of having skills to work with diverse communities and to apply a global orientation to problem-solving speaks directly to the program's commitment to diversity. Evidence of this commitment is also apparent in the [SUNY Cortland Statement on Diversity \(130.10\)](#) where the college specifically states that "respect for diversity is an essential component of academic excellence that prepares our graduates to be citizens of the greater global community" and affirms the college's commitment to "diversity, equity and inclusion as core values of academic excellence."

Diversity & Cultural Competence Considerations in Program Outcomes & Curriculum

The program's commitment to diversity and cultural competence is further articulated in the program outcomes. While diversity and cultural competency skills are required to successfully accomplish many program outcomes, these skills are specifically identified in program outcomes, which state students will be able to "demonstrate cultural competence when working with diverse populations." This program outcome is addressed and evaluated throughout the curriculum, as evidenced in the following examples.

- [HLH 203, Introduction to Community Health](#)
This is typically the first course students complete in the program and introduces social determinants of health, the influence of culture on health and the cultural competency continuum, including its importance in needs assessment and program planning. Students complete a service learning project, which requires them to engage with populations in need within the greater Cortland community and to identify cultural considerations important in conducting project activities. For many students, this is their first experience with a population from a markedly different socio-economic level, sexual orientation, or ethnicity than their own.
- [HLH 380, Introduction to Health Informatics and Communication](#)
This course requires students to demonstrate cultural competency skills in developing a health communication campaign to address a specific health problem for a defined population.
- [HLH 493, Community Health Education Methods](#)
Diversity and cultural competency are significant areas of emphasis in this course. Students are required to design and present an educational intervention for a specific population and scenario and are evaluated on the execution of their cultural competency skills.

- [HLH 499, Fieldwork in Health](#)

All students are required to complete a 16-credit hour fieldwork experience as the culminating activity of the community health major. This experience requires students to work in a health agency where they are in direct contact with the population the agency serves. The agency supervisors evaluate each student's cultural competency skills and ability to work with diverse populations as part of the [mid-semester and final agency supervisor evaluations](#). Student may fulfill the fieldwork requirement with placements in domestic or international health agencies. During the 2014-2015 academic year, 1 student completed an international fieldwork experience, with a placement at the Belize Cancer Society in Belize City, Belize. In addition to these curricular experiences, students may also elect to spend a semester studying abroad as part of [SUNY Cortland's Study Abroad Program](#). Students gain valuable cross-cultural skills and experience, as well as the potential to earn credits toward graduation.

The Health Department Strategic Plan for 2010-2020 includes two goals addressing diversity and cultural competence:

Goal 4: Graduates of the Health Department will be culturally competent professionals:

- a. Students will demonstrate a desire to learn more about different cultures
- b. Students will understand cultural competence from an ecological perspective
- c. Students will know how to develop and implement culturally competent programming
- d. Students will have a willingness to immerse themselves in the culture/community with which they are working
- e. Students will frame cultural differences as an asset

Department actions intended to meet Goal 4 will be undertaken over the next four years. They include: 1) Department faculty will engage in professional development in order to model and to teach cultural competence skills; 2) The Department will scope and sequence cultural competence knowledge and skills; 3) Department faculty will review and revise their courses for appropriate infusion of cultural competence skills; and 4) Annual Poskanzer lecture will focus on cultural competence.

Goal 5: The Health Department will continue to increase the diversity of its students. During the past five years, the Department has worked with the Admissions Office and pre-majors advisors to help them better articulate the Department's undergraduate programs, especially the community health program. Several community health faculty provide leadership in this area.

According to the most recent data available from the Institutional Research and Assessment Office, student diversity in the Health Department has increased from 10% under-represented/non-white in 2010 to 25% in 2014. While these data are not broken down by degree program, 75% of the undergraduate students in the Department in Fall 2014 were community health majors.

Emphasis on Diversity in General Education Curriculum

Diversity and cultural competence are also addressed in [SUNY Cortland's general education \(GE\) requirements](#), specifically GE 6, Contracting Cultures, and GE 11, Prejudice and Discrimination. All students are required to fulfill both of these GE requirements, which serve to provide community health students with additional opportunities to examine culture, diversity and society. Many community health students elect to fulfill these GE requirements with health-focused courses that further explore the concepts of cultural competency and diversity.

GE 6 is intended to provide students with an understanding of non-Western cultures and societies and serves as a counterpoint to the European focus of the Western Civilization GE category (GE 5). HLH 111, International Health and Culture, fulfills the GE 6 requirement and focuses on comparing and contrasting health problems and approaches to health improvement in various cultures and countries. Over 29% of continuing community health majors elected to take HLH 111 to fulfill the GE 6 requirement during Fall 2014/Spring 2015. The goal of GE 11, Prejudice and Discrimination, is for students to reflect critically about the nature and impact of prejudice and discrimination at individual, institutional and global levels, as well as to examine the factors upon which prejudice and discrimination may be based. During Fall 2014/Spring 2015, over 18% of continuing community health students completed HLH 163, The HIV Epidemic, to fulfill this requirement. HLH 163 provides an overview of the HIV epidemic, including an examination of the factors that perpetuate it and current strategies for intervention and prevention. Also during the same time period, over 40% of continuing community health students completed HLH 201, Health Problems of the Underserved, to fulfill GE 11. HLH 201 explores the health problems experienced disproportionately by people lacking access to economic, political, educational and other resources. These two GE categories and the substantial proportion of community health students electing to take health-focused courses to fulfill them provides further evidence of SUNY Cortland's commitment to supporting skill development in the areas of diversity and cultural competency.

Recruit & Retain Diverse Faculty, Staff and Students

All recruitment and hiring efforts at SUNY Cortland must be conducted following the policies of the [Affirmative Action Program](#), which stipulates that employment within the college be free of discrimination and includes procedures for compliance monitoring and resolution of complaints. The policy further specifies that all faculty and staff searches be "extensive" and conducted recognizing that "certain disadvantaged groups have historically been excluded from particular professional fields and the College has a special obligation to take affirmative action to seek out candidates for employment from such disadvantaged groups". All recruitment and hiring of faculty and staff to support the community health program is conducted with strict adherence to these policies.

The SUNY Cortland Health Department faculty consists of 13 tenure-track professionals and one lecturer. Of these, 10 are women, 4 are men and the vast majority are non-Hispanic white. As of Fall semester 2014, the [SUNY Cortland student body](#) was 57% female, and the largest racial/ethnic groups consisted of: White (75%), Hispanic (10%), Black (5%), two or more races (2%), and Asian (1%). This student distribution has remained relatively consistent over the past two years. Community health students largely mirror this distribution, with the exception that the vast majority of community health students are female. The lack of racial/ethnic diversity in the faculty and student body can be linked to SUNY Cortland's rural location in central New York, where in 2014 Cortland County residents were 95% non-Hispanic white, and also to the fact that many students come from predominantly white communities throughout upstate and central New York and Long Island. The faculty, therefore, takes extra measures to expose students to individuals from diverse backgrounds and to individuals that work with such populations. Two examples of these efforts are provided as evidence, with a [full list of guest lectures](#) for the 2014-2015 academic year included in the ERF.

- HLH 493, Community Health Education Methods: Guest lecturer from Southern Tier AIDS Program to speak about HIV/AIDS prevention programming in New York State correctional facilities.

- HLH 221, Professional Issues in Community Health: Guest lecturer from Jacobus Center for Reproductive Health, Cortland County Health Department discussed 25 years of experience working as sexuality educator.

Campus Programming

One of SUNY Cortland's four campus priorities is [Well-being](#), which asserts that the college will become a national leader in the promotion of the physical, emotional, cultural and social well-being of all community members and that the college appreciate and advocate for diversity, equity and social justice. To achieve this priority, SUNY Cortland regularly engages in a variety of campus programming designed to foster cultural awareness and promote the integration of diversity, equity and inclusion in academic and co-curricular spaces. The SUNY Cortland Health Department, faculty and students are regularly involved in this programming. Two examples are provided here as evidence with a [detailed list of campus programming](#) in supporting documents.

- 2015 (March) Annual Poskanzer Lecture: From convict to conviction: A grassroots vision for criminal justice reform in America, presented by Mr. Glenn E. Martin from JustLeadershipUSA; African American male, former prison inmate, national spokesperson and criminal justice reform advocate
- Spring 2015, GLSEN's National Coming Out Day Project, a campus-wide initiative to bring awareness to the silence faced by the LGBTQ community sponsored by SPECTRUM (the student LGBTQAI group), Student Government Association and the LGBTQAI Faculty Committee

Community Engagement

Students are required to complete community-based projects that involve community engagement at defined points in the program. As discussed above, all students are required to complete a service learning project as part of HLH 203, Introduction to Community Health. This project requires students to engage with a community agency and population to complete a defined project that addresses a health need. A complete [list of these community-based projects](#) for Fall 2014 and Spring 2015 is included in the supporting documents and two examples are provided below as evidence.

- Fall 2014, Migrant Outreach Program; Service Learning Project: Students provided presentation on nutrition for Spanish-speaking parents attending Parent Involvement Meeting at Migrant Outreach Office, Cortland, NY.
- Spring 2015, Cortland County Health Department; Service Learning Project: Students implemented one-hour interactive discussion and activity to educate, train and motivate low-income youth and parents on bicycle helmet safety, road rules and riding safe.

In addition, all students are required to complete a 16-credit hour fieldwork experience, HLH 499, in collaboration with a community agency. Students must complete a project during this experience that requires the application of public health skills and knowledge in a wide range of settings and with diverse target populations. Two examples to illustrate this are provided below.

- Spring 2015, The Alzheimer's Association, New Hampshire/Massachusetts Chapter; Fieldwork project: Evaluating outreach through TrialMatch: An Alzheimer's Association clinical research matching program in the Massachusetts/New Hampshire Area
- Spring 2015, STARS, East Meadow North Shore Long Island Jewish Medical System Fieldwork project: Hope, education, impact and resources for spinal cord injuries

Research Involving Students

The faculty's commitment to exposing students to experiences involving engagement with diverse populations and the ongoing practice of cultural competence is evident in the research activities that the faculty engages in with students. Two of these activities are provided as evidence.

- Tribal children in Southern India: As part of the Undergraduate Research Fellowship, Dr. Curtis traveled to Southern India with an undergraduate research fellow from the community health program to collect data for a needs assessment of tribal children living in rural villages.
- Cortland County Mental Health: As part of HLH 400, Research Experience in Health, Dr. Hodges and students collected data at high needs public schools in Cortland County and completed preliminary analyses for the Cortland County Mental Health Needs Assessment.
- The program will continue to build local partnerships with community agencies and organizations that promote diversity in areas other than race/ethnicity, such as in the LGBTQI community, individuals with physical or intellectual challenges, and in rural communities where the need for community health services and practitioners is particularly acute.