REVIEW FOR ACCREDITATION

OF THE

COMMUNITY HEALTH PROGRAM

AT THE

STATE UNIVERSITY OF NEW YORK- CORTLAND

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
December 13-14, 2021

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

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INTRODUCTION

The State University of New York (SUNY), Cortland was founded in 1868 as a normal school and in 1914 became a state teachers college with four-year programs. The university joined the SUNY system in 1948 as one of 64 campuses. The university includes three schools: arts and sciences, education, and professional studies. There are 27 departments across these schools, which offer 67 undergraduate degrees and 39 graduate programs. The university employs more than 600 instructional faculty and enrolls almost 7,000 students. SUNY Cortland is regionally accredited by the Middle States Commission on Higher Education and will have its next review in 2022. The university also holds specialized accreditation in disciplines such as adolescent education, athletic training, chemistry, health education, special education, and physical education.

The baccalaureate program in public health is housed in the School of Education's Health Department. The department currently comprises an MS in community health, the BS in community health, a BS in human services studies, a BS in healthcare management, a BSED in health education, and an MSED in health education. The department was formed in the late 1940s and originally prepared students for the field of school health education. Later, a major in health science was created, which prepared students for professional settings outside of schools. In 2008, the health science major was renamed community health, to better reflect the nature and content of the coursework and field for which students were prepared. The program has one concentration and at the time of the self-study, enrolled 64 students.

The program was initially accredited by CEPH in 2016, with interim reporting related to curricular requirements, assessment planning, graduation rate tracking, and data collection methods. The Council accepted the interim report in 2017 related to curricular requirements, assessment planning, and data collection, but required a second interim report related to graduation rate tracking. The Council accepted the interim report in 2018 as evidence of compliance.

Instructional Matrix			
Concentration and Degree		Campus based	Distance based
Community Health	BS	BS	---

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program has autonomy to make decisions related to the following: • allocation of program resources • implementation of personnel and policies and procedures • development and implementation of academic policies and procedures • development and implementation of curricula admission to the major		The department is the primary unit for decision-making processes and authority. While the department comprises additional degrees, the BS in community health is the largest degree program and makes up most department enrollments each year. The faculty in the department spend most of their time in the BS in community health degree and the department chair also serves as the designated leader for the program. The program and its faculty have appropriate autonomy to make decisions relating to curricular, operational, and resource-related issues.	See Factual Correction	
Program's faculty have formal opportunities for input in decisions affecting the following: • curriculum design (e.g., program specific requirements) • student assessment • program evaluation		Financial and personnel resources are determined by the Provost's Office and President's Cabinet with input from the department chair. Monies for adjunct and visiting faculty are requested by the department chair and approved by the dean and provost. The chair is responsible for the distribution and oversight of such resources. The program can make requests for additional resources by providing a justification in the annual report. Faculty reported being satisfied with available resources and stated that there has not been an issue obtaining needed resources in the past.		
Faculty have input in resource allocation within the institution and existing program administration.		Full-time faculty hiring involves a search committee of faculty from the department, who make recommendations to the department chair, and the department chair facilitates additional stages of the review process, up to the university level. Part-time faculty		

		are hired by the department chair. The department chair also makes all teaching assignments for program courses. The department personnel committee, which includes elected faculty members is responsible for reviewing applications and recommending candidates to the chair for tenure and reappointments. Program faculty are responsible for curriculum design and updates, either by individuals or sub-groups. Once changes to the curriculum have been proposed, they must be approved by the entire originating program and department, the school's curriculum committee, and the college-wide curriculum committee. The provost must approve all newly proposed curricula. The College Admissions Office coordinates recruitment and admissions of students. Faculty reported that they have introduced pre-requisite courses and grade requirements to help regulate admissions into the major. Site visitors confirmed that the faculty have an appropriate level of participation in resource allocation and academic matters. Faculty reported high levels of satisfaction with allocated resources and overall involvement in academic and policy related matters.		

A2. FACULTY ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways		All full-time tenured and tenure-track department faculty meet regularly to conduct department and program business. In 2021-2022, faculty meetings have been	Click here to enter text.	

| that benefit the instructional program | | scheduled for two to three times per month, and if there is not a sufficient agenda, an email update is sent out to communicate any updates or information as needed.

Additionally, full-time faculty meet twice a year for a one-day retreat with a focus on professional development and program work requiring extended time. There are also several standing committees, whose members are determined by a vote among full-time tenured and tenure-tracked faculty.

Because adjunct faculty are often full-time public health practitioners, their time and interactions tend to be limited and they are not required to attend faculty meetings. However, site visitors were able to confirm other, informal interactions between full-time and part-time faculty. Part-time faculty have office space located in the same building and are invited to many of the department's events, including guest lectures and professional development. Part-time faculty attend meetings and campus events as their professional schedules allow. | | |

B1. PUBLIC HEALTH CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The BS in community health requires a total of 124 credit hours. A total of 55 are general education requirements and 69 are required courses for the major. The required major courses include human anatomy and physiology, microbiology and human disease, statistics, public speaking, intro to community health, health informatics	Click here to enter text.	

and communication, environmental health, epidemiology and biostatistics, health behavior, organization and administration of health programs, chronic and communicable disease, community health education methods, and assessment and evaluation. Several electives are also available in the areas of international health and culture, HIV epidemic, health programs for the underserved, wellness and health promotion, nutrition, stress management, mental health and counseling, human sexuality education, drug intervention and prevention, and research experience in health. Students must also complete a 16-credit hour fieldwork experience.

Through a review of the syllabi, assignment descriptions, and examples of student work reviewers were able to validate that the curriculum covers the 11 domains, as noted in worksheet B1. In most cases, the domains are introduced and covered in multiple courses.

All faculty had a part in mapping the domains with instructors of courses adding and reviewing which courses met particular domains.

B1 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes

7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

B2. COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program uses three courses to teach and assess students on the two CEPH-defined foundational competencies and the three concentration-specific competencies defined by the program. Reviewers found all competencies to be taught and assessed appropriately, as shown in the B2.1 and B2.2 worksheets.

To address public health communication, students in HLH 493: Community Health Education develop a program planning project and present their projects in a 15- to 20-minute presentation in the classroom setting. The audience for the presentation is stakeholders of the program plan. Additionally, students in HLH 494: Assessment and Evaluation of Health and Human Service Programs write an assessment report based on conducting a needs assessment pertaining to a county in New York.

To address public health information literacy, students in HLH 494: Assessment and Evaluation of Health and Human Service Programs conduct a PRECEDE-based needs | Click here to enter text. | |
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies				
Assesses all students at least once on their ability to demonstrate each concentration competency				

| | | assessment based on secondary data pertaining to a county in New York. Students must locate, evaluate, select, and incorporate public health statistics into their needs assessment report.

The concentration competencies focus on assessing the needs of communities, planning interventions, and working with data to solve a problem. Students address these competencies through HLH 494: Assessment and Evaluation of Health and Human Service Programs, HLH 493: Community Health Education, and HLH 391: Epidemiology and Biostatistics.

To address the competencies, students are required to conduct a needs assessment using secondary data using the PRECEDE/PROCEED model, as referenced above. Students also use intervention mapping to plan a community intervention to address a health problem for a defined population. Finally, students are required to complete a multi-step survey research project that addresses a college health issue. Students must form a research question, planning, constructing, and administering a survey instrument, develop a database and codebook for the data, and calculate descriptive statistics based on data gathered. Site visitors reviewed these projects and assignments and confirmed that they are complex, multi-part projects that are appropriate to assess multiple competencies. | | |

B2.1 Worksheet

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

B2.2 Worksheet

Community Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess a community's health needs to determine priority areas amenable to intervention.	Yes	Yes
2. Plan an evidence-based program to address a community's health needs and improve quality of life.	Yes	Yes
3. 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.	Yes	Yes

B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program uses coursework to expose students to cross-cutting concepts. HLH 380: Health Informatics and Communication exposes students to advocacy through a letter to editor assignment and to critical thinking through a project in which students design a health communication campaign. HLH 203: Community Health exposes students to community dynamics, cultural contexts in which public health professionals work, and teamwork and leadership through group-based service-learning projects. HLH 462: Organization and Administration of Health Programs exposes students to organizational dynamics and systems thinking, as the entire course is focused on the dynamics of the U.S. health care system and requires students to complete a critical thinking paper discussing a problem; implications for the entire system; impact on patient, organization, clinician, and any other key stakeholders; and solutions proposed to address the issue. Reviewers found that the program ensures opportunities for all cross-cutting concepts, as shown in the B3 worksheet.	Click here to enter text.	

B3 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

B4. CUMULATIVE AND EXPERIENTAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		Beginning with HLH 203: Community Health, students complete a four-hour service-learning project for a campus- or community-based organization. Students work in small groups and are required to write a paper describing the project, the targeted population, and how the project fits with Healthy People goals and objectives. Each group is required to provide a presentation summarizing the project.

Students are required to complete HLH 499: Fieldwork in Health, which serves as the capstone experience. Students must complete all required health courses and have | Click here to enter text. | |
| Activities require students to integrate, synthesize & apply knowledge | | | | |
| Program encourages exposure to local-level professionals & agencies | | | | |

		maintained a cumulative grade point average of 2.5 or higher. The capstone consists of 12 (summer) to 16 (fall and spring) weeks of fieldwork. During this time, the student must complete a project that benefits the host agency/organization. These projects often consist of one or more areas of community health programming. The capstone serves as a transition from student to practitioner.		
		Each week, students must log activities and time spent in the field and on their project. Additionally, students must provide a short reflection of the week's work, including insights, ideas, and questions related to the agency and student's experience.		
		Students are encouraged to select host organizations based on their career interests. During the last few years, students have primarily been placed in health education and promotion, allied health, and healthcare administration positions. Unfortunately, the pandemic limited student opportunity, both locally and abroad. Placement in clinical settings were often not an option and students had to shift from on-site to remote. Prior to the pandemic, students completed capstones in Madagascar, India, and Belize.		
		Site visitors reviewed samples of student's projects. In these samples, students completed experiences at local health departments, non-profits, hospitals, and abroad. Projects addressed a variety of topics, including COVID-19, health education, therapeutic programming, evaluation of telehealth, and malnutrition. Students completed educational and communications-related materials, and delivered trainings, among other activities.		

	Students who met with site visitors expressed a high degree of confidence that the program provided them with a solid foundation to be successful in their capstone experiences and future employment. Students discussed their high satisfaction with the capstone coordinator, commenting on her extensive community connections and willingness to help. Alumni described the fieldwork internship as an opportunity to transition from school to career. They reported being grateful and appreciative for the opportunity. Preceptors spoke highly of the students, describing them as well prepared with a solid knowledge base. Preceptors commented on their agencies' reliance on student interns as part of their workforce. When asked if they had identified any opportunities for curricular improvement, preceptors identified data collection and analysis skills using software such as SAS and R. Preceptors reported that faculty are available and receptive to feedback, commenting on the great relationship with SUNY Cortland.		

C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program has appropriate methods to collect and analyze data on student competency attainment for each of the five required competencies. The program uses the data to inform changes within the curriculum.	Click here to enter text.	

Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed	Each faculty member maintains and tracks student success on assessments mapped to competency statements. The faculty member uses a rubric system of rating students as on target, acceptable, or unacceptable. Each faculty member compiles the data, creates a written instructor report, and brings this to assessment team meetings to discuss and make decisions on potential changes. Any changes needed in materials, pedagogy, and content emphasis are determined by course instructors and may include consultation with the department chair. Any changes in prerequisites or course descriptions must be approved by the department and submitted through the university curriculum change process. The program uses HLH 493: Community Health Education to measure student success on communicating public health information orally. Over the last four semesters, student success has fluctuated from 65% on target, 35% acceptable, and zero unacceptable in fall 2018 to 50% on target, 25% acceptable, and 25% unacceptable in spring 2021. The program attributes this rise in students rating as unacceptable to having to orally present in masks and socially distanced classrooms due to the COVID-19 pandemic. HLH 494: Assessment and Evaluation Health and Human Service Programs is mapped to foundational competencies 1 and 2 and concentration competency 1. The program has split assessment of the competency related to data into five subgroups related to different types of data. Student success has declined across all five subgroups over the last five years; most students receive an acceptable rating. Prior to 2021, most students were rated "on target," a		

higher rating than acceptable. The program has identified that the course's writing intensive designation creates barriers to students meeting the target for the project overall, including the data-related portions. They also posit that the change to course delivery due to the COVID-19 pandemic has negatively impacted performance. The program has determined that the course instructor will refer students to the campus writing center earlier in the semester and is considering providing professional development to faculty responsible for the course on writing pedagogy. The course instructors will also monitor outcomes closely as course delivery returns to a face-to-face format.

This course is also used to measure student success in the community assessment competency. Again, the program has split the assessment into subgroups, and trends across the last five years have shown a decline in student success, with most students rating as acceptable or unacceptable and a few students reaching the target. The program has determined that inconsistent assignment wording and relative emphasis on health behavior theories by different course instructors have negatively impacted student success and is moving toward uniform directions and expectations across all offerings of this course.

During the site visit, an instructor for HLH 494 stated that she has learned how to teach this course in an online format more effectively, noting a need to explain the project and related teachings more in depth than would be typical. Additionally, faculty note that many of the skills needed for this course are introduced in earlier courses, which current students took at the height of the COVID-19 pandemic, when courses were pass/fail. Faculty note that

this appears to contribute to students not feeling as confident in these areas when asked to draw on them for assessment.

The program uses an assignment in HLH 493: Community Health Education to measure the planning competency. The assignment can be completed individually or in pairs, with most students opting to work in pairs. As such, faculty are unable to measure individual student success in this competency, however they can measure data in the aggregate and gather useful insights. Over the last five years, student success has fluctuated, with 58% meeting the target, 42% rated acceptable, and zero rated unacceptable in fall 2018 to 25% reaching the target, 63% rated acceptable, and 13% rated unacceptable in spring 2021. During fall 2018, three faculty members who regularly teach this course identified two courses that should become prerequisites for this course to better serve students understanding. Fall 2021 will be the first semester where these prerequisite courses are in effect. The program plans to closely monitor how this impacts student success on the project. Additionally, the program intends to consider whether this project should still be optionally completed in a partnership or if it should always be an individual project. This was confirmed to be a topic of discussion for the next faculty retreat.

The program uses an assignment in HLH 391: Epidemiology and Biostatistics to measure student success on the competency related to data collection, analysis, and use. Following the same trend as other competencies, student success has fluctuated in a pattern that coincides with the COVID-19 pandemic and the change in course delivery. For the most recent year, however, most students have

		reached the target or been rated as acceptable on all parts of the project. Even so, the program has identified areas for improvement, such as dedicating computer lab time for students to analyze their primary data and increasing the number of activities that require data interpretation prior to the project.		

C2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data		The program reports high rates of graduation. The program uses a six-year maximum time to graduation and presents data on cohorts from 2012-2013 to present. From 2012-2013 to 2017-2018, the program achieved graduation rates between 78% and 90%. For more recent cohorts who have not yet reached the maximum time to graduation, the program has low rates of attrition and is on track to meet the required threshold.

The program does not historically collect graduation rate data in a way that is compatible with CEPH reporting. As such, the program worked with the university Office of Institutional Research and Academic Computing to obtain student records, which they linked with programmatic records and databases to gather information on when students reached 75 credit hours and declared the major. Going forward, the program will continue to track each cohort and assign a status (graduated, in-progress, withdrawn) to each student after the academic year is completed. This will help more accurately track each student and progression through the program. | Click here to enter text. | |
| Achieves graduation rates of at least 70% | | | | |
| If program does not meet the threshold of 70%:
• its grad rates are comparable to similar baccalaureate programs
• it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable | N/A | | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation		The program reports high rates of known outcomes as well as high rates of positive placement. Each year, the SUNY Cortland Career Office (CSO) conducts a survey of the year's graduates as part of the Graduate Outcomes Survey (GOS). The CSO collects contact information from students at the time of graduation and follows up with a survey one year after graduation to gather employment and continuing education data. The CSO prepares annual reports that highlight the main findings from the survey and summarizes employment, job placement, and continuing education data by major. The CSO reports the response rate, which includes data gathered from students directly (mail, paper, phone, or online direct response), the National Student Clearinghouse, LinkedIn, and faculty/staff interaction.	Click here to enter text.	
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: • document that its rates are comparable to a similar baccalaureate program in home unit • provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement	N/A	Over the last three years, the program has been able to report data on 81% (2018), 89% (2019), and 60% (2020) of graduates. For the same time, the program reports positive placement rates of graduates of 93%, 98%, and 100%. The program noted during the site visit that faculty use personal connections, LinkedIn, and other social media means to gather information on graduates. Known outcomes for 2020 were lower than previous years as there was no informal follow-up or gathering of data to bolster the institutional data. The program expects data		

| | | | | for 2021 to return to the high rates of evident in 2018 and 2019. | | |

C4. STAKEHOLDER FEEDBACK

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Collects information about the following through surveys or other data collection: • alignment of the curriculum with workforce needs • preparation of graduates for the workforce • alumni perceptions of readiness and preparation for the workforce and/or further education		The program began to collect stakeholder data in the spring of 2018 with a small group of employers (eight participants). In fall 2019, the program held a focus group for field supervisors; however, it was poorly attended (two faculty and one field supervisor). Additionally, the program launched an alumni survey in summer 2019. The survey was emailed to 75 alumni who graduated within the last one to three years. Fourteen of the 75 alumni completed the survey for a response rate of 19%. The program also uses midterm and final evaluations from internship supervisors to gather information on preparation of graduates for the workforce. The employer key informant interviews sought to collect data regarding the skills most needed for graduates to perform job duties. Employers were first contacted by email and asked to identify what students should learn to be successful as an employee. During a follow-up telephone interview, faculty asked additional questions. Employers stated that locating valid sources of data, collecting, analyzing, and interpreting data, and oral and written communication skills are most important for the workforce. Areas for improvement were as follow: increase students' skills related to professional communication, such as email writing; encourage students to be comfortable reviewing data or information so they	The program identified a timeline to begin additional data collection from alumni and community stakeholders to begin in Spring 2022. Already since the self-study submission and the site visit, the CEPH committee has met, further discussed plans, begun refining data collection tools, and identified additional opportunities for gathering data from alumni and stakeholders. (See CEPH Meeting Minutes 3/2/2022) The program plans to continue to use social media to engage and improve connections with current students, alumni, and community stakeholders. The department has had an Instagram account for two years, and in Spring 2022 created a department LinkedIn page. These will be used as one source for updating and engaging alumni and stakeholders (and ideally will help to improve response rates to future	The Council appreciates the updated information in the program's response and looks forward to reviewing data.
Information collected from BOTH: • alumni • relevant community stakeholders				
Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program				

can make decisions based on it; encourage students to be willing to learn new technology and work with more software platforms; and emphasize the importance of professionalism.

Additionally, the program was able to glean information on student preparation for the workforce through midterm and final internship evaluations. Suggested improvements echoed employers' comments and included an emphasis on written professional communication, data interpretation, and overall professionalism.

The program has identified improvements made to the curriculum based on this feedback, including incorporating more individual-level assignments related to data and adding a statistics course.

The concern relates to the lack of useful data from alumni. As noted, the alumni survey received a 19% response rate. The survey itself was only administered one time, in 2019, not allowing for routine information to be gathered. Additionally, the survey asked students 70 questions related to whether they use certain skills in their current career. While 23 students opened the survey, only 14 provided answers.

During the site visit, faculty recognized the need for a more systematic collection of stakeholder data. The faculty have created an assessment timeline and intend to survey alumni every two years, beginning in spring 2022, and to collect data from fieldwork supervisors and employers every three years, beginning in spring 2022.

data collection). In addition, LinkedIn will be used as a source to identify alumni and their employee stakeholders who will be asked to complete brief electronic feedback forms or surveys, which are under development. The program plans to have new employer data in the summer of 2022.

The program has updated the fieldwork supervisor evaluation form with the revised community health learning outcomes. This will be used to gather information from these stakeholders in May 2022. (See Draft Supervisor Form)

In addition, an exit survey of students will be piloted in May 2022 to gather information from students as they complete their BS in Community Health. This exit survey will also inform students of the importance of staying connected with SUNY Cortland and expecting that we will try to reconnect with them in the coming years in order to gather information on their career and educational trajectories.

The 2019 alumni survey was administered using the email addresses known at the time the

		student graduated and the response rate was low (under 20%). To improve upon this, the program will utilize cell phone contact information provided during the final field placement and a link to an electronic alumni survey will be disseminated by cell to reach alumni who are more than one year out from graduation. This will be piloted in Spring and Summer of 2022, and the alumni survey will conducted every other year. The program will continue to partner with the campus that conducts the Graduate Outcomes Survey in order to obtain outcome data on graduates from the BS in Community Program who are one year out from their graduation. Moving forward, the program will implement these regular data collection activities and then review the resulting data regularly (i.e. at annual CEPH Committee Data Retreats and Department Fall/Spring Data Retreats) in order to make data-based decisions, refinements to the curriculum and any needed program adjustments.	

D1. DESIGNATED LEADER

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		The program has identified a designated leader who meets this criterion's requirements. The designated leader contributes 0.67 FTE to the program and holds a PhD in epidemiology and community health and an MS in epidemiology. The leader has extensive experience with 20 years in teaching, scholarship, and service in the public health field. She has served as a consultant for the Onondaga County Health Department and project coordinator for the Roswell Park Cancer Institute. She has had several grant-funded research projects. She has taught courses in epidemiology, tobacco control, and cancer prevention and advises students. The designated leader serves as chair of the department and chair of the CEPH accreditation team. The leader oversees the Curriculum Committee, which discusses curricular requirements, competency development, and student assessments. She assigns faculty teaching assignments based on faculty area of expertise. As chair of the CEPH accreditation team, the designated leader is involved in program evaluation and student assessment review and develops an annual report for administration with faculty input on resource and budget needs. During the site visit, faculty and university leaders commended the department chair's leadership.	Click here to enter text.	
• a full-time university faculty member				
• dedicates at least 0.5 FTE to the program				
• has educational qualifications and professional experience in a public health discipline				
Fully engaged with decision-making about the following: - curricular requirements - competency - development - teaching assignments - resource needs - program evaluation - student assessment				

D2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program employs at least two FTE (in addition to the designated leader)		The program has adequate faculty resources to support students and the degree offering. During the site visit, students told reviewers that the faculty are the program's greatest strength. Many students noted that meeting faculty was the deciding factor in choosing to attend SUNY-Cortland and the community health program. Other students and alumni reported that faculty were the reason they switched into the major. All reported that the faculty provided a safe and welcoming environment and that many went above and beyond to help with academic and personal needs.	Click here to enter text.	
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising				
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes		The program is supported by 17 full-time individuals who are full-time university faculty: their FTE allocation to the program ranges from .12 to .72, for a total FTE of 7.92. The program is also supported by five part-time faculty who serve as lecturers in the program (four at .24 FTE and one at .48 FTE, for 1.44 FTE total). A nine-credit hour teaching load is considered full-time at the university. The FTE was computed via an institutional formula that considers a three-credit fall or spring course to be .24 FTE and adjusts for a variety of factors. Department chairs are considered faculty and receive a six-credit hour release to perform department chair duties. As noted in criterion D1, the department chair also serves as the designated leader in the program.		

	<td style="background-color:green"></td>	The program reports student to faculty ratios (SFRs) between 13 and 14:1 for the last four semesters and average class sizes between 19 and 28. The self-study identifies the sports management program as a comparable program, as it has a similar curricular structure. The comparable program reports SFRs between 43 and 49 over the last four semesters and class sizes of 22 to 30 over the same time.

The program reports advising ratios between 14 and 19 over the last four semesters, and the comparable program reports advising ratios of 38 to 40 over the same time.

The program uses enrollment data to determine the need for faculty resources, most notably during the COVID-19 pandemic, when enrollment was down and therefore there was not a need for multiple sections of courses to be offered. |

D3. STUDENT ENROLLMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		The program has accurate means of collecting data on student enrollment.	Click here to enter text.	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals		The program gathers student enrollment data from the Office of Institutional Research and Assessment. Student headcount includes all students enrolled in the community health major, regardless of credit load. Student FTE is calculated by taking the number of student		

		credit hours generated for each student divided by 15, which is the standard credit-load for a full-time student, as defined by the State University System of New York. Student enrollment has decreased over the last four semesters, from 84 to 61.		

E1. DOCTORAL TRAINING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		Fifteen of seventeen full-time faculty members hold doctoral degrees (14 PhD, one EdD). The remaining full-time faculty members hold an MS in health education and an MSEd in recreation, parks, and leisure studies. One of the master's trained faculty has been teaching in higher education since 2004 and also has experience teaching at the K-12 level. The other master's trained faculty member is a certified Red Cross trainer and has field experience. Both MS-trained faculty had been teaching for over five years for the department. One of the master's trained individuals was hired through a national search for an instructor-level position, and the other is an adjunct faculty member. They are evaluated according to the appropriate schedule for their positions, about every two years. Part-time faculty members are evaluated through course evaluations, which the department chair reviews.	Click here to enter text.	

E2. FACULTY EXPERIENCE IN AREAS OF TEACHING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience		Nearly all faculty currently teach courses that are obviously and directly aligned with their education and experience. For example, the designated leader has degrees in epidemiology and teaches the epidemiology and biostatistics course. Faculty members with degrees in community health education teach courses such as introduction to community health, health behavior, health communication, and wellness and health promotion. One faculty member who teaches the statistics course has a degree in health behavior but has taken graduate-level statistics courses and has a track record of applying statistical concepts in her research. Other faculty who are teaching have extensive experience that provides them qualifications to teach in various areas.	Click here to enter text.	

E3. INFORMED AND CURRENT FACULTY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		All program faculty engage in activities that inform their work and teaching in their disciplines. They are active members of appropriate professional organizations (e.g., Society for Public Health Education (SOPHE), American Public Health Association (APHA), American College Health Association (ACHA), American School Health Association (ASHA), and Eta Sigma Gamma (ESG)) and are	Click here to enter text.	

| | | engaged in discipline-related community service activities such as serving as chair of the APHA Caucus of Refugee and Immigrant Health, board member of ASHA, and Advocacy Committee co-chair for SOPHE.

Doctorally-trained faculty frequently present and publish in peer-reviewed venues associated with APHA, SOPHE, ASHA, and other groups. They have authored or co-authored 20 papers in the 2019-2021 academic year and conducted over 85 presentations in the past two years at the local, state, national, and international level.

Seven of the faculty hold credentials in health education (four MCHES, three CHES) and engage in continuing education to maintain these credentials.

Faculty also engage in professional development and committee work at the university related to diversity, equity, and inclusion and culturally relevant teaching practices. | | |

E4. PRACTICIONER INVOLVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		In addition to the interactions with public health professionals that occur during preparation for and completion of the preceptorship, students interact with practitioners who serve as guest lecturers in several required courses, including environmental health, motivational interviewing for health educators, and grant writing and resource management. These individuals are	Click here to enter text.	

		employed at health departments, hospital systems, and community foundations.		
		Site visitors confirmed that practitioners are involved with students as guest lecturers and preceptors.		

E5. GRADUATE STUDENTS

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

F1. FINANCIAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings Financial support appears sufficiently stable at time of site visit		The program has adequate financial resources to fulfill its mission and sustain degree offerings. The department budget and the program budget function essentially as one and the same, given that the majority of the department's budget goes toward salaries for permanent faculty and staff, all of whom teach in the program. Historically, the community health program has constituted approximately 75% of total department enrollment. More recently in 2020 and 2021, the BS in community health student enrollment was roughly one-third of the total department enrollment, as a result of some decreases in enrollment. The department chair participates in the budget planning process and has the authority to allocate and spend funds throughout the year.	Click here to enter text.	

| | | The primary source of funds distributed to the department by the President's Cabinet comes from New York State Appropriations. Other sources of funds include those generated from research activities and a special endowment fund. Site visitors note that the budget has remained stable over the last five years.

Faculty commented on the desire for more discretionary funding for supporting both faculty and students with opportunities outside of the classroom, i.e., research, study abroad, and national conferences.

Site visitors met with university leaders, who expressed their commitment to the program, faculty, and students. University leaders described the program as very strong. | | |

F2. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		In fall 2020, the program's building underwent extensive renovation to modernize the space. The renovation created new spaces, including larger classrooms with flexible seating, smaller seminar-style rooms, faculty offices, common spaces for students and faculty to gather.

Site visitors confirmed that physical resources are more than adequate. Faculty have access to classrooms within the same building as their offices. All classrooms are equipped with the necessary technology. The building has several large common spaces that allow students and | Click here to enter text. | |
| Physical resources appear sufficiently stable | | | | |

| | | faculty to meet and/or study, allowing for more social interactions.

Students who met with site visitors expressed a high degree of satisfaction with physical resources, space, and class size. | | |
| --- | --- | --- | --- | --- |

F3. ACADEMIC AND CAREER SUPPORT RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission <u>and</u> to achieve expected student outcomes		Academic support resources are sufficient to support the program's mission.

The university provides computing and technology assistance through Information Resource Services. This office provides support and training to faculty, staff, and students, including workshops and a comprehensive help center. The Help Center assists with course preparation, identifies and solves technical issues, and endeavors to empower and enhance the learning environment of the campus community.

The Memorial Library provides labs, multimedia studios, books, journals, and online resources to help students study and conduct research. Librarians can be accessed through a variety of methods (e.g., chat, telephone, and email). They have thousands of bound volumes, periodicals, and electronic resources available to faculty and students. | Click here to enter text. | |
| Academic support services include, at a minimum, the following: a) computing and technology services b) library services c) distance education, if applicable d) career services e) other support services (e.g., writing center, disability and support services), if they are relevant to the program | | | | |

		The Office of Career Services support academic planning and career development. They provide career planning services and workshops. Additional support services are provided for students including the Learning Center, which provides professional and peer tutoring, the Writing Center, which offers students focused support with all aspects of writing for courses; and Disability Services, which helps to ensure accessible opportunities.		

G1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion		Community health majors are assigned a faculty advisor by the department chair. Students are easily able to switch advisors if needed. New faculty are provided advisor training and typically carry a low advisee load during the first year. The department chair provides updates and reminders to all advisors at least once per semester as part of departmental meetings. Each new faculty member is assigned a mentor who provides additional advising training. Students and advisors have access to the Degree Works auditing program, which allows for clear tracking of requirements. Advisors are expected to discuss students' long-range plans; graduation requirements; course sequencing; opportunities within the major, such as research; and policies and procedures. This discussion is	Click here to enter text.	

| | | aided by a checklist that all advisors follow to make sure necessary discussions take place.

Students and advisors meet at least once a semester during registration, and more often as needed or requested by students. Faculty often reach out to students to make sure they are on track with courses and graduation.

Students noted that advisors were very accessible and helpful in course and academic planning. Many students praised faculty members for going above and beyond what is required and helping shape the academic experience. | | |

G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		In addition to the process outlined in Criterion G1, faculty advisors are expected to discuss students' fieldwork and career interests no later than the beginning of junior year. They may refer students to other faculty members based on training and experience. Students take a one-credit hour course that provides an overview of public health careers, and faculty advisors refer students to the university's career services staff for additional support.

Students reported feeling as though career advising was very helpful to guide them in their career paths. This included exploring career options and applying to graduate school. Alumni noted that career advising was very useful to help them determine the right career path and noted that there were many great resources provided. | Click here to enter text. | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising

Program uses methods that produce specific, actionable data | | The department conducts a biennial advisement survey to gauge student satisfaction with advising. The survey asks questions related to advisor availability, promptness, concern for academic development, communication, accurate information, and other topics. The survey is administered at the department level, and until fall 2021, data were not stratified by major. Data from 2016 and 2018 reflect the overall department, whereas fall 2021 data reflect community health major satisfaction ratings.

The department did not administer the survey in 2020 due to the COVID-19 pandemic but returned to the survey in fall 2021. The department received an 82% response rate on the 2016 survey and a 69% response rate on the 2018 survey. Students are generally pleased with advisors in the department. When asked to rate, on a scale of one (poor) to ten (excellent), the overall quality of advising received, students rating advising in the department as 8.4 (2016) and 8.3 (2018).

From the 2018 survey, 94% of students strongly agreed or agreed that advisors provide an environment that is welcoming, accessible, and inclusive. Almost 90% of students strongly agreed or agreed that advisors spend an appropriate amount of time with students. Eighty-eight percent of students strongly agreed or agreed that advisors show concern for the student's academic development. | Click here to enter text. | |

| | | Based on the 2021 data, which reflects information from 28 out of 50 (56%) community health majors, roughly 40% of students reported meeting with their advisors more often than the required meeting during the registration period. Students rated the quality of advising an average of 8.9/10. Faculty receive individual-level data from the department chair, so they have an opportunity to review student feedback and make improvements. Assessment data also show that students agree that advisors show concern for their academic development, have good availability, and provide them with accurate information related to degree requirements and college policies. Students also report that they agree that their advisors listen and respect them as an individual, that they feel welcome, safe, and comfortable when they meet with their advisors, and that their advisors are equitable and non-discriminatory. In each of these areas, 100% of students agreed or strongly agreed.

The program has identified the following as areas of growth: long-range course planning, referring students to appropriate people or places, and encouraging the student to actively participate in course planning.

During the site visit, students and alumni praised advisors for providing a warm and welcoming environment and reported high rates of satisfaction. | | |

H1. DIVERSITY AND INCLUSION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program demonstrates a commitment to diversity and inclusion through: • assurance that students are exposed to individuals and agencies reflective of the diversity in their communities • research and/or community engagement conducted		The program demonstrates a commitment to diversity and inclusion. While the program recognizes the difficulties in attracting diverse faculty, staff, and students due to the rural character and lower socioeconomic status of Cortland, NY, the program remains committed to expanding all aspects of diversity. This commitment can be found in the program's mission statement, which includes preparing students with skills "to assess the health needs of diverse communities." Throughout the program, students are exposed to various topics regarding health disparities and equity. For example, HLH 203: Community Health, HLH 308: Health Communications and Informatics, HLH 493: Community Health Education Methods, and HLH 494: Needs Assessment and Evaluation of health and Human Services introduce students to the social determinants of health, the influence culture has on health, and the cultural competency continuum. The program also uses guest speakers to expose students to diverse professionals. The self-study also notes that students have a strong interest in undergraduate research opportunities. This serves as another opportunity for students to work directly with diverse populations. Recent projects include Combatting the Opioid Epidemic through Integration, Let's talk about HIV, and Diversity in Marketing. Through ESG, students have worked on cultural competence through several projects, such as developing a resolution	Click here to enter text.	

		with SOPHE on health disparities in women and working with other campus groups such as PRIDE and the Black Student Union. The program notes that one in three students is from an underrepresented group. Underrepresented students are defined as first generation college attendees and racial/ethnic minorities. Faculty serve on various committees across campus to promote diversity, equity, and inclusion, including working in the women's gender and sexuality minor, serving as advisor of the university PRIDE club, co-chair of the Sexual Orientation, Diversity Narratives, Gender Identity and Expression committee, co-chair of the Anti-Racism Taskforce, Faculty Council on Inclusive Practice, and advisor to the Caribbean Student Association, among many others. The department sponsors the Charles N. Poskanzer Lecture each year. This is funded by an endowment that allows the department to bring national leaders in public health to campus. Lectures often are related to diversity, equity, and inclusion. Recent topics have included the following: Global Public Health: Impact of the COVID-19 Pandemic in Sub-Saharan Africa – Challenges and Opportunities and I am Enough: Racism-Related Stress, Self-Esteem, and Racial Identity in the #blackgrilmagic Era. Faculty described a unique opportunity to further increase diversity among faculty with the SUNY Diversity Faculty Fellow Initiative. This initiative provides funding for the recruitment of diverse and underrepresented faculty. Funding is provided for a term of two years.		

		Minority faculty reported feeling well supported through university mentorships. Each new faculty member is given two mentors, one within the department and one outside. Graduates reported a high degree of confidence in working with diverse populations following coursework and capstones.		

H2. CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing, and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program appropriately prepares students for competence in diversity and cultural considerations as it is embedded in most of the curriculum. Site visitors confirmed the incorporation of culturally competent concepts throughout the coursework. Examples include the following: HLH 203: Community Health, which introduces diversity and cultural competency through readings on implicit bias and a service-learning project with community partners; HLH 380: Health Communication and Informatics, during which students must address cultural appropriateness in their health campaigns; and HLH 494: Needs Assessment and Evaluation, in which students must design a culturally appropriate intervention for their specific target audience. Students also gain important cross-cultural skills in their fieldwork experiences. Several alumni described international fieldwork experiences and felt well prepared to complete this work.	Click here to enter text.	

I1. DISTANCE EDUCATION PROGRAM OFFERING

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

I2. DISTANCE EDUCATION STUDENT INTERACTION

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

I3. DISTANCE EDUCATION PROGRAM SUPPORT

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

I4. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

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

I5. DISTANCE EDUCATION STUDENT IDENTITY

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

J1. INFORMATION ACCURACY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The program presents clear and accurate information, through program website and handbooks, on academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.	Click here to enter text.	
Advertising, promotional & recruitment materials contain accurate information				

J2. STUDENT COMPLAINT PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		The program has adequate and publicly available policies on student grievances and complaints.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		The complaint process for fieldwork, grade appeals, and other academic grievances begins within the department, with the student attempting a resolution with the professor. If the meeting does not produce a mutually agreed outcome, the student can file a written grievance with the department chair.

Within five days of receipt, the chair and student meet. If no agreement is made during that meeting, the student can file a written grievance to the dean of the college | | |

	within ten days of the chair's decision. Upon receipt of the written grievance, the dean will convene a special administrative hearing involving all parties. If the student is not satisfied with the outcome at this level, they may appeal to the Academic Grievance Tribunal within five days. Written arguments are then filed by both parties, and the tribunal sets a date for a hearing. After the hearing is over, the tribunal will submit a ruling on whether the grievance should be dismissed or upheld. The provost's office issues the final decision based on this ruling. If a student is still not in agreement with the outcome, they may appeal to the president, but grounds are limited to issues of bias, procedural infractions, and/or new evidence. The president must file a ruling within ten days. For cases where a student wishes to appeal a ruling of misconduct against them, they must do so in writing within five days of a guilty finding. The appeal can be because of new evidence, procedural error, unsupported conclusion, or disproportionate sanction. The appellate body will review the outcome and either affirm the finding of the original sanction, affirm the finding, and modify the sanction, remand the case for a new hearing, or dismiss the case. The program has not had any formal grievances in the last three years.		

AGENDA

Monday, 12/13/21

9:20 am   **Team Setup on Campus**

9:30 am   **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor Dr Maggie DiVita, Associate Professor	*Administration and governance* **(Criterion A)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor	*Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria D, F)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor	*Faculty qualifications* **(Criterion E)**
Dr Barbara Barton, Associate Professor	*Practitioner involvement* **(Criterion E)**
Dr Alexis Blavos, Associate Professor Dr Kelechi Ibe-Lamberts, Assistant Professor	*Diversity, inclusion, and cultural competence* **(Criterion H)**
Total participants: 6	

10:30 am   **Break**

10:45 am   **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor Dr Alexis Blavos, Associate Professor Dr Maggie DiVita, Associate Professor Dr Kelechi Ibe-Lamberts, Assistant Professor Dr Barbara Barton, Associate Professor	*Curriculum* **(Criterion B)** *Evaluation of program effectiveness; collection and analysis of data* **(Criterion C)**
Total participants: 6	

12:00 pm   **Break & Lunch**

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

Participants	Topics on which participants are prepared to answer team questions
Dr Alexis Blavos, Associate Professor Dr Bonni Hodges, Professor	*Information accuracy* **(Criterion J)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor Dr Alexis Blavos, Associate Professor	*Student complaint processes* **(Criterion J)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor	*Faculty engagement* **(Criterion A)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor Dr Alexis Blavos, Associate Professor	*Informed and current faculty* **(Criterion E)**
Dr Maggie DiVita, Associate Professor Dr Kelechi Ibe-Lamberts, Assistant Professor Dr Barbara Barton, Associate Professor	*Academic and career advising* **(Criterion G)**
Dr Jill Murphy, Department Chair, Associate Professor Dr Bonni Hodges, Professor Dr Alexis Blavos, Associate Professor Dr Kelechi Ibe-Lamberts, Assistant Professor	*Diversity, inclusion, and cultural competence* **(Criterion H)**
Total participants: 6	

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

2:45 pm   **Students**

Participants	Topics on which participants are prepared to answer team questions
Megan Perine *Melissa Safford* *Sydney Gale* *Olivia Clark* *Lizbeth Garcia* *Analicia Gonzalez* *Ellie Carl* *Troy Morris*	*Faculty qualifications* **(Criterion E)** *Curriculum* **(Criterion B)** *Resources (physical, faculty/staff, academic & career support)* **(Criteria D, F)** *Evaluation of program effectiveness* **(Criterion C)** *Academic and career advising* **(Criterion G)** *Diversity, inclusion, and cultural competence* **(Criterion H)** *Student complaint processes* **(Criterion J)**
Total participants: 8	

3:45 pm   **Break**

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

Potential Participants	Topics on which participants are prepared to answer team questions
Nicole Anjeski, Asst. Public Health Director Cortland County, Alum	*Resources (personnel, physical, academic and career support)* **(Criteria D, F)**
Jackie Leaf, Executive director, Seven Valleys Health Coalition	
Kirsten Parker, CAPCO WIC Director, Alum	*Practitioner involvement* **(Criterion E)**
Matt Kiechle, Director Health & Wellness, Tompkins Cortland Community	*Cumulative and experiential activities* **(Criterion B)**
College	*Cross-cutting concepts* **(Criterion B)**
Tazmara Anderson, MPH-Student SUNY-Albany, Alum	*Stakeholder feedback* **(Criterion C)**
Tiarah McNiel, Data Associate, NYU, Alum	*Academic and career advising* **(Criterion G)**
Jonathan Mariani, Substitute Teacher, Alum	*Diversity, inclusion, and cultural competence* **(Criterion H)**
Amanda Fitzgerald, OT student, Alum	
Valeria Moise, University of Oklahoma, alum	
Total participants: 9	

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

5:45 pm   **Adjourn**

Tuesday, 12/14/21

8:30 am   **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
Dr Mark Prus, Provost & Vice President	*Program's position within larger institution*
	Provision of program-level resources
Dr John Cottone, Dean, School of Professional Studies	*Institutional priorities*
	Designated leader **(Criterion D)**
	Administration and governance **(Criterion A)**
	Faculty engagement **(Criterion A)**
Total participants: 2	

9:00 am   **Break**

9:30 am   **Site Visit Team Transport to Campus**

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

11:00 pm   **Site Visit Team Working Lunch**

12:00 pm   **Exit Briefing**

1:00 pm   **Team Departs**