

## Introduction and Program Summary

The California State University, Northridge (CSUN) MPH Program in Community Health Education was one of the first established public health programs housed outside of a School of Public Health. Accredited in the early 1970s, the CSUN MPH Program prides itself in developing public health professionals ready to serve the needs of our diverse communities. Since the last accreditation in 2005, there have been changes throughout the university and within the program. Dr. Sylvia Alva was appointed Dean of the College of Health and Human Development in 2009. Dr. Marilyn Filbeck is now the Associate Dean of the College. Dr. Robert Huff has retired from the university after serving the program for over twenty years. A new faculty search has been approved to begin in 2010 for a Fall Semester 2011 start date.

The CSUN MPH Program has adopted a new Program Mission Statement which the program believes epitomizes its focus: *prepare professional community health educators to enhance the general health and wellbeing of diverse human populations and communities*. Changes were made in the goals and measurable objectives upon discussion between faculty and community members. These goals will help shape the direction of the program.

Applications to the MPH Program are increasing and program faculty are discussing resource implications for student acceptance rate changes. There has been a large increase in the number of international applicants and that has implications on resources, course content, and time to graduation. International Students attend full-time and take more courses per semester than the typical CSUN MPH graduate student. A new applicant review system is being implemented to place more information online for easier access.

Although faculty teaching loads are high at the California State University System (4 courses per semester), the CSUN MPH faculty continue to apply for grants and conduct research. Several faculty incorporate research and community outreach within their courses. Community service is important to the university in general and the MPH specifically as all faculty continue to actively serve the CSUN community and our profession. Dr. Kathleen Young is on the Governing Council of the American Association of Health Education (AAHE). Dr. Vicki Ebin has been elected to the Educational Board of APHA and also serves on the executive board of the Council of Accredited MPH Programs (CAMP).

Since the last accreditation, the MPH Program changed the minimum required units to graduate from 41 to 42 semester units. Prior to this change the unit difference reflected the students doing a thesis versus a comprehensive examination as the culminating experience.

Finally, the CSUN MPH Program is pleased to report sponsoring several Continuing Education Events. Two of these events were administered as a web-based program, using *Illuminate@*. This methodology was well received by the participants and was very cost-efficient for the program. Additional Continuing Education Workshops have been proposed for the coming year and a *Motivational Interviewing Workshop* is tentatively scheduled for May 2, 2011.

Future plans for the CSUN MPH Program reflect the need to address changes in the admission process, size of incoming classes, possible creation of online courses, expanded use of technology, and improvement of advisement. An ongoing need is to create a more seamless assessment process that is “hard-wired” into the MPH Program.

## 1.0 The Public Health Program

Following the last accreditation review (2005), the Master of Public Health (MPH) Program faculty reviewed and updated the Program's goals and objectives in consultation with core members of the leadership units within the Program (including the Master of Public Health Advisory Council (MPHAC), Master of Public Health Student Association (MPHSA), and Master of Public Health Alumni Association (MPHAA).

### 1.1 Mission:

***The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The program shall foster the development of professional public health values, concepts and ethical practice.***

#### 1.1.a A clear and concise mission statement for the program as a whole.

The mission of the Master of Public Health Program in Health Education at California State University, Northridge (CSUN) is to *prepare professional community health educators to enhance the general health and wellbeing of diverse human populations and communities.*

The MPH Program at CSUN believes that through public health education, practice and scholarship, the graduate student will develop multidisciplinary skills to identify and assess the needs of the communities; plan, implement and evaluate programs to address these needs; and achieve good health and quality of life in the multicultural communities they serve.

To fulfill this mission, the MPH program designs courses and activities to help students develop the designated student learning objectives and academic competencies (described under Criterion 2). As a program we also seek to foster a rigorous and contemporary learning environment with the following characteristics: a diverse core set of courses, health disparities, social justice, and multiple perspectives of health issues.

#### 1.1.b and 1.1.c: Goal Statements and Corresponding Objectives

***One or more goal statements for each major function by which the program intends to attain its mission, including instruction, research and service; A set of measurable objectives relating to each major function by which the program intends to attain its mission, including instruction, research and service.***

Below are the goals and measurable objectives guiding the MPH Program at California State University, Northridge (CSUN). These goals and objectives are provided for students. Additionally, goals and objectives pertaining to faculty research and service are listed.

## **MPH Program Goals and Objectives**

### **GOAL 1: To ensure that MPH students master public health and health education knowledge and skills.**

Objective 1.1 MPH faculty will review course offerings and document which competencies are addressed in each course (See Table XXX for competencies addressed in the MPH Program).

Objective 1.2 At least 80% of MPH students will self-report mastery of technology skills required in the public health and health education field.

Objective 1.3 All MPH core courses will incorporate oral communication.

Objective 1.4 All MPH core courses will incorporate written communication.

### **GOAL 2: Ensure that MPH students are prepared to practice public health education with an understanding of the values and ethics that define the profession.**

Objective 2.1 MPH core courses will incorporate health education values and ethics.

Objective 2.2 All MPH students will write a human subjects consent form in their research class.

### **GOAL 3 Ensure all MPH students are prepared to assume leadership roles in a wide variety of public health and health education settings.**

Objective 3.1 All MPH students will complete a 400 hour internship at a pre-approved field training site, to better understand public health leadership and the role of the health educator.

Objective 3.2 All MPH students will complete a field training course to share, discuss and process their field training experiences.

Objective 3.3 All MPH students will be members of the MPH Student Association, at least 50% actively.

**GOAL 4 The MPH Program will train students to work with diverse populations, particularly in California**

Objective 4.1 All MPH students will address multicultural influences and considerations that may impact on the delivery of culturally competent public health and health education interventions in their program planning project (HSCI 531) and curriculum (HSCI 535) courses.

Objective 4.2 At least 80% of MPH students will agree that the program prepared them to work with diverse populations.

Objective 4.3 At least 80% of MPH alumni will agree that the program prepared them to work with diverse populations.

Objective 4.4 At least 80% of MPH students will report being prepared to work in diverse groups.

**GOAL 5 MPH students will actively be involved in program evaluation activities and decision-making.**

Objective 5.1 A minimum of one MPH student will be involved in the MPH Advisory Council and Health Education faculty meetings as representatives from the MPH student body.

Objective 5.2 All MPH students will have an opportunity to participate in MPH Program surveys to be conducted every two years.

Objective 5.3 All MPH students will have the opportunity to review and comment on the accreditation self-study document at each accreditation cycle of the program.

Objective 5.4 All MPH students will have the opportunity to meet with CEPH site visit teams to provide input during this evaluation process.

## **RESEARCH GOAL AND CORRESPONDING OBJECTIVES**

### **GOAL 6 Promote opportunities for MPH students to engage in funded or unfunded research.**

Objective 6.1 At least 80% full-time health education faculty will be engaged in an active research agenda whether research is funded or not.

Objective 6.2 All MPH students will report having some research experience in research projects.

Objective 6.3 At least 80% of MPH students will obtain a “B” or better in HSCI 592: Advanced Biostatistics for the Health Sciences and in HSCI 694: Research Design in Health Sciences. [*Students are required to collect, analyze and present original data in both an oral and written presentation in HSCI 592. Students are required to develop and present a research proposal in both oral and written formats in HSCI 694.*]

Objective 6.4 At least 2 MPH students per year will apply to the Minority Training Program in Cancer Control Research (MTPCCR) or Research Infrastructure for Minority Institutions (RIMI) Scholars.

## **SERVICE GOALS AND CORRESPONDING OBJECTIVES**

### **GOAL 7 The MPH Faculty and students will promote active involvement in serving the CSUN campus, Department of Health Sciences, MPH Program, and communities.**

Objective 7.1 All full-time health education faculty will be involved in at least one community service activity per academic year.

Objective 7.2 All MPH students will report participating in a community service project through, coursework, MPHSA or other organization.

**GOAL 8 To conduct continuing education programs for health education professionals either alone or in collaboration with other agencies, organizations or universities.**

Objective 8.1 The MPH program and its constituencies will plan, implement, and evaluate at least one continuing education program per year for CHES credit for health care and public health education professionals in the CSUN service area.

**GOAL 9 Assure the MPH Program's effectiveness in meeting its stated mission, goals, and objectives.**

Objective 9.1 Conduct a survey of MPH Program alumni and field training supervisors every two years.

Objective 9.2 Conduct Total Quality Education (TQE) interviews with 80% of students who have reached the 20 unit mark in their programs and at the time of their graduation.

Objective 9.3 Conduct a yearly Program modification meeting with Health Education faculty.

Objective 9.4 Convene and sustain an MPH Advisory Committee made up of Program constituencies who can review, revise, and recommend changes needed in all aspects of the MPH Program.

Objective 9.5 Conduct a periodic self-study of the Program consistent with CEPH's re-accreditation cycle to share this self-study document with all constituencies of the MPH Program.

***1.1.d A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.***

Following the last site visit in 2005, the program continued an intensive effort and strategy to design and implement a comprehensive plan focused on developing evaluation process methodologies. This strategy has ensured that consistent review, monitoring and evaluation of all aspects of the program were carried out in a regular and systemic way. The MPH Advisory Council (MPHAC), two subcommittees (MPHAC Continuing Education and Curriculum Review), formal and documented health

education faculty retreats at the end of each academic year, inclusion of MPH student representatives in program meetings and retreats with documentation, and surveys of students and alumni to ensure that the program was meeting its goals, objectives and the needs of its graduate students.

The MPHAC membership includes community members, current MPH students, alumni, field preceptors and faculty (will be available in the resource file). The MPHAC has developed its by-laws and operating procedures, established its subcommittees for continuing education and curriculum review, and began meeting regularly as a monitoring and advisement group for the program (meeting minutes, current membership and associated materials will be available in the Resource File at the time of the site visit). While the MPHAC has been evolving, MPH faculty reviewed and revised program goals and objectives with input from the MPHAC, MPH students and alumni. Following a final review by the MPHAC, goals and objectives were approved and implemented.

Monthly health education faculty meetings are used to monitor progress towards meeting objectives (meeting minutes will be available in the Resource File at the time of the site visit). The MPH Graduate Coordinator, Dr. Vicki Ebin, makes a progress report to the MPHAC at each of its regularly scheduled meetings and brings back recommendations to the faculty for consideration and action. The MPH student representative from the MPHSA participates in all meetings and brings issues, concerns and feedback to the MPHAC and health education faculty meetings (MPHSA meeting minutes will be available in the Resource File at the time of the site visit). Program constituencies are surveyed regularly to solicit input about program quality and needs for change. This includes bi-yearly assessment of students by the MPHSA and every two year assessments of alumni and field preceptors (surveys and analysis reports will be available in the Resource File and incorporated where appropriate in this Self-Study). Finally, year end evaluation of the program occurs at the health education faculty retreat and action plans are developed for the next academic year.

### ***1.1.e A statement of values that guide the program, with a description of how the values are determined and operationalized.***

The values of the MPH Program are aligned with the larger values of the California State University Northridge (CSUN) (<http://www.csun.edu/catalog/> ) CSUN Catalog, 2010-2012, p. 2), the vision of College of Health and Human Development, Department of Health Sciences, and the Health Educator Code of Ethics:

#### **University Values:**

1. Commitment to teaching, scholarship, and active learning.
2. Commitment to excellence.
3. Respect for all people.
4. Alliances with the community; and
5. Encouragement of innovation, experimentation, and creativity

## **College of Health and Human Development Vision:**

(<http://www.csun.edu/hhd/collegeplan.html> )

Our mission is to enhance the quality of life for all individuals, families and communities by preparing competent, committed and caring professionals who provide services that promote their safety, health and well-being. We advance our mission through cutting edge research, guided student inquiry, and collaborative learning relationships to foster the professional and ethical competencies as required in the working world.

We strive to achieve academic excellence in developing professionals who enhance the health, safety and well-being of individuals, families, and the communities they serve. We use learning centered approaches to discover new knowledge through technology, and application of knowledge to serve a diverse, multi-cultural population. Ours is an innovative, collaborative, learning centered community dedicated to research, professional education and community service that promotes optimal health and human development.

## **Department of Health Sciences:**

It is the mission of the Department of Health Sciences to enable students to develop the critical knowledge and skills required to assume professional responsibility and leadership in health promotion, disease prevention, administration, and clinical practice in a variety of health care settings. Health Sciences faculty are committed to student-centered learning, scholarship and service.

## **Health Educator Code of Ethics:**

(<http://www.sophe.org/ethics.cfm> )

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

**MPH Program Values:**

The CSUN MPH Program incorporates the preceding missions, ethics and values as the foundation and focus of this program. Additionally, the following values epitomize the CSUN MPH Program:

**Respect:** *of individuals, groups, cultures, and communities.*

**Collaboration:** *within the classroom through group projects, with the communities we serve, and in the professional work environment with multidiscipline health professionals.*

**Communication:** *written and oral communication skills, the necessity of listening to others, and communication technologies.*

**Professionalism and Ethics:** *in learning, community interactions, and fieldwork experience.*

**1.1.f Assessment of the extent to which this criterion is met.**

This criterion is met. The Program has a clear mission statement, goals and objectives that reflect those of California State University, Northridge. A process has been developed and implemented to ensure that the Program continues to be responsive to the needs of all of its constituents and reflects the program's commitment to training skilled and competent public health practitioners.

## 1.2 Evaluation and Planning.

*The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.*

**1.2.a. Description of the evaluation procedures and planning processes used by the program, including an explanation of how constituent groups are involved in these processes.**

The following table outlines the evaluation process for the CSUN MPH Program. The information gleaned from these activities are used to address individual, student achievement (midpoint Total Quality Education (TQE), Fieldwork, Comprehensive Examinations/thesis projects) as well as assessment of the program objectives.

**Table 1.2.a1: Evaluation Activities for Planning Processes**

<b>Evaluation Activity/Year</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Midpoint TQE	X	X	X	X
Exit TQE	X	X	X	X
Student Survey	Not an evaluation year	Not an evaluation year	X	Not an evaluation year
Alumni Survey	Not an evaluation year	Not an evaluation year	X	Not an evaluation year
Fieldwork	X	X	X	X
Comprehensive Exam/Thesis Project	X	X	X	X

The MPH Program holds faculty meetings at least once a month. Committees meet on an as-needed basis. Additionally, the Department of Health Sciences as well as the Program Directors holds monthly meetings to discuss departmental issues pertaining to each program. Discussion of the MPH program, mission and course content occurs on a regular basis at the program meetings. Issues pertinent to the entire department occur at the other meetings. Discussions on program goals, program and department mission, and strategic planning can and does occur at all these levels.

The MPH Advisory Council had regular meetings on Mondays (pm) every other month until 2007. With changes of board members, we had one formal meeting during the spring of 2009, coordinated mainly through the efforts of the MPH Graduate Coordinator, Dr. Vicki Ebin. MPHAC resumed meeting in September, 2010 and elected Diane Dobbins and Jeff Bailey as co-Chair of the Council. The main focus is on the program's self study and preparation of a continuing education program. The major item at this September 2010 meeting included a lengthy discussion of skills and competencies necessary to become a successful health educator (available onsite in the resource file). Meetings were also held in January 2011 and February 2011 (minutes will be available in the resource file).

The MPH Alumni Association was most active until 2007 with regular (once a month) board meetings on the last Thursday of the month & several social gatherings & joint alumni events every year. Following a period of several changes among the elected board members, they had two formal meetings during the spring of 2009, including the election of a new board for 2009-10. Also a social gathering was held in October, 2009. Peter Prampetch, 2009-10 alumni president has recently stepped down. The Alumni are currently in the process of electing a new governing board. They had a small meeting in March 2010 with the Alumni relations office. Rodney Mardirosian coordinated a meeting in April 2010 to elect board members for the 2010-11 periods and has been elected president. The MPH Alumni Association is assisting with the May 2011 scheduled Continuing Education workshop as well as participating in the preparation for the reaccreditation site visit. Many alumni serve as preceptors for current MPH students.

**1.2.b Description of how the results of evaluation and planning are regularly used to enhance the quality of programs and activities.**

A discussion of the future MPH professional needs and competencies of new MPH graduates was held at the September 2010 MPHAC meeting. The comments and suggestions from the participants were taken back to the MPH faculty and each faculty began a review of his/her course objectives and content.

The MPH Program commitment to Total Quality Education (TQE) is another mechanism used to evaluate and assess both students and the program. All MPH students are required to participate in this assessment process. Students have a mid-point TQE interview in which a panel of faculty members reviews the student's work through the first 20 units of study. Student comment on the courses and suggest areas of change. The faculty panel suggests ways the student can improve their performance through the program. The results of these interviews are collated and discussed at MPH faculty meetings. Changes in the program or environmental settings are made whenever possible. For example, as a result of the 2010 student survey, Dr. Lawrence Chu, the Health Education Program Director, is working diligently to create additional computer laboratory open-usage times for the MPH students. During the Fall Semester 2010 and Spring Semester 2011 four hours per week of open lab time were given to MPH students and others enrolled in the undergraduate biostatistics course, HSCI 390.

Periodic student focus groups, surveys, MPHSA meetings, preceptor comments, and MPH Advisory Council input are used to improve the program. These issues are discussion formally and informally among program faculty. Changes in the program are made within courses as well as to the administration of the program. For example, the MPH Admissions Committee is experimenting with a new admission tool for Fall 2011 applicants. Feedback from students and the MPHAC has been the impetus for work on creating an MPH handbook.

**1.2.c. Identification of outcome measures that the program uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the program's performance must be provided for each of the last three years.**

**Table 1.2.c1: Criterion 1.2.c Program Goals, Target levels, and Performance**

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
<p><b>GOAL 1</b> To ensure that MPH students develop a mastery of public health and health education knowledge and skills.</p>	<p><b>Objective 1.1</b> MPH faculty will meet annually to review course offerings and document which competencies are addressed in each course. <i>Data Source:</i> <i>Annual Program Retreat</i></p>	August 2007	August 2008	August 2009
	<p><b>Objective 1.2</b> At least 80% of MPH students will self-report mastery of technology skills required in the public health and health education field. <i>Data Source:</i> <i>Midpoint TQE</i></p>	Not measured	Not measured	Met
	<p><b>Objective 1.3</b> All MPH core courses will incorporate oral communication skills. <i>Data Source:</i> <i>MPH Core Course Syllabi</i></p>	100%	100%	100%
	<p><b>Objective 1.4</b> All MPH core courses will incorporate written communication skills. <i>Data Source:</i> <i>MPH Core Course Syllabi</i></p>	100%	100%	100%

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
<b>GOAL 2</b> Ensure that MPH students are prepared to practice public health education with an understanding of the values and ethics that define the profession.	<b>Objective 2.1</b> All MPH core courses will incorporate health education values and ethics.  <i>Data Source:</i> MPH Core Course Syllabi	100%	100%	100%
	<b>Objective 2.2</b> All MPH students will write a human subjects consent form in their research class.  <i>Data Source:</i> MPH Core Course Syllabi	100%	100%	50% Not met- only one class required the consent form
<b>GOAL 3</b> Ensure that all MPH students are prepared to assume leadership roles in a wide variety of public health and health education settings.	<b>Objective 3.1</b> All MPH students will complete a community-based 400 hour internship within pre-approved field training sites to better understand public health leadership and the role of the health educator.  <i>Data Source: student formal program</i>	100%	100%	100%
	<b>Objective 3.2</b> All MPH students will complete a field training course to share, discuss and process their field training experiences.  <i>Data Source: student formal program</i>	100%	100%	100%
	<b>Objective 3.3</b> All MPH students will be members of the MPH Student Association, at least	Data not available	35 out of 60 (58%) met	28 out of 60 (47%) Not met

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
	50% actively. <i>Data Source: MPHSA records</i>			
<b>GOAL 4</b> <b>The MPH Program will train students to work with diverse populations, particularly in California</b>	<b>Objective 4.1</b> All MPH students will address multicultural influences and considerations that may impact on the delivery of culturally competent public health and health education interventions in their program planning project (HSCI 531) and curriculum (HSCI 535) courses. <i>Data Source: course syllabi</i>	Met	Met	Met
	<b>Objective 4.2</b> Eighty percent (80%) of MPH students will agree that the program prepared them to work with diverse populations. <i>Data Source: Student Survey</i>	Not Met	Not a measurement year	Met
	<b>Objective 4.3</b> Eighty percent (80%) of MPH alumni will agree that the program prepared them to work with diverse populations. <i>Data Source: MPH Alumni Survey</i>	Not a measurement year	Not a measurement year	Met
<b>GOAL 5</b> <b>MPH students will be actively involved in program evaluation activities and decision-making.</b>	<b>Objective 5.1</b> At least one MPH student will be involved in the MPH Advisory Council and Health Education faculty meetings as representative of the MPH student body.	Met	Met	Met

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
	<i>Data Source: meeting minutes</i>			
	<p><b>Objective 5.2</b></p> <p>MPH students will have an opportunity to participate in MPH Program surveys to be conducted every two years.</p> <p><i>Data Source: MPH student survey</i></p>	Not Met	Not a measurement year	Met
	<p><b>Objective 5.3</b></p> <p>All MPH students will have the opportunity to review and comment on the accreditation self-study document at each accreditation cycle of the program.</p> <p><i>Data Source: MPH email list</i></p>	Not measured	Not measured	Not measured, Sent out for comments AY 2010-2011
	<p><b>Objective 5.4</b></p> <p>All MPH students will have the opportunity to meet with CEPH site visit teams to provide input during each evaluation process.</p> <p><i>Data Source: site visit agenda</i></p>	Not applicable	Not applicable	Not applicable Site Visit AY 2010-2011
<p><b>GOAL 6</b></p> <p><b>Promote opportunities for MPH students to engage in funded or unfunded research.</b></p>	<p><b>Objective 6.1</b></p> <p>At least 80% full-time health education faculty will be engaged in an active research agenda whether research is funded or not.</p> <p><i>Data Source: faculty CV</i></p>	4 of 6 faculty (66%) Not met	3 of 4 faculty (75%) Not met	4 of 5 faculty (80%) met
	<p><b>Objective 6.2</b></p> <p>All MPH core courses will incorporate research skills.</p> <p><i>Data Source: MPH core syllabi</i></p>	Met	Met	Met

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
	<p><b>Objective 6.3</b></p> <p>All MPH students will report having research project experiences.</p> <p><i>Data Source: student survey</i></p>	Not met	Not a measurable year	Met
	<p><b>Objective 6.4</b></p> <p>All MPH students enrolled in HSCI 592: Advanced Biostatistics for the Health Sciences and in HSCI 694: Research Design in Health Sciences will complete a research project.</p> <p><i>Data Source: course syllabi</i></p>	<p>Met</p> <p>HSCI 592 100%</p> <p>HSCI 694 100%</p>	<p>Met</p> <p>HSCI 592 100%</p> <p>HSCI 694 100%</p>	<p>Met</p> <p>HSCI 592 100%</p> <p>HSCI 694 100%</p>
	<p><b>Objective 6.5</b></p> <p>At least 2 MPH students per year will apply for The Minority Training Program in Cancer Control Research (MTPCCR) or RIMI Scholars.</p> <p><i>Data Source: program records of applicants</i></p>	<p>3 students in 2007</p> <p>And one student in 2008</p>	4 students in 2009	2 students in 2010
<p><b>GOAL 7</b></p> <p>The MPH Faculty and students will promote active involvement in serving the CSUN campus, Department of Health Sciences, MPH Program, and communities.</p>	<p><b>Objective 7.1</b></p> <p>All full-time health education faculty will be involved in at least one community service activity per academic year.</p> <p><i>Data Source: faculty CV</i></p>	<p>Met</p> <p>100%</p>	<p>Met</p> <p>100%</p>	<p>Met</p> <p>100%</p>
	<p><b>Objective 7.2</b></p> <p>All MPH students will report participating in a community service project through coursework, MPHSA or other organization.</p> <p><i>Data Source: student survey</i></p>	Not measured	Not measured	<p>Met</p> <p>100%</p>

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
<p><b>GOAL 8</b></p> <p>To conduct continuing education programs for health education professionals either alone or in collaboration with other agencies, organizations or universities.</p>	<p><b>Objective 8.1</b></p> <p>The MPH program and its constituencies will plan, implement, and evaluate at least one continuing education program per year for CHES credit for health care and public health education professionals in the CSUN service area.</p> <p><i>Data Source: program minutes</i></p>	1 program (Met)	1 program (Met)	2 programs (Met)
<p><b>GOAL 9</b></p> <p>Assure the MPH Program's effectiveness in meeting its stated mission, goals, and objectives.</p>	<p><b>Objective 9.1</b></p> <p>To conduct a survey of MPH Program alumni and field training supervisors every two years.</p> <p><i>Data Source: alumni survey</i></p>	Alumni not surveyed, preceptors individually	Alumni not surveyed, preceptors individually	Met
	<p><b>Objective 9.2</b></p> <p>Conduct Total Quality Education (TQE) in-person interviews with 80% of students who have reached the 20 unit mark in their programs and at the time of their graduation (midpoint and Exit TQE).</p> <p><i>Data Source: midpoint and exit TQE</i></p>	23 students in 2006 15 students in 2007 (met)	24 students (met)	7 students (Not met)  Only 20 exit interviews from 2006-2009 (not met)
	<p><b>Objective 9.3</b></p> <p>Conduct a yearly Program modification meeting with Health Education faculty.</p> <p><i>Data Source: meeting minutes</i></p>	Met	Not met	Met

Goal	Target Level	AY 2007-2008	AY 2008-2009	AY 2009-2010
	<p><b>Objective 9.4</b></p> <p>Convene and sustain an MPH Advisory Council made up of Program constituencies who can review, revise, and recommend changes needed in all aspects of the MPH Program.</p> <p><i>Data Source: meeting minutes</i></p>	Met	Partially Met	Met
	<p><b>Objective 9.5</b></p> <p>To conduct a periodic self-study of the Program consistent with CEPH's re-accreditation cycle to share this self-study document with all constituencies of the MPH Program.</p> <p><i>Data Source: program minutes</i></p>	Not applicable	Not applicable	Met

**1.2.d An analytical self-study document that provides a qualitative and quantitative assessment of how the program achieves its mission, goals and objectives and meets all accreditation criteria, including a candid assessment of strengths and weaknesses in terms of the program's performance against the accreditation criteria.**

Qualitative Assessment: The CSUN MPH Program is one of the oldest Public Health programs outside of a School of Public Health, established in the early 1970s. It was designed to meet the needs of the public health workforce and serve the diverse surrounding communities. This program is unique in that it specifically focuses on skills training rather than content issues, thus providing our communities with trained graduates able to fit into any public health education arena. Individual faculty members have created strong working relationships with members of neighboring public health schools and programs. Within Los Angeles County, CSUN is the only program housed outside a School of Public Health. No other program serves the neighboring Ventura County. The faculty is committed to the students and community service. The updated mission, goals and objectives show the strength of the program's commitment to improving the health of our communities.

Quantitative Assessment: The CSUN MPH Program has specific goals and objectives that are measurable. Given the success of our students in their field placement and culminating experiences, the program is meeting its goals and objectives. The overall Grade Point Averages (GPA) remain above the minimum of 3.0 and the majority of students are graduating within three years.

The strengths of this MPH program are in its ability to train health educators to fulfill the needs of multiple sites, particularly those with direct community interactions. The Total Quality Education (TQE) assessment process assists the faculty in making individual student recommendations for improvement as well as giving the program the opportunity to make improvements in the actual program. The Program has a strong curriculum that addresses the current competencies of public health education as well as attempting to respond to the changing needs in the profession.

The weaknesses of this MPH Program relate to the structure of the institution and the current size of the core faculty. The program consistently tries to address the resource requirements but is constrained due to the California State University system. As stated in a later section, within the California State University (CSU) educational system, the smallest budgetary unit is the "Department". In situations where the Master of Public Health is maintained within a Department of Health Sciences there is no line item budget allocation. Standard practice across the CSU is for the Department to generate internal budgetary processes that ensure adequate funding for all programs. The CSUN MPH Program is currently implementing a faculty search. Over the last year one faculty member permanently retired and another entered the Faculty Early Retirement Program (FERP). Our newest hire received an NIH Grant which could not be transferred to CSUN, thus she made the decision to leave the university. She will remain as a part-time faculty member. The university has allowed us to conduct a faculty search for two positions.

**1.2.e An analysis of the program's responses to recommendations in the last accreditation report (if any).**

Following the last site visit in the Spring Semester of 2005, the Program began a very intensive effort to design and implement a comprehensive plan that focused on developing methodologies to ensure that regular review, monitoring and evaluation of all aspects of the Program were carried out in a regular and systemic way. The CSUN MPH Program met all criteria completely, "*with commentary*" or "*partially met*". The following is the program's response to areas "*partially met*" and the recommendations made in the last accreditation report.

***Resources adequate to meet mission: The Program has developed a program-level budget identifying program-specific resources that can be used for program planning (Criterion IV).***

The CSUN MPH program has full access to all resources available to graduate programs at the university. The MPH Program addressed the unique issues of the California State University System in its 2008 Interim Report and follow-up report of 2009.

Within the California State University (CSU) educational system, the smallest budgetary unit is the "Department". Standard practice across the CSU is for the Department to generate internal budgetary processes that ensure adequate funding for all programs. For example, part-time faculty needs of a program are covered by the Department budget. Travel, supplies and equipment are also allocated to programs within Departments using processes that ensure program integrity and quality. Tenure track faculty appointments are made at the Department level and are funded centrally by the college and are not controlled by the Department budget. Individual Departments across the CSU manage the internal allocation and reporting of program resources in different format, but all are consistent in providing adequate resources to produce a quality Public Health program. Monetarily, the MPH is approximately 8% of the total FTES and receives \$5500 of the Department's operating expenses. In addition, the MPH faculty members were eligible for up to \$1200 in travel related expenses.

The budget for the Health Sciences Department is developed as part of the total budget for the College of Health and Human Development (CHHD). The development of the department budget is the responsibility of the Department Chair, with input from Program Directors as to programmatic budgetary needs. The responsibility of the Department Program Directors (including the Health Education Director) is to build the course schedule and an annual equipment request list for the program. The department budget then becomes part of the total instructional budget of the College of Health and Human Development.

For example, dollar allocations follow the "normally" established procedures as follows:

1. Funds are allocated to the University.
2. The vice-provost allocates funds to the College.
3. The College allocates funds to the individual departments

The administrative analyst/specialist attends to the fiscal operation of the department. Because of the complexities of the organizational structure, it is not feasible to establish budgets for any one program within our department. Each Program Director makes specific requests for support equipment as is necessary to enhance the instructional responsibilities of a program. Because funds are allocated to a department, the fiscal needs of such departments may be ongoing, while the program may not require such funds over a protracted period of time. Hence, when funds are necessary, they are provided from the total department allocation.

Across the entire California State University System there are 6 MPH programs as well as one School of Public Health. The Chairs of the Department of Health Sciences meet on a regular basis to address issues impacting all the programs. All MPH Programs have the same issues of fiscal management. Our CSUN MPH Program has attempted to distinguish program-level resources to the best of its ability given the system it exists in.

***Implemented tailored methods for assessing individual student's attainment of defined programmatic competencies (Criterion V.D).***

The CSUN MPH Program has worked diligently to address student assessment of competencies. I again refer to the Interim Report Submission outlining the process adopted by the program.

Assessment of student attainment is a five step process:

1. Intake/Baseline interview of new students
2. Coursework Assessment
3. Field Training/Preceptor Assessment
4. Culminating Experience
5. Total Quality Education (TQE)

**Step 1: Intake/Baseline interview of new students.** Every new student meets with the MPH Graduate Coordinator prior to beginning his/her coursework. This allows for assessment of elective courses to fit individual needs and professional goals. A copy is given to the student as well as being placed in the student file for future advisor reference (Attachment 1.2.e1).

**Step 2: Coursework Assessment.** Every course contains Student Learning Objectives stated in the syllabus. The coursework is designed to measure these objectives. Most graduate courses have final papers or projects as a means of student assessment. Those courses using a final exam will have written work assigned throughout the semester.

**Step 3: Field Training/Preceptor Assessment.** Prior to beginning the Field Placement, each student must complete the *Health Educator's Self-Assessment Survey Form* (Attachment 1.2.e2). This form is used as a pre- and post-test of the student's progress over the course of the field placement. The initial (pre-) assessment also assists the student and preceptor in creating goals and objectives for the field placement experience. Additionally, the faculty responsible for field placement reviews the individual's self assessment and determines the need to focus on specific competencies. Whenever the student identifies him/herself as scoring less than "average", the designated faculty member will discuss where the skills are taught, whether or not the student has completed that course material, and if additional coursework is needed to improve that skillset.

The student, faculty member and preceptor meet at least once during the field placement and more frequently if warranted. This exit meeting is an opportunity to review the student's objectives, how well they were accomplished, and discuss areas of improvement. This meeting also serves as additional information for program assessment as every preceptor is asked about the preparation of the intern, skills addressed in the MPH Program, and future training needs of MPH graduates. These comments are discussed at the faculty retreats and then incorporated into class material. Preceptors are sent bi-annual surveys. The MPH faculty has elicited individual preceptor comments during student exit interviews for the MPH Field Experience during the 2010 academic year.

**Step 4: Culminating Experience.** MPH students decide whether or not to do either a thesis/project or comprehensive examination as their culminating experience. The decision is made by the student with advisement of faculty members or the MPH Graduate Coordinator. There has been a trend toward taking the exam and very few students are opting for a thesis. This trend has been assisted by the fact that many of the MPH students want to finish within two years as completing a thesis takes longer to complete than the examination. A second factor is that the university has changed the manner in which a faculty workload is credited for supervising thesis projects. There are eight students sitting for the exam during the Fall 2010.

The following table illustrates the comprehensive examination pass rate for the past three years.

**Table 1.2.e1: Comprehensive Examination Pass Rates**

Results	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
Number taking the exam	13	Not administered	18	Not administered	22	16	16	8
Number passing the exam (%)	13 (100%)	NA	16 (89%)	NA	19 (86%)	15 (93%)	13 (81%)	8 (100%)

**Step 5: Total Quality Education (TQE).** This assessment process has been a part of our program since 1999. Students meet with either two or three faculty members upon completion of eighteen units of coursework. The student completes a midpoint assessment and the faculty members use another form to comment upon the student's progress through the program. The student also completes an exit TQE form at the end of the program.

***Employed creative efforts to recruit and retain a diverse faculty (Criterion VIII.C).***

The CSUN MPH Program has strong connections to neighboring universities with doctoral programs. Whenever a search is conducted we ask for assistance in disseminating information regarding our faculty search. In addition to advertising the search at APHA, Chronicles of Higher Education and other electronic listings, all program faculty send the announcement through various *listservs*. We continue to have a diverse part-time faculty pool as well as a multicultural group of internship community preceptors.

The MPH program conducted a nation-wide search for a new faculty member in 2008-2009. The announcement was placed in APHA and sent to members on the SOPHE listserv. We received final approval of another search to be conducted during the 2010-2011 academic year. Our Health Sciences Department and MPH Program are acutely aware of the need for diversity. We rely on the doctoral-granting universities to train future faculty members with the appropriate training in Public Health Education. We interview candidates according to their scores on our screening instruments. We offered the position to the person we thought was best qualified without regard to ethnicity as required by California law.

In order to creatively diversify our faculty, the MPH Program recruits part-time faculty and preceptors that will expand our students' contact with diversity, cultural issues and a variety of authentic community experiences. Over the past year, the MPH program has expanded the part-time faculty with two excellent instructors, both graduates of our program. Both are trained in Public Health Education and bring personal diversity as well as a breadth of experience in a variety of community settings. Our preceptors are chosen for their skills in Public Health Education as well as the extensive exposure to diverse populations.

***Developed a plan to conduct an analytical self-study that included all program constituencies in the process (Criterion X.B).***

The CSUN MPH Program initiated the self-study process by meeting with all constituency groups. Each constituency (student, community, preceptors, alumni) were informed of the self-study process and the important role they all play. The MPH student association (MPHSA) has elected its 2010-2011 Board of Officers. These students know that one of their tasks for the coming year is to assist in this process. The student association has designated a student member to attend all faculty meetings and give input. Additionally, the MPHSA has been told that they are requested to individually give input and make suggestions for improvement.

The MPH Alumni Association has also begun the process of participation in the self-study. A survey was sent out in the Spring Semester 2010 eliciting information about the MPH Program. This information will impact the curriculum and direction the current program will take in the future. This step in the self-study process is critical to us as is the information provided through the student survey.

The MPH Community Advisory Committee met on April 20, 2009 as the preliminary meeting in the self-study process. This meeting discussed the review process; current training and the future direction of public health. This committee has begun to review documents as the first step in the self-study. At the September 29, 2010 meeting members continued the discussion of competencies needed by health educators as well as the mission, goals and objectives of the program.

The MPH Preceptors discuss their evaluation and proposed program improvements at each student exit interview. The comments and suggestions are discussed at the MPH Program meetings with changes then made in the program.

The MPH Program believes that it has addressed the concerns and recommendations of the 2005 MPH Accreditation and is constantly striving to improve.

**1.2.f A description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, teaching faculty, students, alumni and representatives of the public health community.**

Student and alumni surveys were sent out via an online mechanism, *StudentVoice* (Attachments 1.2.f1 and 1.2f2). During the Spring Semester 2010 faculty were given assignments to gather information and respond to specific sections of the Self-Study. A Self-Study Committee on the university campus was created:

Vicki Ebin, MPH Graduate Coordinator, MPH Program

Lawrence Chu, Director, Health Education Program

Brian Malec, Chair, Department of Health Sciences

Marilynn Filbeck, Associate Dean, College of Health and Human Development

Diane Dobbins, co-Chair MPH Advisory Council

Meetings were conducted with teaching faculty, college administrators, current MPH students, alumni, and community members addressing their role and asking for input in the document. The first draft will be placed on the department website for review and commentary.

**1.2.g Assessment of the extent to which this criterion is met.**

The MPH Program believes this criterion is met. The program has taken great strides in improving the self-study process and addressing the recommendations made in the previous accreditation process. The program has a strong and active student organization, alumni association and community council. These entities encourage the program to maintain what works well and suggest changes when appropriate.

A weakness may be seen in the inability to stay connected with all alumni. Many alumni change their contact information and fail to inform the program. The CSUN Alumni Office is working very diligently to improve its outreach and ability to connect with our alumni. We are exploring the increased use of social networking. We do have a *listserv* created several years ago and current students as well as alumni receive messages.

### **1.3 Institutional Environment. *The program shall be an integral part of an accredited institution of higher education.***

#### **1.3.a *A brief description of the institution in which the program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.***

California State University, Northridge (CSUN) is part of the 23 campus California State University system. It is the only public university located in the San Fernando Valley and is one of the largest higher education institutions in California with an enrollment of over 35,198 students as of the Fall Semester 2009. CSUN is accredited by the Western Association of Schools and Colleges (WASC). Within the State of California, CSUN is accredited by the State Board of Education. The University is comprised of eight colleges: Arts, Media, and Communication; Business and Economics; Michael D. Eisner College of Education; Engineering and Computer Science; Humanities; Science and Mathematics; Social and Behavioral Sciences; and Health and Human Development. CSUN offers 67 Bachelor's degrees, 55 Master's degrees, one professional doctorate, and 28 credentials given in the field of education. As of spring 2004, there were approximately 4000 faculty and staff at CSUN (CSUN Catalog, 2010-2012).

Table 1.3.a1 provides the organizational chart of the University indicating key administrative positions within the University, the relationship of the College of Health and Human Development to the rest of the University, and the relationship of the Department of Health Sciences to the College and University. Table 1.3.a2 provides the organizational chart for the College of Health and Human Development and Table 1.3.a3 provides the organizational chart for the Department of Health Sciences including the key administrative positions within the Department.

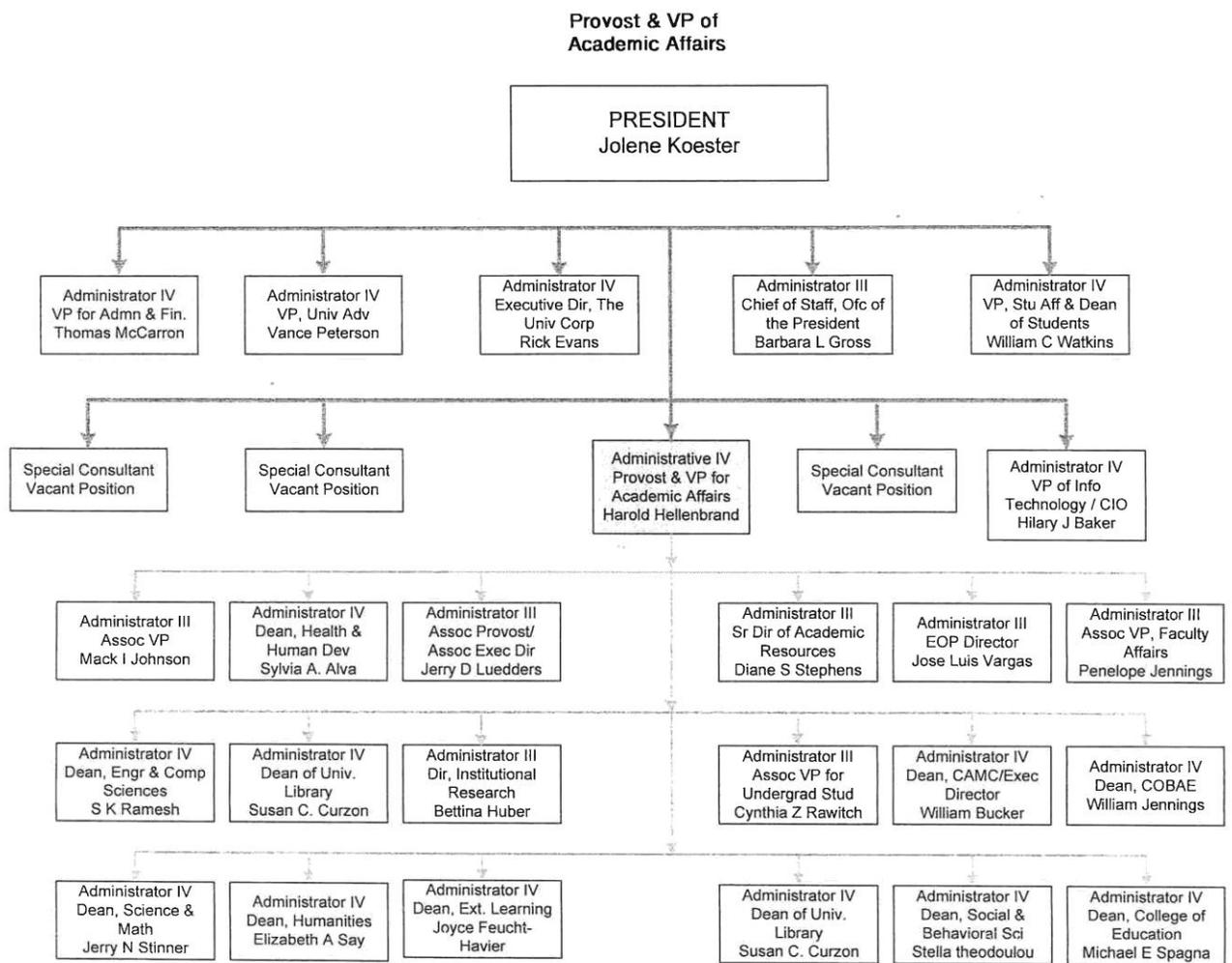
The University has established policies, procedures and rules that govern all administrative and organizational roles and responsibilities between the program and the University. This includes matters of budgeting and resource allocation, personnel recruitment, selection, and advancement, establishment of academic standards and policies, faculty governance, and curriculum matters.

As can be seen in Attachment 1.3.a1, the MPH Program is one of a number of accredited programs at CSUN and is administratively situated in the Department of Health Sciences (one of eight departments that make up the College of Health and Human Development). The program functions as a specific unit within the Department's overall Health Education Option which includes an undergraduate program of Public Health Education and the Master of Public Health Program in Health Education.

The MPH Program is one of a number of distinct academic preparation areas within the Department of Health Sciences including Health Administration (undergraduate and graduate program), RN to BSN Nursing Program, Radiology Technology undergraduate program, and Health Education. There is also a Gerontology Interdisciplinary Minor program located within the Department. Administratively, each program area has a

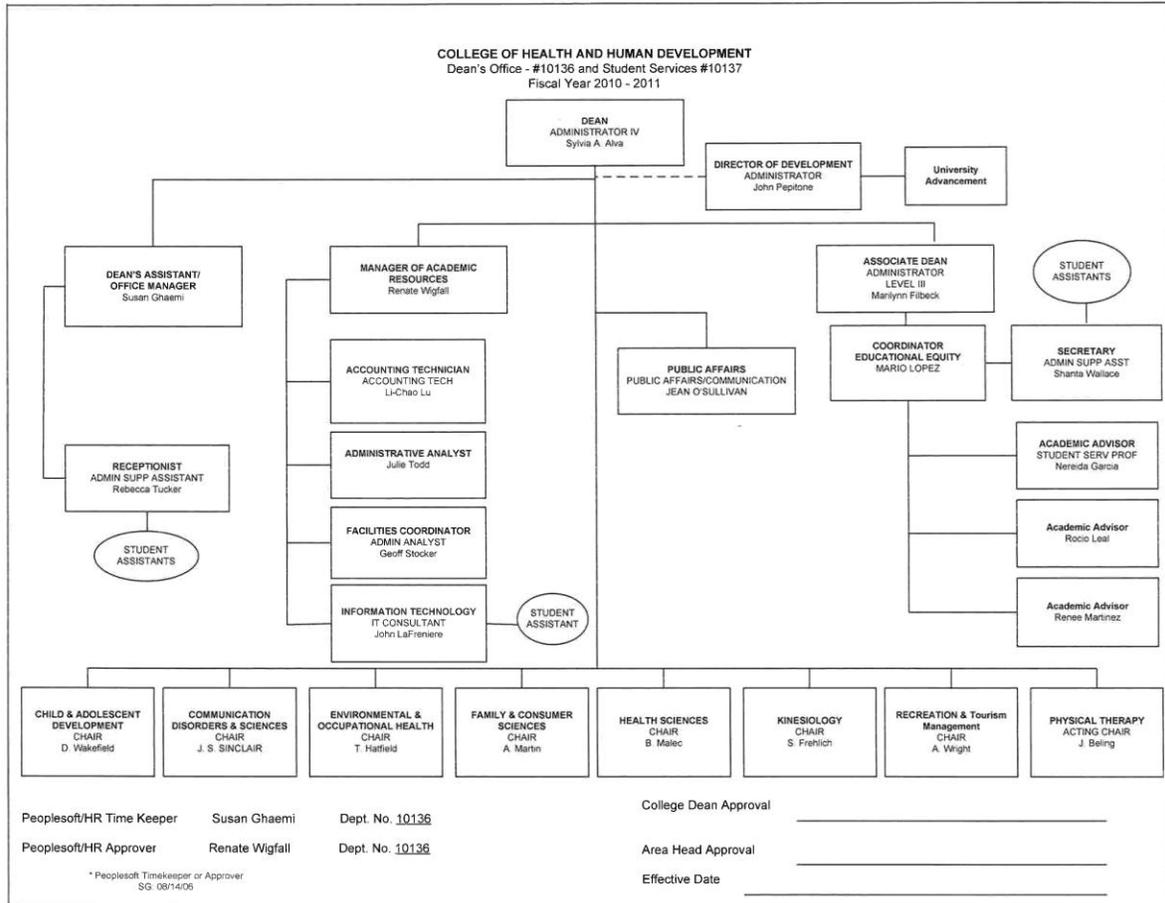
Director who reports to the Department Chair (Dr. Brian Malec) who in turn reports to the Dean of the College of Health and Human Development. Since the last Self-Study, there have been several changes to the Department including the appointment of Dr. Brian Malec as Chair. During the first Health Sciences Department meeting of Spring 2011, the faculty members were informed that Nursing will become its own department as of Fall 2011. The Health Sciences Department will then consist of Health Administration, Health Education and Radiology Technology.

**Table 1.3.a1: University Organizational Chart**



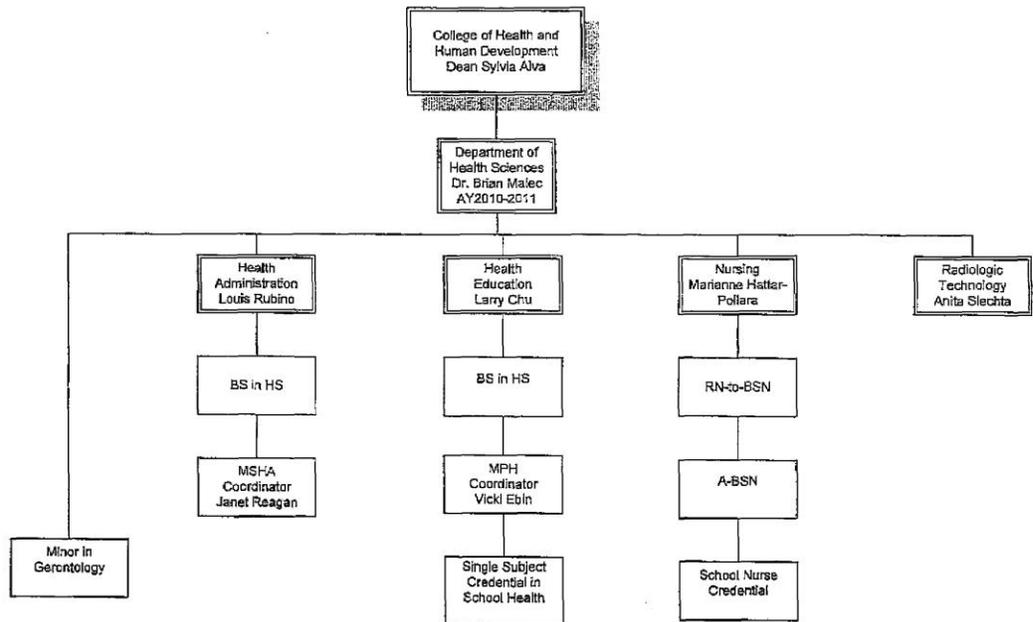
**1.3.a2 One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines.**

**Table 1.3.a2: Organizational chart College of Health and Human Development**



**Table 1.3.a3: Organizational Chart Department of Health Sciences**

California State University, Northridge  
 College of Health and Human Development  
 Department of Health Sciences



### **1.3.c A brief description of the university practices regarding:**

#### ***1.3.c.1 lines of accountability, including access to higher-level university officials***

The ultimate authority rests with the President, Jolene Koester, and the Provost, Harry Hildebrand. Decisions on funding, courses offerings in the summer session, and university policy are made by these officials. Academic issues related to faculty reside in the Faculty Senate. The MPH program is administratively located in the Department of Health Sciences. Other programs in the Department are: Health Administration (undergraduate and graduate); Radiologic Technology (undergraduate); and Nursing (BSN). The Department is located within the College of Health and Human Development (HHD). There are a total of eight departments within the HHD. The college is one of eight colleges that report to the Provost and Vice President for Academic Affairs.

Within the Department of Health Sciences, the MPH program is part of the Health Education Program. The Program has a Director and a Graduate Coordinator. The Program Director sits on the Department Chairs Program Directors Council. The Graduate Coordinator represents and is responsible for all aspects of the MPH program. The Graduate Coordinator sits on the CSUN Graduate Coordinator's Council.

The Department Chair sits on the HHD Dean's Council. Communication up and down the organization is efficient and takes multiple forms: face-to-face meetings, email, regular mail, retreats, standing and ad hoc committees and one-on-one conversation. The President of the University holds regular coffee hours with faculty all over the campus to ensure direct access to top administration.

#### ***1.3.c.2 prerogatives extended to academic units regarding names, titles and internal organization.***

Department names are controlled at the university level and do not require system approval. Academic units have the prerogative to suggest and apply for name changes and necessary titles. Program Director titles are a local Department decision and do not require University approval. The internal organization of the Department and the MPH are part of our Governance Policies. These policies were internally developed and represent the will of the faculty on internal practices related to conducting the business of the Department and the Programs. The Department has developed these policies over the past two years and continues to be in development. The Governance Policies outlines, for example, the roles, responsibilities, and selection of Program Directors and Graduate Coordinators. During the Spring Semester 2009 the Department of Health Sciences approved acceptance of this governance policy. A copy is attached (Attachment 1.3.c1).

### **1.3.c.3 *budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising.***

Budgeting and resource allocation are determined by the State of California, the Chancellor's Office for the California State University twenty-three campus system, the President and Provost of CSUN, and the Dean of HHD. The allocation is guided by the campus FTES target. The Department is the lowest organizational entity with a line-item budget. The MPH program is a subset within a Department and does not have and cannot have a separate line-item budget. The MPH program is not funded by tuition, but rather general state funds. The MPH program is supported in several ways. Faculty tenure track and part-time faculty salaries are allocated and managed at Department and College levels. Each Department is given line-item authority over an operating expense budget. The O&E expenditures and staff support are allocated to Programs based on full-time equivalent student FTES generation. Each faculty is allocated a base travel allocation and then can apply for additional funding when presenting research at professional meetings.

The College has a full-time development person available to support Departments and programs in fund raising. No specific to donations to the MPH have been received in the past few years. There is also grant writing support available on a project by project basis. The MPH program and the Department do not currently participate in indirect cost recovery from grants.

### **1.3.c.4 *personnel recruitment, selection and advancement, including faculty and staff***

New faculty lines are requested by Departments generally in the spring semester. The Dean negotiates with the Provost for centrally funded new positions. College funded new positions are also a possibility if funds are available. The MPH program was authorized to search for a tenure track faculty for AY-2009-2010. The new assistant professor began in Spring 2010. The MPH program has again been authorized to search for a new tenure track assistant or associate professor for AY-2010-2011.

Department policy is to elect a three person Search Committee. Two members are from the program and one is an at-large member. One member of the Search Committee is the chair and another is the equity and diversity representative. The whole process is guided by the CSUN Search Manual (<http://www.csun.edu/facultyaffairs/policies/manuals/S&SFT2010-11Final.pdf>). The Search Committee is charged with the development of a recruitment plan that is approved by the CSUN Equity and Diversity Office. The Search Committee and Department Chair give their summary and recommendation of the search to the Dean of HHD who is responsible for negotiating salary and other hiring terms. The Department is allocated sufficient recruitment funding for the search and on-campus expenses. Following the hire, the College allocates resources for the initial office setup and other necessary resources for the new faculty.

#### **1.3.c.4 Academic standards and policies, including establishment and oversight of curricula**

Every year the Department establishes a Curriculum Committee that is made up of one member from each of the four programs. All new curriculum proposals are vetted through the Department Committee. Successful proposals are then sent to the College of HHD's Curriculum Committee and the Associate Dean of HHD. Upon approval from the College Curriculum Committee proposals are then reviewed by the Graduate Studies Committee at the University level

(<http://www.csun.edu/grip/graduatestudies/gsc/> ). The process is governed by Faculty Senate policies. Current course content is reviewed yearly by program faculty.

**1.3.d *If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.***

Not applicable to the CSUN MPH Program

**1.3.e *If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.***

Not applicable to the CSUN MPH Program

**1.3.f *Assessment of the extent to which this criterion is met.***

The MPH Program believes that this criterion is met. There are procedures and protocol from the university level down to the department and program levels. The MPH Program is fully integrated into the California State University of Northridge.

**1.4 Organization and Administration. *The program shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the program's constituents.***

**1.4.a *One or more organizational charts showing the administrative organization of the program, indicating relationships among its component offices or other administrative units and its relationship to higher-level departments, schools and divisions.***

Please see Criterion 1.3b.

#### **1.4.b Description of the roles and responsibilities of major units in the organizational chart.**

The roles and responsibilities of administrators are determined by the university and their respective administrative unit. Within the Department of Health Sciences, the Department Chair oversees all programs and reports to the Dean of the College of Health and Human Development. The roles and responsibilities are outlined in [http://www.csun.edu/facultyaffairs/policies/manuals/SEC600\\_1011\\_FINAL.pdf](http://www.csun.edu/facultyaffairs/policies/manuals/SEC600_1011_FINAL.pdf) . The Department has recently implemented its own governance protocol for the Department Chair and Program Director (Attachment 1.3.c1).

#### **Department Chair**

All programs have a Program Director who reports to the Department Chair who in turn reports to the Dean of the College of Health and Human Development. Programs are supported by Administrative staff that assists Program Directors with admissions processes and other related activities necessary to the effective functioning of these programs. Program Directors meet as a body with the Department Chair monthly to discuss budget and resource allocations, University, College and Departmental policy concerns and issues, and other concerns that relate to the functioning of the Department and its various programs. The Chair is the direct link to the Dean of the College.

#### **Director of the Health Education Program**

The Director of the Health Education Program is responsible for two sets of duties; they include directing the undergraduate health education program and review the overall needs of resources for both the undergraduate and MPH programs. The Program Director relies upon his fellow faculty to make scheduling, curriculum, part-time faculty, and other recommendations to him. The Program Director assimilates all of the information provided, reviews it for efficacy and makes all the final recommendations to the Chair of the Health Sciences Department. Dr. Ronald Fischbach held this position in the 2009-2010 academic year. Dr. Fischbach resigned this position during the summer of 2010. Currently Dr. Lawrence Chu is the Program Director.

**Graduate Coordinator** It is the responsibility of the MPH Graduate Coordinator to oversee the program, student progress, the Total Quality Education process, chair the admissions committee, oversee the culminating experience, and be responsible for all correspondence relating to academic issues of the graduate students. The CSUN student handbook is the guide for graduate student behavior and the MPH Graduate Coordinator follows that guide (<http://www.csun.edu/graduatestudies/graduatestudies/documents/new-booklet2010.pdf>). It is the responsibility of the MPH Graduate Coordinator to attend all informational meetings of the Office of Graduate Studies and to keep abreast of

changes in academic and university protocol. The Graduate Coordinator typically receives three units release time when resources are available. During the Spring Semester 2010 no release time was available for the Graduate Coordinator due to budget restrictions so the Health Education Program Director fulfilled his role as well as that of MPH Graduate Coordinator. Dr. Vicki Ebin was the MPH Graduate Coordinator from 2005-2009. During the Fall Semester 2009 Dr. Kathleen Young was the acting MPH Graduate Coordinator and Dr. Fischbach took on that position during Spring Semester 2010. Dr. Ebin has resumed the MPH Graduate Coordinator responsibility as of Fall Semester 2010.

**1.4.c Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.**

The MPH Program offers only one track, community health education. The environmental course requirement, EOH 554, is taught by the Department of Environmental and Occupational Health. This collaboration has existed since this unit left the Department of Health Sciences and became its own department. There is consistent coordination as to the content, time of course offering and number of sections required by the MPH Program.

Beyond the above mentioned department collaboration there is individual faculty collaboration in the form of research grants. Faculty members are working with faculty of other departments on writing grants as co-principal investigators and have also submitted proposals to institutions on campus for funding. These relationships are instigated by the individual faculty member and are encouraged by the university. Additionally, faculty members are collaborating with community organizations on projects.

**1.4.d Identification of written policies that are illustrative of the program's commitment to fair and ethical dealings.**

The MPH Program is committed to instilling our students with the professional and academic ethics delineated in the CSUN Graduate Handbook (<http://www.csun.edu/graduatestudies/graduatestudies/documents/new-booklet2010.pdf>) and the Health Educator's Code of Ethics (<http://www.sophe.org/ethics.cfm> ). All students at CSUN must abide by the academic conduct code (<http://www.csun.edu/studentaffairs/faculty/> ).

**1.4.e Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.**

Student grievances and complaints follow specific guidelines as set up by the Office of Student Affairs ([http://www.csun.edu/studentaffairs/studentconduct/agga\\_comprocd.pdf](http://www.csun.edu/studentaffairs/studentconduct/agga_comprocd.pdf) ). Students are required to meet with the professor, then Department Chair, and then the Associate Dean of the College. If the student feels that the issue warrants further redress, he/she can file an official grievance which is then reviewed by the College Committee on Academic Grievances. The Committee investigates the grievance and decides if it has merit. There has only been one official grievance filed in the last four years. A student failed the comprehensive examination twice and filed a grievance as well as a lawsuit. It was dismissed in both cases as unjustified and without warrant.

Students are encouraged to come to the MPH Coordinator, Health Education Director or Health Sciences Department Chair whenever needed or desired. If the issue is related

to coursework, the student is asked whether or not he/she has discussed the problem with the instructor. If the student does not feel comfortable with the instructor, the MPH Coordinator, Health Education Program Director, or Department Chair can attend a meeting with the student and faculty member. No official complaints have been submitted over the past three years.

**1.4.f *Assessment of the extent to which this criterion is met.***

The MPH Program believes that this criterion is met with commentary. There is a well-defined organizational structure. The institutional hierarchy and responsibilities are well delineated. There are policies addressing ethics and grievances within the program and the university.

The one weakness of the MPH Program is that it uses the university Handbook for Graduate Students and will need to create one specifically for MPH Graduate Students. This process has already begun as the MPHAC has embraced the idea and created a active subcommittee to lead this process. MPH students met in a focus group to review the initial table of contents and to suggest what additional information should be included. The first draft will be available in the resource file during the site visit.

**1.5 Governance. *The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.***

**1.5.a *Description of the program's governance and committee structure and processes, particularly as they affect:***

**1.5.a.1 General program policy development**

Criterion 1.5 addresses the governance structure of the Department of Health Sciences. The Department Chair, Brian Malec, is responsible for the day-to-day running of the department. He works with the four Program Directors, representing Health Education, Health Administration, Radiology Technology, and Nursing. MPH governance rests with the MPH Graduate Coordinator working with program faculty and administrators. Policy development is a shared responsibility within the MPH Program. Recommendations can be made by any faculty member and then must be approved by a majority of all faculty members.

The Department of Health Sciences has several Committees serving all departmental programs. The Departmental Committees are:

**Personnel:** Only tenured Associate and Full Professors can serve on this committee and are elected by a vote of all departmental faculty. They are guided by the policies of the university and the department. Currently serving on this committee in 2010-2011 are:

Anita Slechta, Radiology Technology

Martha Highfield, Nursing, Chair

Marianne Hattar, Nursing

**Post Tenure Review:** This committee reviews faculty files every five years post promotion. This is an elected committee and is created only when needed. In 2010-2011 the following two faculty were on this committee:

Brian Malec, Chair

Martha Highfield

**Sabbatical Committee:** Reviews Sabbatical Proposals and makes recommendations to the College Personnel Committee. Serving on this committee in 2010-2011 are:

Anita Slechta, Radiology

Marianne Hattar, Nursing

Vicki Ebin, Health Education, Chair

**Governance:** This committee was created to develop governance guidelines for the Department, Department Chair, Program Directors, and Graduate Coordinators. Kathleen Young is a faculty member of the Health Education and MPH Programs. In 2010-2011 the following faculty served on this committee:

Lou Rubino, co-Chair

Kathleen Young, co-Chair

And various faculty members

Any other faculty member within the Health Sciences Department is encouraged to attend this committee and there is no restriction as to the number of members participating in this committee.

**Curriculum Committee:** This committee contains a representative from the four programs within the department. This committee must oversee any new curricular proposals or modifications to existing courses. Upon approval, curriculum is then sent to the College Curriculum Committee. The Chair of the Departmental Curriculum Committee serves on the college committee. Vicki Ebin served on this committee from 2006-2009. Ronald Fischbach served on this committee during the 2009-2010 academic year. In 2010-2011 Kathleen Young is serving on the department committee as the Health Education/MPH representative.

Ad hoc committees are created upon need.

The MPH Program has program specific committees. These committees include:

**Total Quality Education:** Oversees the midpoint and exit assessment surveys and interviews. All faculty assist with the midpoint interviews. Vicki Ebin chairs this committee.

**Admissions Committee:** Reviews and makes recommendations for MPH Program admission. Serving on this committee are:

Vicki Ebin, Chair

Lawrence Chu

Kathleen Young

**Comprehensive Examination:** The Comprehensive Examination Facilitator organizes the process and assigns faculty to serve as readers. Vicki Ebin is the Facilitator and the entire MPH faculty serves as readers.

### **1.5.a.2 *planning***

The MPH faculty meet on a regular basis, at least once a month on a regular basis and when needed. Decisions regarding all aspects of the MPH program are a shared responsibility and are accepted through a majority vote.

### **1.5.a.3 *budget and resource allocation***

Please see section 1.3.c.3 for a description of budget and resource allocation. Programmatic budgetary requirements are requested by both the Health Education Program Director and MPH Graduate Coordinator whenever needed.

### **1.5.a.4 *Student recruitment, admission and award of degrees***

During the past three years there has been a growing trend toward more of our applicants being admitted as full-time students in the Program than ever before. In the past, there were generally a far greater number of part-time students (approximately 62%). This trend continues and is having an impact on the way class scheduling is done as well as creating a need for multiple sections of the same course. The MPH Admissions Committee has been discussing the numbers admitted to the program compared to the budgetary issues of the university. No university or college administration has requested changing the size of the graduate program, giving the MPH Program full autonomy.

### **1.5.a.5 *faculty recruitment, retention, promotion and tenure***

University policies and procedures for the recruitment, retention, promotion and tenure of faculty members in all areas of the University are clearly delineated in Section 600 of the University Administrative Manual ([http://www.csun.edu/facultyaffairs/policies/manuals/SEC600\\_1011\\_FINAL.pdf](http://www.csun.edu/facultyaffairs/policies/manuals/SEC600_1011_FINAL.pdf)). These policies and procedures are explicitly established at the University, College and Departmental administrative levels and include affirmative action guidelines and procedures as well. An annual review by the University's Personnel Policies and Review (PP&R) Committee of the Faculty Senate assures the viability of these policies and procedures. In addition to the Section 600 Manual, the Department of Health Sciences has its own Personnel Policies and Procedures for retention, promotion and tenure (RPT) that are reviewed each year by the Department's Personnel Committee (Attachment 1.5.b4.1). These policies and procedures are evaluated annually, modified as needed and then reviewed and approved by the College Personnel Committee and PP&R. An important aspect of the RTP process is student evaluations of faculty. The student evaluations (also known as the "Wilson Evaluation Instrument") are described elsewhere in this document.

## **Policies and Procedures Regarding Equitable Opportunities**

All Faculty recruitment activities are reviewed by the Department Affirmative Action Representative and the University Director of Affirmative Action Programs. The MPH Program, through the Department of Health Sciences Search & Screen Process, adheres to all affirmative action policies and regulations of the University.

(<http://www.csun.edu/facultyaffairs/policies/manuals/S&SFT2010-11Final.pdf> ).

The policy of California State University, Northridge is to provide equal opportunity in all aspects of employment. The University is committed to a program of Affirmative Action to provide employees and applicants for positions in the University opportunities in all departments and job classifications on campus.

The MPH Program has always sought to recruit a diverse faculty in compliance with the University's Affirmative Action policies and procedures. While we have not always been successful in finding ethnically diverse qualified faculty, we recognize that cultural diversity makes for a stronger and richer mix in the teaching and learning process. Thus, this area is included in coursework and targeted in field training opportunities. Field internship preceptors are asked to assess the students' capacity to demonstrate cultural awareness and sensitivity while conducting their health education responsibilities.

## **Faculty Development**

Opportunities for faculty development occur at a number of levels within the University structure. At the University level, the following opportunities are available:

- Student On-Line Administrative Resources (SOLAR) provides services for faculty and staff technology training. The website address for SOLAR support is [www.csun.edu/itr/solar](http://www.csun.edu/itr/solar). Through this website, faculty can select links to training and documentation materials. Training sessions include didactic presentations, hands-on services; online staff paced training, and a quick reference guide.
- The Learning Centered University sponsors symposia that concern the enhancement and improvement of teaching and learning.
- The California Faculty Association (CFA) sponsors workshops to assist with the personnel procedures at the University. Faculty seeking retention, tenure and promotion can access these workshops to help them to better prepare for this process by receiving help and guidance in organizing their Personal Information File and related issues.
- The University Instructional Development Program is designed to encourage and assist efforts by faculty, departments, and colleges to improve teaching and learning, and to promote faculty research on the teaching and learning processes. This program is supported by the California Lottery Education Fund and includes activities such as: providing travel grants for faculty members to attend off-campus workshops devoted to teaching and learning; hosting on-campus workshops on teaching-related issues; providing release time grants to faculty members for self-designated instructional development

- and pedagogical research projects; and encouraging colleges and departments to implement ways of improving instruction.
- The Instructional Media Center (IMC) has provided faculty with release time, technical expertise, and numerous support facilities for faculty projects designed to improve the learning processes at CSUN. Through the IMC, faculty members have received training and assistance in such areas as graphics, photography, audio and video production, distance learning and multimedia development.
  - The Office of Research and Sponsored Projects provides support to faculty seeking extramural funding for various types of creative projects. This office also sponsors its own internal grant competition. Faculty may apply for mini-grants, three units of release time, or a summer fellowship.
  - CIELO: The Center for Innovative & Engaged Learning Opportunities brings together faculty for the purpose of improving the overall quality of various instructional programs on campus. Moreover, the BECK Grant has made financial support available for the implementation of programs to improve teaching and learning, such as workshops dealing with instructional technology and interactive television.

At the College level, the Faculty Development Committee promotes and enhances the faculty classroom skills through seminars, special workshops and conferences relevant to the various teaching areas within the College. The College, has appointed Dr. Seliger, a Health Sciences faculty member, to serve in the position of Grant Writer. This position calls for the coordination and writing of grants that have an interdisciplinary focus and are collaborative in nature.

### **Faculty Evaluation Procedures**

As described elsewhere in this document, procedures for evaluation of faculty competence and performance are described in Section 600 of the University Administrative Manual under Academic Personnel Policies and Procedures. These procedures include the following:

1. There shall be consultation between the Department Personnel Committee and the Department Chair relevant to matters of faculty evaluation.
2. There shall be consultation between the College Personnel Committee and the Dean relevant to matters of faculty evaluation.
3. All final deliberations by the two personnel committees must be completed independent from the Chair and the Dean respectively.
4. Each Department Personnel Committee shall review all relevant data in light of the criteria for retention, tenure, and promotion and shall submit a recommendation on each candidate.
5. Prior to submitting their recommendation, the Department Personnel Committee shall invite each faculty member being evaluated to meet with the Committee to elaborate upon materials in their Professional Information File (PIF) and to answer questions they may have about the file.

6. Each Department Chair shall make an independent evaluation of each faculty member under review.
7. The Personnel Committee of the College will review Department recommendations and shall submit its own recommendation.
8. The Dean of each College shall make an independent evaluation of each faculty member.
9. Evaluations are based upon the faculty member providing a Professional Information File which contains evidence of the following:
  - Teaching Effectiveness
  - Professional Preparation (qualifications for teaching)
  - Contributions to the Field of Study
  - Contributions to the University and Community
  - Professional and Personal Responsibilities

### **Student Course Evaluation Procedures**

The Student evaluation process has been described elsewhere in this document but will be reviewed again here. During the summer and fall of 2004, a Health Sciences Department committee was organized to review the University Wilson Evaluation Instrument (A copy of this instrument will be included in the Resource File at the time of the site visit). As a result of this review, some of the instrument's items were modified or deleted and replaced with new items. All full-time faculty members were given an opportunity to provide input on the final instrument to be used during the 2004-05 academic year (A copy of this instrument will be available in the Resource File at the time of the site visit). The instrument has not been modified from that time. Students complete the Wilson Evaluation Instrument and the Department Chairperson and Personnel Committee review the results as a part of the University's personnel procedures. Students evaluate all faculty members (full and part-time) yearly, while probationary and part-time faculty members are evaluated every semester. The Wilson Evaluation Instrument's results are subsequently reviewed by the College Dean and College Personnel Committee and become part of each faculty member's Professional Information File. Post tenure review occurs every five years for tenured faculty who are not eligible for promotion. This review is conducted by an elected Departmental Post Tenure Review Committee. The results of this review are then evaluated by the College Dean and those findings are shared with the individual faculty member.

#### **1.5.a.5 *academic standards and policies***

Academic standards and policies of the MPH Program are a shared responsibility of the faculty. Suggestions for changes and improvements are made during faculty meetings, discussed and then voted on. Changes are made when a majority of the faculty votes for that change.

**1.5.a.6 *research and service expectations and policies***

The research and service expectations are developed by the MPH Program faculty as well as by the university and departmental requirements for tenure and promotion.

**1.5.b *A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program.***

The Department of Health Sciences created a new governance document for the entire department. The Governance Committee began meeting in 2008 and is still meeting. The MPH Program follows this document as well as the university-wide policies and obligations of administrators, faculty and students. The document will be available in the resource file.

**1.5.c A list of standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.**

**Table 1.5.c MPH Committee Membership**

<b>Committee Position</b>	<b>Membership Selection</b>	<b>MPH Faculty Serving</b>	<b>Committee/Position Function</b>
MPH Admissions Committee	Appointed by Program faculty	Ebin (Chair) Chu Young	Reviews applications for admission to the Program and makes recommendations back to the Program Director for student acceptance/rejection
MPH Student Association	Association Officers elected by MPH students. One student representative acts as liaison to the MPH Program	Ebin (faculty advisor)  Wallis Adams(MPHSA President and liaison to the program)	Participates in MPH policy making, accreditation self-study activities, MPHAC, new student orientation and other related activities
MPH Program TQE Committee	Appointed by the Program Director	Ebin (Chair)	Conducts mid-point and exit interviews of students with respect to process and outcome evaluations of student progress and experiences in the program
MPH Alumni Association Liaison	Appointed by Program Director	Madjzoob	Provides active liaison between the Association and the MPH Program
MPH Advisory Council	Appointed by the officers of the MPHAC	Ebin, Chu, Young & Madjzoob	Advisory group to the MPH Program
Health Ed/ MPH/Department Assessment Coordinator	Appointed by the Department Chair	Madjzoob	Attend university meetings, support assessment efforts across CSUN, submit assessment reports to the department, college and university

MPH Alumni Association Liaison	Appointed by Program Director	Madjzooob	Provides active liaison between the Association and the MPH Program
MPH Advisory Council	Appointed by the officers of the MPHAC	Ebin, Chu, Young & Madjzooob	Advisory group to the MPH Program

**1.5.d Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.**

**Table 1.5.d1: Department, College and University Committee Participation by MPH Faculty**

<b>Committee Position</b>	<b>Membership Selection</b>	<b>MPH Faculty Serving</b>	<b>Committee/Position Function</b>
Department Personnel Committee	Elected by the department faculty	Anita Slechta Martha Highfield Marianne Hattar	Acts on all matters related to retention, tenure and promotion of faculty within the Department of Health Sciences
Department Sabbatical Committee	Elected by the department faculty	Vicki Ebin, Chair Anita Slechta Marianne Hattar	Reviews and makes recommendations on Sabbatical Proposals for the following year
Department Post-Tenure Review Committee	Elected by the department faculty each year	Brian Malec Martha Highfield	Reviews tenured faculty every five years who have not been reviewed for promotion
Department Program Directors Advisory Team	Elected by program faculty and appointed by the Chair	Chu, Rubino, Hattar & Slechta Malec (Chair)	Reviews, consults with Program faculty, and acts upon all administrative matters concerning operations of the Department and its various programs

Department Curriculum Committee	Elected by Program faculty	Young & representatives from the other three programs	Reviews Program curriculum changes, additions and modifications and recommends to the College Personnel Committee
Department Technology Committee	Appointed by the Chair	vacant	Advises the Chair concerning allocation of resources for technology and plans & implements faculty technology training
College Curriculum Committee	Elected by Department level committee	Ebin (Chair) , 2007-2009, Mary Paquette 2010	Reviews and approves all undergraduate curriculum from all Departments in the College and recommends to EPC
Department Governance Committee	Volunteer to participate	Rubino (Chair) 2009, co-chair 2010  Fischbach Slechta  Ebin 2009  Young co-chair 2010	Develop governance policies for the Department Chair, Program Director and Graduate Coordinators  Update/create assessment instruments for Chair, Program Director and Graduate Coordinator reviews.
CSUN Alcohol Abuse and Prevention Committee	Appointed by the VP of Student Affairs	Ebin	Prepare University-wide policy statements, student assessments, and prevention programs

**1.5.f Description of student roles in governance, including any formal student organizations, and student roles in evaluation of program functioning.**

Students have their own, autonomous organization, MPH Student Association (MPHSA). They conduct meetings, hold fund-raising activities, bring in speakers, have networking events, and participate in community service activities. For example, during October 2010, seventeen students signed up to participate in the AIDS Walk LA.

Students play a critical role in the governance and evaluation of the MPH Program. One member of the MPHSA is invited to faculty meetings as well as included in the MPH Advisory Council. Students are asked to contribute to surveys and meetings that address the responsiveness of the program in meeting their needs. On February 22, 2011 a focus group, led by student leaders, had MPH students reviewing the proposed student handbook. Additionally, the focus group allowed students to discuss what actions could be taken to improve the program, communication about the program's focus, and what improvements could be made to ease the transition into the MPH program.

**1.5.g *Assessment of the extent to which this criterion is met.***

The MPH Program believes that this criterion is met. Faculty members participate in the governance of the program, department, and university. The MPH students are an integral component of the program governance.

**1.6 Resources. The program shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.**

**1.6.a A description of the budgetary and allocation processes, sufficient to understand all sources of funds that support the teaching, research and service activities of the program. This should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact on the resources available to the program.**

One hundred percent of the MPH funding comes from State funds. The program is not tuition based. State funds are allocated to the California State University system. CSUN receives an allocation generally based on generation of full-time equivalent students (FTES). Within CSUN, funds are allocated to Colleges based on target FTES. Allocation to Departments is not FTES based, but each Department is given an FTES target. FTES targets are not given to programs. Operating expenses are allocated to Departments based on FTES production and full-time equivalent faculty. Faculty lines are centrally funded at the College level. Table 1.6.a1 shows the allocation within the Department to the MPH program for operating and travel expenditures. Travel and faculty development funds come from the Operating Expense allocation and are distributed to faculty in two ways: 1) base allocation to all faculty; and 2) supplemental allocations based on Department proprieties, such as presentation of research/scholarship at professional meetings by probationary and associate professors. The Program Directors Council provides advice to the Department Chair on discretionary funds like lottery funds for equipment. An open and collaborative process is engaged in with relation to funding requests for part-time faculty and new faculty hires.

**1.6.b A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, which is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in table format as appropriate to the program.**

**Table A (1.6.b1.) Sources of Funds and Expenditures by Major Category for Health Education/MPH**

Table 1.6.b. Sources of Funds and Expenditures by Major Category, Fiscal Years 2006 to 2010					
	AY-06-07	AY-07-08*	AY-08-09**	AY-09-10	AY-10-11
<b>Source of Funds</b>					
Tuition & Fees	\$0	\$0	\$0	\$0	\$0
State Appropriation					
University Funds	\$513,444	\$425,688	\$588,671	\$529,804	\$509,852
Grants/Contracts	\$0	\$0	\$0	\$0	\$0
Indirect Cost Recovery	\$0	\$0	\$0	\$0	\$0
Endowment	\$0	\$0	\$0	\$0	\$0
Gifts	\$0	\$0	\$0	\$0	\$0
Other - Operating Exp	\$12,500	\$10,400	\$10,400	\$13,400	\$13,400
Other -					
Other (explain)					
<b>Expenditures</b>					
Faculty Salaries & Benefits	\$513,444.00	\$425,688.00	\$588,671.00	\$529,804.00	\$509,852.00
Staff Salaries & Benefits					
Operations	\$8,300.00	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00
Travel/Professional Development	\$4,200.00	\$4,200.00	\$4,200.00	\$7,200.00	\$10,250.00
Student Support					
University Tax					
Other (explain)					
Other (explain)					
Other (explain)					

\*Two full-time faculty in Health Education program entered half-time early retirement program

\*\*Full-time faculty returned to Health Education program from administrative assignment

**1.6.c If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.**

Not applicable to the CSUN MPH Program.

**1.6.d A concise statement or chart concerning the number (headcount) of core faculty employed by the program as of fall for each of the last three years.**

**Table 1.6.d.1 Headcount of core faculty employed in Fall for Last Three Years**

	Core Faculty
Fall 2007	6
Fall 2008	4 + (2)*
Fall 2009	4 + (2)*
Fall 2010	4 + (1)*

Two Health Education/MPH faculty took part in the Faculty Early Retirement Program (FERP). They teach 50% in the program and are retired 50%.

**1.6.e A table showing faculty, students, and student/faculty ratios, organized by specialty area, for each of the last three years. These data must be presented in table format and include at least: a) headcount of primary faculty who support the teaching programs, b) FTE conversion of faculty based on % time or % salary support devoted to the instructional programs, c) headcount of other faculty involved in the teaching programs (adjunct, part-time, secondary appointments, etc), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of core faculty plus other faculty, f) total FTE of core and other faculty, g) headcount of students in department or program area, h) FTE conversion of students, based on 9 or more credits per semester as full-time, i) student FTE divided by regular faculty FTE and j) student FTE divided by total faculty FTE, including other. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in 4.1.a. and 4.1.b.**

- **Table B (1.6.e1.) Faculty, Students, and Student/Faculty Ratios by Department or Specialty Area**

Table 1.6.e. Faculty, Students and Student/Faculty Ratios by Department or Specialty Area – 2008, 2009 & 2010											
		HC Core Faculty	FTEF Core Faculty	HC Other Faculty	FTEF Other Faculty	Total Faculty HC	Total FTEF	HC Students	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Community Health	<b>Fall 2008*</b>	4	2.04	3	0.74	7	2.78	75.00	47.00	14.85	16.91
	<b>Fall 2009**</b>	4	1.69	4	0.85	8	2.54	84.00	51.00	15.68	20.08
	<b>Fall 2010</b>	4	2.53	3	0.65	7	3.18	81.00	45.80	18.14	14.40
*Two core faculty took the FERP options											
**Fall 2009 one full-time core faculty was on sabbatical											
Graduate FTES is calculated at 12-units equals 1-FTES											
FTEF is calculated at .25 per three unit course for full-time faculty and .20 for part-time faculty											

**Key:**

HC = Head Count

Core = full-time faculty who support the teaching programs

FTE = Full-time-equivalent

FTEF = Full-time-equivalent faculty

Other = adjunct, part-time and secondary faculty

Total = Core + Other

SFR = Student/Faculty Ratio

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**1.6.f A concise statement or chart concerning the availability of other personnel (administration and staff).**

The Department of Health Sciences has the following staff available to support the programs in the Department: 1) Department Chair 12-month contract; 2) Administrative Services Coordinator level II; 3) two Administrative Services Assistant level II; 4) four student workers; and 5) Computer techs available from College.

**1.6.g A concise statement or chart concerning amount of space available to the program by purpose (offices, classrooms, common space for student use, etc.), by program and location.**

Each care faculty has a standard individual office of 110 sq. ft. Part-time and half-time retired faculty share an office of 110 sq. ft. The Department has seven (7) classrooms within Jacaranda Hall that are allocated to programs for classes by the Department Chair. Allocation is based on the semester schedule, special needs of faculty and programs, demand and availability of room on a particular day and time. On high demand days and times courses may be located in adjacent buildings. A computer lab is located within the Department of Health Sciences for biostatistics and other computer based courses. The lab can be checked out for occasional use by other courses. The Computer Lab is controlled by the College and not the Department. A conference room is available on a reservation basis for program meetings, student organization meetings, student study groups, or other uses.

**1.6.h A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.**

A copy of the floor plan for the second floor of Jacaranda Hall is attached. The floor plan indicates faculty offices, Department Office, classroom space, computer lab, conference room, and storage space ((Attachment 1.6.h1).

**1.6.i A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.**

Each faculty office is equipped with a standard desktop (in most cases) computer setup and a standard configuration of office furniture. All offices are networked to the internet including access to several shared printers. Individual office printers are not normally provided. Each “smart” classroom is equipment with LCD ceiling projector, screen, audio, and DVD player. Instructors can access media in the library for direct broadcast into the classroom. Laptop computers are available for checkout for use in the smart

classrooms and for presentation in other locations. Students have access to computer stations in the library and in the College computer lab located in the Department. Open lab hours vary and we are expanding those in AY-2010-2011. The Department Office is fully equipped with networked printers, copiers, scanners, desktop setups for staff and student assistants. The campus is in process of moving toward thin-client based computer labs and offices over the next few years.

**1.6.j A concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.**

The university library (Oviatt Library) is easily accessible via walk-in or the Internet (<http://library.csun.edu/>). The Internet provides access to the complete library and external resources. The building is open sufficient hours for student access and is physically located directly south of Jacaranda Hall. Oviatt Library has Graduate Student Study Rooms available to students on a first-come basis. The media collection is extensive. A library staff person is assigned to the Department of Health Sciences and is very responsive to faculty requests for the purchase of media and other resources. The library staff person has conducted numerous training sessions for students on the use of resources, reference styles and the use of reference databases.

<http://library.csun.edu/About/HistoryandFacts>

The California State University, Northridge's Oviatt Library provides educational, cultural and information services and resources to the students and faculty. Its primary mission is to support and supplement classroom and independent learning; facilitate student and faculty research; and provide students with lifelong skills in identifying, locating, evaluating and synchronizing information.

All library materials are housed in the Delmar T. Oviatt Library, a 234,712 square foot state-of-the-art facility. Of note are the Collaboratory with its 175 multipurpose computer workstations, 3 computer-equipped library instruction labs with a total of 100 computers, and 150 computer workstations, in various library locations, devoted to library information resources. There are over 1,600 seats for in house study. During Fall and Spring semesters, the building is open 85 hours a week. The Library maintains and provides access to electronic information 24 hours a day.

The Oviatt Library has a physical collection containing 1.4 million volumes, of which over 1.1 million are books, and over 250,000 bound periodical volumes. The Library subscribes to 53,000 online journals, over 2,300 print journals, over 200 online databases and nearly 274,713 ebooks. The microform collection contains 3.17 million pieces. There are over 14,200 sound recordings, 12,700 film and video recordings and nearly 60,000 pictures and other graphic materials. The archives and manuscript collection exceeds 4,200 linear feet of materials, with nearly 38,500 items housed in Special Collections.

The Library is heavily used with 13 million uses of its web pages annually, a gate count of nearly 1.6 million annually, and over 150,000 reference questions answered per year by librarians.

**1.6.k A concise statement describing community resources available for instruction, research and service, indicating those where formal agreements exist.**

The MPH program has created an extensive network of community resources specifically for the graduate Field Experience. Formal agreements exist with the agencies for internship opportunities. Community members have served as guest speakers. The program encourages community members with appropriate credentials to apply for part-time teaching positions, when available. Faculty members have worked on evaluation projects with community members.

**1.6.l A concise statement of the amount and source of “in-kind” academic contributions available for instruction, research and service, indicating where formal agreements exist.**

Not applicable for the CSUN MPH Program.

**1.6.m Identification of outcome measures by which the program may judge the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years. At a minimum, the program must provide data on institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget.**

Qualitative Resource Outcome Measures are as follows:

There are adequate MPH Program faculty resources to meet course requirements

All MPH Program faculty members have offices with computer facilities

Travel funds are available to faculty presenting at conferences

Computer software is available for faculty

Library resources meet program needs

All classrooms will have technological capabilities

Resources are available to give the MPH Graduate Coordinator three units of release time

	AY 2007-2008	AY 2008-2009	AY 2009-2010
There are adequate MPH Program faculty resources to meet course requirements	All courses provided	All courses provided, however a second section was needed due to high demand	All courses provided
All MPH Program faculty members have offices with computer facilities	Met	Met	Met
Travel funds are available to faculty presenting at conferences	met	met	met
Computer software is available for faculty	met	met	met
Library resources meet program needs	met	met	met
All classrooms will have technological capabilities	met	met	met
Resources are available to give the MPH Graduate Coordinator three units of release time	met	met	Not met

CSUN does not provide institutional expenditures per full-time-equivalent student, nor are there research dollars per full-time-equivalent faculty. There are several methods of obtaining additional funding for faculty. Every seven years a faculty member can request a Sabbatical. They are competitive and not all faculty receive one the first time it is requested. Financial resources can be applied for through lottery money. The Department Chair submits a departmental request on behalf of the entire department. The Quality Campus Fee provides funding for instructional improvement. Funding can be found through several competitive sources; professional development grants, faculty research competition, Beck Grant, and the probationary faculty research grant.

### **1.6.n Assessment of the extent to which this criterion is met.**

This criterion is met. There are adequate resources to support the requirements of the MPH Program. Release time is not always available for the MPH Graduate Coordinator. When this occurs, the Health Education Program Director must fulfill both positions. The university has computer software to meet all faculty needs. Computers are given to all faculty members and each office is linked to the Department Office Printer. The Department has scanning capabilities to enable faculty to scan articles, thus decreasing copying needs. All classrooms in our department building, Jacaranda Hall, have technology capabilities (*smartrooms*). Faculty teaching outside of Jacaranda Hall can take a computer/LCD setup to accommodate a possible lack of classroom technological capabilities.

## **2.0 Instructional Programs**

**2.1 Master of Public Health Degree: *The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional degree.***

### **2.1.a Instructional Matrix**

The Health Education program in the Department of Health Sciences at California State University Northridge (CSUN) offers a Master of Public Health (MPH) degree with a specialization in Community Health Education. The MPH is a professional degree which prepares graduate students for a career in public health education and includes coursework that address the fundamental areas of public health: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. Students attend regular on-site course sessions spread over a standard term. The MPH program does not have a joint degree offering, nor does it offer any distance education or executive degree programs. The Department of Health Sciences includes a non-CEPH accredited undergraduate degree in Public Health Education. The MPH program and associated curricula are presented in Table 2.1.a.

**Table 2.1.a1: (Template C) Instructional Matrix**

Table 2.1.a. Instructional Matrix – Degree/Specialization		
	Academic	Professional
<b>Bachelors Degrees</b>		
None offered		
<b>Masters Degrees</b>		
Master of Public Health – Community Health Education		X
<b>Doctoral Degrees</b>		
None offered		
<b>Joint Degrees</b>		
None offered		

### **2.1.b Bulletin or other official publication**

The official publication for the curricula offered by the MPH program is currently the CSUN Course Catalog 2010-2012. This printed catalog is updated every two (2) years by the university and is accessible online to all CSUN students, faculty, and staff. A print version of the catalog is provided to university faculty whenever it has been updated, every two years. Students and staff can buy the print version at the university store. The University updates the online version of the catalog every semester and can be viewed at <http://www.csun.edu/catalog>. The MPH program listing in the online catalog can be found at ( <http://www.csun.edu/catalog/healthsciences.html> ) .

**2.1.c Assessment of extent to which this criterion is met.**

This assessment is met. The California State University, Northridge MPH Program has a defined instructional matrix that reflects the general issues of public health and community health education in particular.

**2.2 Program Length: An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.**

**2.2.a Definition of credit:** One (1) credit is equivalent to 15 contact course hours. Therefore a three (3) unit course carries 45 contact course hours.

**2.2.b Information about minimum degree requirements**

The CSUN MPH Program changed the required number of units for graduation from 41 to the current 42 minimum units. This change occurred in March 2008. Prior to March 2008, the difference in the units required for graduation reflected whether or not a student opted to take the comprehensive examination or thesis/project, the thesis/project was valued at two units. Currently either option is equivalently valued at three (3) semester units. The MPH Program requires all students to complete a minimum of 42 semester credit units. The required curricula for the MPH program is shown below in Figure 2.

**2.2.c Information about the number of MPH degrees awarded for less than 42 semester credit units with summary of reasons.**

Students who opted for a graduate thesis/project prior to March 2008 graduated with 41 semester units of academic credit. There were ten students choosing this option between 2005 and 2008. All course work was equivalent except for the value of units allocated for the comprehensive examination (HSCI 697), which was 3 units, or the thesis/project (HSCI 698B) which was given 2 semester units at the time. Since then, curricular requirements for the MPH degree have been changed so that the graduate/thesis project carries the same number of semester units as the comprehensive examination course.

**2.2.d: Assessment of the extent to which this criterion is met.** This criterion is met. The CSUN MPH Program has a defined instruction curriculum and all students must complete a minimum of 42 semester units.

**2.3 Public Health Core Knowledge: *All professional degree students must demonstrate an understanding of the public health core knowledge.***

**2.3.a *Identification of the means by which the program assures all professional degree students have a broad understanding of the areas of knowledge basic to public health.***

All MPH students are required to complete the basic 30 unit core of Health Education courses as noted in the University Catalog and outlined below in Table 2.3.a1. The program offers a comprehensive approach to the preparation and training of MPH graduate students. A qualifying program of 4 units of biostatistics and the concurrent biostatistics lab are required for students admitted to the program with no prior related statistics course. The MPH core courses include public health-related topics which offer students a broad understanding of the areas of knowledge basic to public health: biostatistics, epidemiology, environmental and occupational health, health services administration, and community health. Nine units of electives are chosen with faculty advisor approval in areas such as additional health education process courses, health administration, environmental and occupational health, epidemiology, and gerontology. Independent study is also available for those students wishing to pursue unique research opportunities. Developing a breadth of knowledge in a variety of advanced public health areas is an option for completion of the elective course requirements.

**Table 2.3.a1 Course Requirements for the MPH degree**Qualifying Program

HSCI 390	Biostatistics	3 units
HSCI 390L	Biostatistics Lab	1 unit

MPH Core

HSCI 531	Seminar: Health Education Program Planning and Evaluation	3 units
HSCI 533	Advanced Concepts in Health Behavior	3 units
HSCI 535	Curriculum Development in Health Education	3 units
HSCI 538	Seminar: Community Health Action	3 units
HSCI 541	Administration, Supervision & Consultation	3 units
EOH 554	Seminar: Environmental & Occupational Health	3 units
HSCI 587	Seminar: Epidemiology	3 units
HSCI 592	Advanced Biostatistics for the Health Sciences	3 units
HSCI 693A	Supervised Field Training	2 units
HSCI 694	Research Design in the Health Sciences	4 units

Electives

A minimum of nine (9) units with faculty advisor approval		9 units
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Culminating Experience

HSCI 697	Directed Comprehensive Studies	3 units
or		
HSCI 698B	Thesis/Graduate Project	3 units
<b>Total Units for the MPH Program</b>		<b>42 units</b>

**2.3.b Assessment of this criterion.**

The MPH Program believes this criterion is met. There is a curriculum that addresses the core requirements of public health in general and health education in specific.

**2.4 Practical Skills: All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' area of specialization.**

**2.4.a: Description of program's policies and procedures regarding practice placements, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites, preceptor qualifications and criteria for waiving the experience.**

All MPH students are required to complete a 400 hour Field Training Practicum. The Field Training experience should be scheduled after the student has completed a minimum of 21 units of core MPH coursework. Exceptions can be made if the student is close to the 21 unit minimum and has been accepted to a unique practicum internationally or nationally. The Practicum provides the student with an opportunity to apply theories, principles and skills learned in the course of the academic program, as well as providing the Field Training Supervisor/Preceptor and the Field Training Coordinator with an opportunity to assess the professional strengths and weaknesses of the student. The student should complete the field training experience with a sense of accomplishment and professional competence by meeting the competencies guiding the MPH program.

As the MPH Field Training Manual indicates, for a site to qualify as a preceptor agency, it must:

- Have an MPH trained health educator with at least 5 years of experience;
- Have sufficient resources and interest to support the MPH student;
- Sign an affiliation agreement with the University Field Training Supervisors;
- Submit Curriculum Vitae to verify their qualifications to manage students; and
- Meet with the Field Training Coordinator as needed to assure that students are meeting the objectives of their learning contracts, and the standards as outlined in the Field Training Manual.

It should be noted that some students also identify their thesis or graduate project topics during their field training experiences, if they chose to do this culminating experience.

- PLACEMENT

Each student will be placed in an appropriate agency under the supervision of a qualified MPH level health educator. This supervisor is designated as the “Field Training Supervisor.” The choice of agency and supervisor is made jointly by the MPH Program’s Field Training Coordinator, the student, and the agency.

Planning for the experience should begin prior to the semester of the placement. The usual course of events in locating a site is for the student to indicate a preference for the type of health setting he/she would like to work in and the geographical area. The student should meet at an early stage with the MPH Field Training Coordinator who will assist in locating possible sites. The student then makes contact with one or two agencies that have the type of program the student is interested in. If the agency is interested in having the student, the potential Field Training Supervisor should contact the Field Training Coordinator to work out the details of the placement. In the event the type of program or geographical area the student has requested is not available, the Field Training Coordinator has the prerogative to place the student in an alternate agency or program. The student desiring a placement nationally or internationally must begin preparing at least two semesters prior to the actual placement. State and National agencies often require lengthy application processes and the student must have the site placement approved prior to leaving the university campus.

- DURATION

Students should normally plan to spend either two semesters in field training for two and a half days per week OR one semester for 5 days a week, 8-hours per day. The Field Training Supervisor and the student will agree upon the number of hours to be spent directly on-site (Many assignments will also necessitate working off-site, e.g., library, meetings, etc.). Some students may be asked to complete literature reviews or work that could be done through a home computer. These assignments cannot account for more than 25% of the total practicum hours. When the Field Training Coordinator is available, field training can be arranged during the summer. Those students securing a field placement opportunity during the summer must have their contract in place before the end of the spring semester of the same year.

Students who begin field training in the Fall Semester will usually complete their experience by the end of the following Spring Semester (June). Those who begin in the Spring Semester usually complete by the end of the summer (August-September).

- MEETING AND REPORTS

Each student in field training is required to attend the field training seminar (HSCI 693A) in the designated semester enrolled in the course. During the seminar each student will present oral progress reports concerning his/her field project. In addition, students are required to submit written progress reports and time logs to the Field Training

Coordinator each time the seminar meets. Students maintain a journal with activities and reflections of their experiences.

- GRADING

Grading of the field training experience is on a Credit/No Credit basis. Although the duration of the experience can be over two semesters, the student is required to register only once. Generally, at the end of the first semester an incomplete grade is awarded until the student satisfactorily completes the experience. Upon completion, the student will receive the grade. Normally the grade is awarded after the Field Training Coordinator receives the evaluation from the Field Supervisor and has conducted an exit interview in which the student, Field Supervisor and Field Training Coordinator meet for a review of the experience. This is also the opportunity for placement and program assessment from both the student and Supervisor. All Field Supervisors are required to submit a written final evaluation of the student.

The grade received for Health Science 693A is based on the following criteria:

- Evaluation of the student's field work and project by the Field Training Supervisor.
- Attendance at the field training seminar, and completion/submission of project report.
- A pre/post personal assessment of skills and competencies. The student will review his/her competencies prior to beginning the site experience and then compare upon completion of this experience. This personal reflection is included in the final report.

- FIELD TRAINING PROJECT VERSUS ACTIVITIES

Students should strive to be involved in a comprehensive range of health education experiences which facilitate accomplishment of at least those field training objectives agreed upon between the preceptor and student. Agencies and supervisors differ in their approaches to achieve those objectives. For instance, one agency may involve the student in a main project from beginning to end, and another agency might involve the student in pieces of several different projects and activities.

- THE JOB SITE AS A FIELD TRAINING SITE

When a student elects to do their field training at the same site as their employment they must insure that:

1. Their Field Training Supervisor is not their employer or immediate supervisor;
2. The hours involved in field training are distinct from their working hours;
3. The field training activities are distinct from their employment activities; and
4. The arrangement has been approved by the MPH Field Training Coordinator.

- SPECIFIC DUTIES AND RESPONSIBILITIES

1. MPH Field Training Student

MPH field training requires that the student, throughout the field experience, actively participates in defining and re-defining their original field training objectives and evaluating her/his own personal and professional growth and development. The student should:

- Define student goals and objectives for the field training experience in cooperation with MPH Program Field Training Coordinator and Agency Supervisor.
- Develop a mutually acceptable set of field training objectives with the Agency Supervisor and MPH Program Field Training Coordinator. Mutual obligations should be defined to include a description of the student's specific field training responsibilities, work plans, and time commitments. This should be submitted to the MPH Field Training Coordinator prior to beginning the experience.
- Acquire and analyze pertinent information related to the agency and its functioning.
- Establish working relationships with agency personnel and appropriate community representatives involved in the field training projects.
- Complete field training assignments as directed by the agency supervisor.
- Adhere to the agency's work schedule and attend all assigned and appropriate meetings regardless of when held.
- Participate actively in the field training seminar with MPH Program Field Training Coordinator.
- Evaluate and integrate suggestions and criticism.
- Keep and share with Agency Supervisor and MPH Program Field Training Coordinator a weekly log of activities.
- Prepare and present a written final report to MPH Program Field Training Coordinator and Agency Supervisor. The report should include progress made toward meeting stated goals and objectives, value of the field training experience, suggested changes for improving the experience, etc.

- MPH Program Field Training Coordinator

The role of the MPH Program Field Training Coordinator includes administrative, consultative, supportive, and evaluative responsibilities. Throughout the field experience, the Coordinator maintains ongoing relationships with the student and the agency supervisory. Appropriate supervision requires that this individual have in-depth knowledge of the student and the subject matter the student is expected to learn during field training. Ideally, the Field Training Coordinator should visit the student at the

training site at least once during field training.\* the MPH Field Training Coordinator should:

- Inform students about the availability of field training placement opportunities.
- Serve as a consultant and resource to the student in the definition of field training goals and objectives and selection of an appropriate placement.
- Provide the agency supervisor with information, consultation, etc., helpful to the supervisor in planning for the placement and development of the student.
- Be available and accessible to the students and agency throughout the period of field training.
- If feasible, meet with the student and agency supervisor at least once during field training for open discussion of student progress, personal development and problems. \*\*
- Evaluate student progress and development on basis of Agency Supervisor reports, student self-evaluation and the Coordinator's own observation.
- Provide clear guidelines for the student's final report and evaluate the content of the report.
- Encourage the student and the agency supervisor to provide constructive feedback regarding the academic preparation of the student as well as the operation of the field training program

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\* It is recognized that distance, financial and other constraints may preclude faculty advisor visits at the training site. Although less satisfactory than personal visits, alternative arrangements may be necessary, such as: Periodic telephone calls to the student and Agency Supervisor, or special arrangements with a suitable faculty advisor from an accredited health education program that is located in close proximity to the training site.

\*\* Alternative arrangements should be discussed and agreed on with the Agency Supervisor prior to field training.

- Agency Supervisor

Selection of sites is determined by the student and instructor of the internship course. A mandatory meeting between the student and Field Coordinator is required prior to the seminar course. Students are provided with a list of agencies and contact information.

The criteria for the internship preceptor: must have a master's degree (MS or MPH) in community health education. The evaluation of the practice placement site: students participate in an informal and formal evaluation of the internship site.

There is no waiver offered at this time (waived from the internship experience).

The role of the health education Agency Supervisor is one the supervisor would usually perform with a new, entry-level employee. Throughout the field training the agency supervisor assumes a primary and critical role in educational and professional development of the student.

This involves providing guidance, instruction, information and counseling within a supportive and professionally stimulating environment.

In very selected cases when the Agency Supervisor is not a professional health educator, arrangements must be made for an appropriate professional health educator to be involved in the field experience. The Agency Supervisor should also:

1. Provide the student with an orientation to the agency. This should include information about the purpose, history, policies, organization and personnel of the agency.
2. Orient other appropriate agency personnel to the CSUN MPH field training program.
3. Plan assignments and work schedule with the student in consonance with the student's foals and objectives for the field training and the agency's goals and objectives.
4. Provide adequate office space and support services for the student.
5. Introduce the student to agency personnel, other professionals and community representatives with whom she/he will be associated.
6. Provide opportunities for the student to become aware of the relationships between placement agency and its immediate community.
7. Provide opportunities for the student to become aware of the relationships between placement agency and other local, state, regional and national agencies both in the private and public sectors.
8. Encourage the student to work independently while providing opportunities for information gathering and sharing.
9. Meet with the student at predetermined times (weekly) to discuss and evaluate the student's performance, progress and problems.
10. At the conclusion of the field training experience, provide the MPH Program Field Training Coordinator and the sponsoring agency with a written evaluation of the student's performance (form to be furnished by Field Training Coordinator).

It is also the Field Training Coordinator's responsibility to bring forward to the program faculty any unresolved student-related problems that may occur in the field training experience. The procedure for resolving student-related problems includes:

- The Field Training Coordinator meets with the student and the Field Preceptor to seek a resolution to the problem

- The assigning of additional field training hours (if needed), a transfer of the student to a new field training site, (or another outcome as necessary)

When the Field Training Coordinator feels that the issue needs faculty input, the issue is brought to the faculty during the monthly meetings for discussion and suggestions for resolution.

**2.4.b: Identification of agencies and preceptors used for the Field Placement Experiences**

The MPH Program has been very successful in recruiting field training sites over the years. Table 2.4.b1 below lists the sites that have provided field placement experiences over the last two academic years.

**Table 2.4.b1: Field Training Sites Utilized by the CSUN MPH Program in the last 2 years**

<b>Community Agency</b>	<b>Location</b>	<b>Preceptor in Charge</b>
Kaiser Permanente Medical Group	Panorama City	Mei-Ling Schwartz Karen Pantazi, MPH
Los Angeles County of Public Health	Los Angeles	Jessica Marshall, MPH Olga Vigdorichik, MPH
Department of Veterans Affairs	Los Angeles	Paul West, BS Rachel Rosen, MPH Ileana Aldana, MPH
Northridge Hospital Medical Center	Northridge	Carrie Pon, MPH
Pasadena Public Health Department	Pasadena	Joy Guihama, MPH Natasha Morisawa, MPH
The Help Group	Sherman Oaks	Sheri Strahl, MPH
AIDS Project Los Angeles	Los Angeles	Jeff Bailey, MPH
CSUN Klotz Student Health Center	Northridge	Marianne Link, MPH
LA Public Health Office of Women’s Health	Los Angeles	Susan Nyanzi, MPH
LA County Department of Public	Los Angeles	Jacqueline Valenzuela,

Health		MPH Eleanor Long, MPH
Kaiser Permanente Medical Group	Woodland Hills	Bonnie Weissman, MPH
Living Well	Longmont, Colorado	Melissa Houghton, MPH
LA County of Public Health Injury & Violence Prevention	Los Angeles	Dalia Bedair, MPH Celeste Del Valle, MPH
America Lung Association	Santa Ana	Adriana Batista, MPH
Ventura County of Public Health	Ventura	Diane Dobbins, MPH, RN Linda Bayes, MPH
Susan G. Komen Los Angeles Affiliate	Los Angeles	Deb Weintraub, MPH
Creative Health Solutions	Las Vegas, Nevada	Lindsey Ricciardi, MPH
UCLA Asian American Network for Cancer Awareness Research	Los Angeles	Majorie Kagawa-Singer, MPH, RN, PHD
Healthnet	Pasadena	Hoa Su, MPH
UCLA Southern California Injury Prevention Research Center	Los Angeles	Daniel Healy, MPH
USC Norris Comprehensive Cancer Center	Los Angeles	Lourdes Baezconde-Garbanati, MPH, PHD
American Lung Association	Los Angeles	Katie Van Cleave, MPH
Colleges of the Canyons Student Health Center	Valencia	Sheri Burke, MPH
Northeast Valley	San Fernando	Debra Rosen, MPH
The Alzheimer's Association	Northridge	Aurora Morales, MPH
Venice Family Clinic	Venice	Eleni Manousogiannakis, MPH

A review of the field placement experiences demonstrates that the MPH Program has a variety of training sites for its graduate students. In addition to these sites, students have been placed at the World Health Organization in Geneva, the Centers for Disease Control and Prevention in Atlanta, and in other locations across the country. As mentioned in previous sections, student placement in a field training site can begin in one of two ways; either the Field Training Coordinator recommends a placement site to the student or the student brings information from a site to the Field Training Coordinator who then reviews the information with the student to determine if the site meets the requirements of the MPH Program.

**2.4.c: Data on the number of students receiving a waiver of the practice experience for each of the last three years.**

There is no waiver available. Students working in a health education setting are required participant in the field training experience.

**2.4.4: Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations.**

Although the MPH Program is open for application to any students with a Bachelor's degree, there have been no preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program in the past 5 years.

**2.4.e: Assessment of the extent to which this criterion is met.**

This criterion is met. The MPH Program has been very successful with the caliber of Field Placement Supervisors and their willingness to continue serving in that capacity.

**2.5 Culminating Experience: All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.**

**2.5.a Identification of the culminating experience required for each degree program.**

In addition to the field placement experience, students are required to complete a culminating experience resulting in either a comprehensive examination or a thesis/graduate project. Students opting for the comprehensive examination enroll in a review course (HSCI 697) the semester the student is sitting for the examination. This review course may be formal or informal depending on the number of students preparing for the examination. That is, if there are enough students to carry a formal class (a minimum of eight is required by the University for a graduate level course) then a formal course is taught. Otherwise, students meet individually with the Comprehensive Examination Coordinator and Program faculty to prepare for the examination. The majority of MPH students take the Comprehensive Examination during the spring semester.

The exam is a time-limited take-home written examination in which students have 48 hours to respond to the test items (a copy of the examination will be available in the Resource File at the time of the site visit). The examination covers the basic public health education competency areas. The examination is graded blindly by randomly selected two-member faculty teams. The faculty teams follow a prescribed protocol that guides their review and scoring of the examinations (a copy of the protocol will be available in the Resource File at the time of the site visit). For students who fall short of the required 80% as passing the examination, they are asked to sit for a one-hour oral follow-up exam if they have attained at least a score of 75% on the written examination. The purpose of the follow-up exam is to provide the student with one additional opportunity to elaborate or clarify some aspect of their written response. In compliance with University policy (a copy of the policy will be available in the Resource File during the site visit), students who fail the examination are given one more opportunity to pass.

Those students who do not pass the examination on the second administration are dismissed from the University without the awarding of the MPH degree. The pass rate has been fairly consistent at 75-85% passing on first administration and 99% at the second opportunity to take the written examination.

A student selecting the thesis or graduate project option identifies a program faculty member to chair a thesis or project committee, and, in consultation with the Thesis Chair, two additional individuals are asked to serve as committee members (one of which can be from outside the University). Upon selection of a committee, the student develops a written proposal which must be approved by the entire thesis committee. The student submits a Thesis Proposal Form to the Office of Graduate Studies. The proposal is then submitted to the University's Human Subjects Committee for review prior to commencing the thesis or graduate project. The Committee Chair and other committee members provide guidance and mentoring through the research and writing process. All committee members must provide final approval of the work before it is submitted to Graduate Studies to complete the degree requirements (copies of recent thesis/graduate projects will be available in the Resource File at the time of the site visit). Only one student opted for the thesis in 2009-2010 and another student is currently completing her thesis for the 2011 graduation.

#### **2.5.b *Extent to which this criterion is met.***

The MPH Program believes this criterion is met. There is a well established protocol for completion of a culminating experience. The MPH Program faculty members have encouraged most students to participate in the comprehensive examination rather than a thesis/project. This has increased the likelihood of students finishing within three years.

**2.6 Required Competencies:** *For each degree program and area of specialization within each program identified in the instruction matrix, there shall be clearly stated competencies that guide the development of educational programs.*

**2.6.a Identification of core public health competencies that all MPH or equivalent professional masters degree students are expected to achieve through their courses of study.**

The MPH program has adopted the Responsibilities and Competencies delineated through the National Commission for Health Education Credentialing (NCHEC) and the Core Competencies for Public Health Professionals from the Council on Linkages (COL) Between Academia and Public Health Practice. Over 90% of public health academic institutions use these core competencies to identify and meet workforce development needs. The program faculty members have identified 10 student competencies which meet the MPH curriculum and incorporate corresponding skills within each competency domain. The 10 student competencies are:

1. Monitor health status to identify community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate and empower people about health issues
4. Mobilize community partnerships to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of healthcare when otherwise unavailable
8. Assure a competent public health and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

**2.6.b A matrix that identifies the learning experiences by which the core public health competencies are met. If this is common across the program, a single matrix will suffice. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.**

The following Table 2.6.b1 provides the 10 student core competencies and examples of learning experiences for each of the competencies. All students in the MPH program should master these competencies following the completion of the program. A table with the complete set of learning experiences will be available in our resource files at the time of the site visit.

**Table 2.6.b1. Student Core Competencies and Examples of Corresponding Learning Experiences**

<b>1. Monitor health status to identify community health problems</b>	<b>Courses Offered</b>
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Assess individual and community needs for health education based on thorough community, behavioral and environmental analyses</li> <li>• Identify current university and community health problems and the role of health educators as they are involved in those problems</li> <li>• Understand the importance and explain procedures of a needs assessment</li> <li>• Understand the current development of the chronic disease burden and the underlying causes of these diseases</li> <li>• Discuss current trends in infectious diseases including emerging and re-emerging diseases and nosocomial infections</li> <li>• Identify prevention and control measures used in epidemiologic research for diseases and the challenges facing researchers in their study</li> </ul>	<p>HSCI 587 HSCI 588 HSCI 589 HSCI 592 HSCI 693A HSCI 694</p>
<b>2. Diagnose and investigate health problems and health hazards in the community</b>	<b>Courses Offered</b>
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Assess individual and community needs for health education based on thorough community, behavioral and environmental analyses</li> <li>• Identify current university and community health problems and the role of health educators as they are involved in those problems</li> <li>• Discuss current trends in infectious diseases including emerging and re-emerging diseases and nosocomial infections</li> <li>• Identify prevention and control measures used in epidemiologic research for diseases and the challenges facing researchers in their</li> </ul>	<p>HSCI 531 HSCI 533 HSCI 535 HSCI 539 HSCI 587 HSCI 588 HSCI 589 HSCI 592 HSCI 693A</p>

<p>study</p> <ul style="list-style-type: none"> <li>• Understand the concept of screening and testing in health settings</li> <li>• Discuss current trends and research among chronic diseases</li> </ul>	HSCI 694
<b>3. Inform, educate, and empower people about health issues</b>	
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Prepare a report elaborating upon the significance and implications of the findings to the university community. Incorporate policy and health education suggestions.</li> <li>• Assess individual and community needs for health education based on thorough community, behavioral and environmental analyses</li> <li>• Present individual work to peers and community partners</li> <li>• Evaluate written educational materials including pamphlets, flyers, and posters using health communication principles to address major public health issues</li> <li>• Reflect upon activities and ability to connect course material to community needs</li> </ul>	<p>HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 693A</p>
<b>4. Mobilize community partnerships to identify and solve health problems</b>	
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Formulate community health action strategies and interventions for obtaining community participation in coalition building and community advocacy situations</li> <li>• Discuss the special considerations in assessment, planning, intervention, and evaluation of health care programs for multicultural groups</li> <li>• Identify and discuss the ethical considerations in working across cultural groups</li> <li>• Conduct a needs assessment that differentiates an intended population from an intended group</li> </ul>	<p>HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 538 HSCI 539 HSCI 693A</p>
<b>5. Develop policies and plans that support individual and community health efforts</b>	
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Plan and develop externally and internally consistent health education programs</li> <li>• Identify and differentiate between social planning, community development and social action in settings where community health educators are involved in community organization activities</li> <li>• Prepare a report elaborating upon the significance and implications of the findings to the university community. Incorporate policy and health education suggestions</li> <li>• Write health education and promotion goals and objectives</li> <li>• Describe and articulate the role of community health educators in public policy/health-related policy development activities</li> </ul>	<p>HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 693A</p>

<b>6. Enforce laws and regulations that protect health and ensure safety</b>	<b>Courses Offered</b>
<i>Learning experience examples</i> <ul style="list-style-type: none"> <li>• Advocate for the advancement of the practice and profession of health education through involvement in political action</li> <li>• Conduct themselves in an ethical manner in all professional activities consistent with the code of ethics established by the Society of Public Health Education</li> <li>• </li> </ul>	HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 693A
<b>7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable</b>	<b>Courses Offered</b>
<i>Learning experience examples</i> <ul style="list-style-type: none"> <li>• Implement health education programs and coordinate health education programs using administrative, managerial, and supervisory principles and practices generally found as effective by the management professional</li> <li>• Identify the importance of developing multicultural working partnerships within a community</li> <li>• Identify and apply the concepts of cultural competence and sensitivity to their own personal development as multicultural health care practitioners</li> <li>• Act as a qualified resource person using the latest information technology to match clients' needs with credible information and information sources</li> </ul>	HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 693A
<b>8. Assure a competent public health and personal health care workforce</b>	<b>Courses Offered</b>
<i>Learning experience examples</i> <ul style="list-style-type: none"> <li>• Articulate, critique, and apply various theories of social change and identify their role as health education agents of change in community settings</li> <li>• Identify and differentiate between social planning, community development and social action in settings where community health educators are involved in community organization activities</li> <li>• List and describe epidemiological approaches to defining and measuring health problems in defined populations</li> <li>• Prepare and conduct surveys, including the design of data collection instruments</li> <li>• Conduct themselves in an ethical manner in all professional activities consistent with the code of ethics established by the Society of Public Health Education</li> <li>• Interpret research analyses to determine the relevance of the statistical findings</li> <li>• Deliver a research presentation on a health-related hypothesis</li> </ul>	HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 541 EOH 554 HSCI 587 HSCI 588 HSCI 589 HSCI 592 HSCI 693A HSCI 694

identifying strengths and limitations of the research including threats to internal and external validity	
<b>9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services</b>	<b>Courses Offered</b>
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of health education programs using designs and methodologies which are consistent with the protocols of sound scientific research</li> <li>• Critically read and evaluate epidemiologic studies in the medical and public health literature</li> <li>• Provide rationales for selecting an intervention strategy and explain the advantages of using a combination of several intervention activities versus a single approach</li> <li>• Compare and contrast the various types of evaluation and identify the problems that may hinder effective evaluation</li> <li>• Identify prevention and control measures used in epidemiologic research for diseases and the challenges facing researchers in their study</li> </ul>	<p>HSCI 531 HSCI 533 HSCI 535 HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 693A</p>
<b>10. Research for new insights and innovative solutions to health problems</b>	<b>Courses Offered</b>
<p><i>Learning experience examples</i></p> <ul style="list-style-type: none"> <li>• Discuss current trends in infectious diseases including emerging and re-emerging diseases and nosocomial infections</li> <li>• Describe the different approaches to research and discuss the strengths/limitations of each</li> <li>• Use current technology to present epidemiologic research in a sufficient manner</li> <li>• Critique research projects and journal articles</li> <li>• Examine issues related to the application of technology in program planning, implementation and evaluation</li> <li>• Discuss ethical and political considerations of research</li> </ul>	<p>HSCI 536 HSCI 537 HSCI 538 HSCI 539 HSCI 587 HSCI 588 HSCI 589 HSCI 592 HSCI 693A HSCI 694</p>

**Table 2.6.b2 Matrix of Core Courses and Competencies**

Competencies	Core Courses									
	HSCI 531	HSCI 533	HSCI 535	HSCI 538	HSCI 541	HSCI 554	HSCI 587	HSCI 592	HSCI 693A	HSCI 694
1. Monitor health status to identify community health problems							X	X	X	X
2. Diagnose and investigate health problems and health hazards in the community	X	X	X			X	X	X	X	X
3. Inform, educate and empower people about health issues	X	X	X	X		X			X	
4. Mobilize community partnerships to identify and solve health problems	X	X	X	X					X	
5. Develop policies and plans that support individual and community health efforts	X	X	X	X					X	
6. Enforce laws and regulations that protect health and ensure safety	X	X	X	X					X	
7. Link people to needed personal health services and assume the provision of healthcare when otherwise unavailable	X	X	X	X					X	
8. Assure a competent public health and personal health care workforce	X	X	X	X	X	X	X	X	X	X
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services	X	X	X	X	X				X	
10. Research for new insights and innovative solutions to health problems				X			X	X	X	X

**Table 2.6.b2 Matrix of Core Courses and Competencies (continued)**

Competencies	Culminating Experience		Select Elective Courses				
	HSCI 697	HSCI 698B	HSCI 588	HSCI 589	HSCI 536	HSCI 537	HSCI 539
1. Monitor health status to identify community health problems		X	X	X			
2. Diagnose and investigate health problems and health hazards in the community	X	X	X	X			X
3. Inform, educate and empower people about health issues	X	X			X	X	X
4. Mobilize community partnerships to identify and solve health problems		X			X		X
5. Develop policies and plans that support individual and community health efforts	X	X			X	X	X
6. Enforce laws and regulations that protect health and ensure safety		X			X	X	X
7. Link people to needed personal health services and assume the provision of healthcare when otherwise unavailable		X			X	X	X
8. Assure a competent public health and personal health care workforce	X	X	X	X	X	X	X
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services	X	X			X	X	X
10. Research for new insights and innovative solutions to health problems	X	X	X	X	X	X	X

**2.6c Identification of a set of competencies for each specialty area identified in the instructional matrix, including professional and academic degree curricula**

The MPH Program offers a professional master's degree in public health in Community Health Education and the core competencies associated with this degree are presented above in Table 2.6.B2. The goals and objectives for this program are identified in Criterion 1 of this document. Upon completion of the California State University, Northridge MPH Program, the graduate will be able to:

1. Assess the individual and community health education needs.
2. Develop, plan, implement, and evaluate health education programs.
3. Administer, organize and coordinate health education programs.
4. Communicate health education needs, data and resources.

In addition to the core competencies of the CSUN MPH Program, we incorporate the values of respect, collaboration, communication, and professionalism and ethics. These values are infused throughout the program and can be seen through the types of learning activities required in the MPH courses.

**2.6.d A description of the manner in which competencies are developed, used and made available to students.**

The competencies reflect the mission statement, goals and objectives of the MPH Program. The specific competencies in 2.6.a and 2.6.b were developed based upon recommendations by the program faculty, MPH Graduate Coordinator, MPH Advisory Council, and MPH Alumni Association. The NCHEC set of responsibilities are used as a basis for determining the areas addressed in the field placement experience. The student self assesses his/her competence in the different areas and then expands upon what needs to be improved upon during the field placement. The MPH program faculty recently met with the MPH Advisory Council to discuss assessment of the program's competencies and how we could meet the changing needs in public health. The competencies are used to guide the curriculum and course content. The competencies are made available to students in new students' orientations and via the MPH website.

**2.6.e A description of the manner in which the program periodically assesses the changing needs of public health practice and uses this information to establish the competencies for its educational programs.**

The MPH Program consistently reviews the competencies established for this program to assess whether or not the students are learning the skillsets most necessary for their success in the health education profession. During the Practicum exit interview, preceptors are asked about the competencies needed. This information is reported to the MPH Program Faculty. At the MPH Advisory Council meetings there is always a discussion of the competencies needed by a new graduate.

**2.6.f Assessment of the extent to which this criterion is met.**

This criterion is met. The MPH curriculum reflects current practice in public health and students are well-prepared in the program. Faculty members review curriculum and course content periodically to address the changing needs in public health practice.

**2.7 Assessment Procedures. *There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.***

**2.7.a *Description of procedures for monitoring and evaluating student progress in achieving the expected competencies.***

The MPH program utilizes a three-level process for evaluating student progress and preparation for assuming the role of professional health educator. Each of these steps is discussed below.

**MPH Academic Coursework**

All MPH students must complete a program of study including an internship and final culminating experience (the latter two will be considered separately in the four level assessments). During formal coursework, students are assessed based upon examination, class presentations, participation and experiential and research-oriented papers and reports. Specific assessment methods can be found within each course syllabus. Grades are assigned for each course in the program and students must maintain a minimum of 3.0 GPA overall to remain in good standing in the MPH Program. A student who fails to maintain a 3.0 GPA is placed on probation and has one semester to bring their GPA up to the required level. If unable to do so, a student is placed in Academic Disqualification and may not continue in the program without the approval of the Graduate Coordinator and the Graduate Studies Office. It is the Graduate Studies Office that has the final decision on such matters.

**MPH Field Training**

- All students are required to complete a 400-hour internship experience as discussed in Section 2.4. The Field Training Coordinator is responsible for tracking these experiences and assuring that students are meeting the objectives of their learning contracts, and other internship commitments

## **MPH Culminating Experience**

Students have the option of selecting either a comprehensive examination or a thesis/graduate project as their culminating experience. For the comprehensive examination, the pass rate has been approximately 75-85% on the first sitting. The current assessment tool is a 48-hour take-home exam with a one hour oral follow-up exam if needed. Only one student in the past three years has not passed on the second administration of the examination. The examination covers the following competency areas:

- Community health education program planning and evaluation,
- Health behavior concepts, theories and practice issues,
- Curriculum design in health education,
- Community organization theory and practice,
- Administration, supervision and consultation in health education,
- Communication in health education,
- Epidemiology,
- Biostatistics, and
- Research design.

Depending upon the characteristics of the case study employed in the exam, other areas often included are ethical issues, cultural competence, and social marketing. The choice between the comprehensive exam and the thesis/project is largely based upon the strengths of the individual student. Each student is encouraged to meet with their academic advisor to contemplate and assess which of the two categories of culminating experience would work best.

The thesis/graduate project option has also been discussed in section 2.5 of this report. In order to provide the most effective guidance to the student, faculty members are encouraged to carry no more than one or two thesis/projects per year. Students are directed to pursue the type of culminating experience that best suits their interests and skills. For those students who have demonstrated their best performance under

pressure the comprehensive exam has been the method of choice. The students who enjoy a more contemplative and writing-intensive experience the thesis/project offers the best opportunity to demonstrate their strengths.

### **Total Quality Education Assessment**

In addition to the assessment procedures discussed above, the MPH Program employs a Total Quality Education (TQE) process, which includes measurable performance objectives and a two-step process for assessing student-performance. Beginning in 1988, the MPH Program began the TQE process to assess graduate student progress during the program. This process is coordinated by Dr. Vicki Ebin and involves formal interviews between students and program faculty members. The first step occurs at the completion of 18-20 units of course work, known as the Midpoint TQE. Once identified, the student is contacted by the TQE Coordinator. Students are asked to meet with the TQE Faculty Panel and review their progress, issues, and possible obstacles to successful completion of the MPH Program. At this point the TQE faculty members identify and intervene with students who may be experiencing problems to successfully completing their academic program. Additionally, faculty uncover students who are having difficulties performing at or above Program standards in their course work as indicated by one or more of the following: written reports, research papers, examinations or other required performance criteria. Students are required to develop a portfolio for presentation and discussion with the TQE Committee. This portfolio includes a listing of grades earned over the 18-20 units taken in the program, a selection of papers written during their MPH course of study, a Program Satisfaction Survey, and a completed Health Education Self-Assessment Instrument (see Appendix 14). The students meet with the TQE Committee to formally discuss their academic progress, including strengths, weaknesses and needs for professional growth and development. In addition, if students need to file official documents such as a Request for Classification, various petitions, course substitutions, or other documents, they are initiated during this meeting or shortly thereafter. Where problems are identified, the Committee will help students find solutions to resolve these challenges. The Midpoint

TQE also allows for discussion of student perceptions of their programmatic experiences to that point.

The second step of the TQE Assessment occurs during the Exit Interview between the student and the TQE Coordinator. The purpose is to gather information about the students experiences in the program and their suggestions for program modifications. At this step students should have completed all degree requirements. In order to obtain student impressions of the MPH Program a survey focused on their experiences and recommendations for Program modifications is completed. Alternatively, some students meet formally with the TQE Coordinator to share their experiences, observations and overall assessment.

For the last 3 academic years, 57 students have participated in the first step, and 20 in the second step of the TQE process (reports of these activities will be included in the Resource File at the time of the site visit). As Graduate Coordinator, Dr. Ebin has completed a plan of action to process students through TQE in a timely fashion.

Feedback from the mid-point assessment and exit interviews are utilized along with other data to review and modify the MPH Program as necessary.

**2.7.b Identification of outcomes that serve as measures by which the program will evaluate student achievement in each degree program.**

Outcome measures for evaluating student achievement include the following measurable objectives as specified in Criterion 1:

- 100% passage of the field internship (HSCI 693A)
- Successful completion of core course work
- Passage of the Culminating Experience

The Field Placement Supervisor completes a qualitative assessment of the MPH student. If the Supervisor does not feel confident in the student’s ability to successfully meet the MPH competencies then the student must do more hours of practical experience. The coursework is evaluated by the individual instructors according to the course rubrics defined in the course syllabi.

**2.7.c Data for degree completion rates and job placement experience.**

At the time of the exit TQE surveys for the 20 students, 40.0% were fully employed during school attendance while an additional 25.0% indicating part-time employment. The majority of the students (85.7%) stated they would change their jobs after graduation from the MPH program in order to seek employment appropriate with the new degree. The MPH Program has had student dropout due to acceptance to medical or dental school. In the Academic Year 2009-2010 one student left to begin medical school in 2010 and another left to begin pharmacy school. Another student left the program to attend an online MPH Program.

**Table 2.7.c1: Degree Completion rates and job placement**

	Graduation in AY 2007-2008	Graduation in AY 2008-2009	Graduation in AY 2009-2010
Completion Rates within three years of beginning the MPH Program	Data not collected	20 graduates (80%)	25 graduates (83%)

### **2.7.d Destination of graduates for each of the last three years.**

Results from the 2010 MPH alumni survey found that 44.0% of the graduates worked in a nonprofit agency, 12.0% in a healthcare agency, 12.0% in a university/research setting, 8.0% in a local, state or national government, and 4.0% in a non-health related occupation. All respondents were able to secure employment within 6 months of graduation; however, 3 of the respondents were not employed at the time of the survey.

**Table 2.7.d1: Destination of Graduates for the last Three Years (Alumni Survey)**

<b>Upon completion of the MPH program, what occupational setting did you work in?</b>	<b>Percentage</b>
Government (local, state, national)	8.0%
Nonprofit organization	44.0%
Hospital or health care delivery facility	12.0%
Private business	8.0%
University or research institute	12.0%
Proprietary organization	0.0%
Non-health related employment	4.0%
Not employed	12.0%

### **2.7.e Performance on national examinations.**

National examinations are not a requirement for the MPH degree at CSUN. However, MPH graduates seeking certification as a health educator for their respective employer's needs may choose to take the Certified Health Education Specialist (CHES) examination. Data from the 2010 MPH Alumni survey reported 3 of the 25 respondents (12.0%) as taking the CHES national examination. Two of these three alumni credited the MPH program for significantly preparing them for the exam and the remaining alumni said the program moderately prepared them for the exam. However, we have no data to determine the passing rate of these alumni on the CHES exam. Future surveys should be revised to include graduates' performance on the CHES or other

national Public Health exams. The MPH Program does not receive data on pass rates as fewer than ten students taking an examination from a school cannot generate report information.

**2.7.f Data from periodic assessment of alumni and employers of graduates.**

An alumni survey was conducted in March 2010 when the Graduate Coordinator contacted MPH alumni using a directory of email addresses and asked them to complete an online survey. This survey consists of 65 questions and was administered using university survey software. By April 2010, a total of 25 MPH alumni responded to the survey. The entire survey can be seen in Attachment 2.7.f1. The following selected table from the survey is shown below.

<b>Overall, the CSUN MPH program prepared me for my current professional activity.</b>	<b>Percentage</b>
Strongly agree	43.5%
Agree	47.8%
Disagree	4.4%
Strongly disagree	4.4%

MPH Alumni were generally in strong agreement or agreement with all content areas of instruction.

Strengths listed in the survey included knowledgeable faculty, application of theories to real-world experiences, and flexible class schedules for working students. Alumni respondents felt that the MPH program needed improvement in faculty availability, class availability, and research opportunities for students. The issue of class availability reflects the changing dynamics of students moving more towards full-time than the previous majority of part-time attendance. There were some issues of satisfaction with the office staff not being as helpful as desired.

Although this was not a representative sample of MPH alumni given the biases in conducting online surveys, the sample who responded were very favorable in evaluating their academic experience in the MPH program.

To date the CSUN MPH Program has not surveyed employers of our graduates. We do believe this is an important component of assessing the effectiveness of the MPH Program as well as understanding the professional skillsets needed in the workforce. We receive much of this information through our preceptor interviews and feedback given to the program through the MPHAC. We welcome any ideas on how to gather that information from employers without infringing on the privacy of the individual MPH graduates.

***2.7.g Assessment of the extent to which this criterion is met.***

The MPH Program believes this criterion is met with commentary. The MPH Program needs to improve communication with graduates to ensure accuracy of employment placement. An Alumni survey is administered every three years, therefore, yearly information is not available.

## **2.8 Academic Degrees.**

### **2.8.a Identification of all academic degree programs, by degree and area of specialization.**

The graduate program offers a professional degree leading to a Master of Public Health, but does not offer an academic degree (i.e., Master of Science). The degree is an MPH in Community Health Education. Please refer to Table 2.3.a1 for an overview of the program content.

### **2.8.b Identification of the means by which the program assures that students in research curricula acquire a public health orientation.**

Not applicable. The program is applied and not research focused.

### **2.8.c Identification of the culminating experience required for each degree program.**

Please see Criterion 2.5 regarding the Culminating Experience.

### **2.8.d Assessment of the extent to which this criterion is met.**

The CSUN MPH Program believes this criterion is met. One professional degree is offered in a Community Health Education specialty. All students must fulfill the Culminating Experience, whether through a Comprehensive Examination or a thesis/project.

### **2.9 *Doctoral Degrees.***

The graduate program does not offer a doctoral degree program.

### **2.10 *Joint Degrees.***

The graduate program does not offer a joint degree program.

### **2.11 *Distance Education or Executive Degree Programs.***

No distance education or executive degree programs are offered by the MPH program. Students attend regular on-site course sessions spread over 15 weeks per semester.

### **3.0 Creation, Application and Advancement of Knowledge**

**3.1 Research. *The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.***

**3.1.a. *A description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.***

The MPH Program is recognized for its participation in community based public health research. It has accomplished this through a long standing commitment to regional projects that impact the community from which MPH students call home. The University has had a well established policy supporting faculty research and scholarship found in Section 600 of the University's Administrative Manual. This policy specifies criteria necessary for retention, tenure and promotion, including the expectation that all faculty to be engaged in research and creative activities as a part of their professional responsibilities at California State University, Northridge. This is supported in the University's Mission Statement which reads in part:

*We demonstrate excellence in teaching. We honor and reward high performance in learning, teaching, scholarship, research, service, and creative activity. Because the quality of our academic programs is central to our mission, we encourage intellectual curiosity and protect the multiple expressions of academic freedom (University Catalog, 2010-2012, p. 2).*

Other policies that support research include:

***Tenure Criteria:*** Faculty Promotion and Tenure Policy encourages and evaluates faculty research initiatives through assessment of the tenure track candidate's achievements in the following research categories; (a) publication in refereed journals, (b) publication of books, monographs, and/or edited volumes, (c) receipt of research awards, (d) receipt of invitations to speak at national and international conferences and symposia, (e) organization of professional conferences and symposia, (f) participation on editorial boards of professional journals, book series, and refereeing articles and books, (g) conduction of an active research program, and (h) acquisition of research funding when appropriate.

**Post Tenure Faculty Performance Review:** A post-tenure Faculty Performance Review is completed every five years. Included in this evaluation is faculty involvement and progress in scholarly and community-based research activities.

**Mentoring Sessions:** The Director and the Program's senior faculty hold individual mentoring sessions with each Core Public Health Junior Faculty member. Sessions include discussions about faculty research progress and research interests and how these relate to the University's guidelines for promotion and tenure. The purpose is to keep the junior faculty "on track" for promotion and tenure.

The University has invested significant resources to support faculty research initiatives. The University Office of Research and Sponsored Projects is dedicated to assisting faculty in obtaining research and creative activity support from federal, state, corporate, and foundation sponsored programs. Located on the University Web page (<http://www.csun.edu/grip/research/proposal/>) is a tutorial that guides faculty to obtaining funding for research interests.

Research at CSUN is organized around departments and University Centers, consequently, our MPH program benefits from operating in a highly supportive research environment. Among the resources available to investigators (and MPH program faculty leading these initiatives) are:

### **Yearly Research Opportunities**

- CSUN Competition for Research, Scholarship and Creative Activity Awards: Faculty support to engage in scholarly activity in an effort to conduct a demonstration or seed project for additional future funding. <http://www.csun.edu/grip/research/Documents/APPLandGL09-10.doc>
- Judge Julian Beck Learning-Centered Instructional Projects ("Beck Grants"): Support for learning-centered instructional projects at California State University, Northridge each academic year through the Judge Julian Beck Endowment, which is in the custody of the University Corporation.
- Probationary Faculty Support Program: Probationary faculty support grants to assist tenure-track faculty in meeting the qualifications for retention, tenure or promotion through 3 units of reassigned time.
- [Discipline-Oriented Community Project & Research Grants](#): Faculty support for those who are investigating the implementation of a single Community Engagement course project.
- [Interdisciplinary Community Project & Research Grant](#): Faculty support for those joining across two or more disciplines to investigate the implementation of a single Community Engagement course project.

**Sabbatical:** Indicative of the strong support for research by the University is the Web published policy on faculty sabbaticals. Article 27.1 of Unit 3 of the Collective Bargaining Agreement contains the following policy statement

([http://www.csun.edu/facultyaffairs/policies/manuals/SEC600\\_1011\\_FINAL.pdf](http://www.csun.edu/facultyaffairs/policies/manuals/SEC600_1011_FINAL.pdf) )

“A sabbatical leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining.

A full-time faculty unit employee shall be eligible for a sabbatical leave if he/she has served full-time for six (6) years at that campus in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave.”

Similarly Section 672 of the CSUN Administrative Manual states that “It shall be the policy of the University to encourage tenured members of the faculty to take paid leaves of absence. The proposed leave shall contribute to the advancement of the applicant's discipline, teaching, library service, or expertise in other areas.”

Demonstrative of the College's commitment to research are the six research Institutes/Centers located within the College of Health and Human Development (HHD), including:

- Institute for Community Health and Wellbeing
- Center of Achievement for the Physically Disabled,
- Center for the Study of Leisure and Play Behavior,
- Child and Family Studies Center;
- CSUN Aquatic Center, and
- Marilyn Magaram Center for Food Science, Nutrition and Dietetics.

Each of these Institutes/Centers supports faculty efforts to develop and fund research interests.

Through the Dean's office opportunities to have research grants buy out teaching time to conduct research is also encouraged. In addition, the Dean, as well as others within the University community, regularly forward information regarding research and grant opportunities. The Office of Research and Sponsored Projects is available for consultation and assistance when writing grant proposals.

At the programmatic level the MPH Program has the following goal and objective:

- **MPH Goal #6: Promote opportunities for MPH students to engage in funded or unfunded research.**
- MPH Objective #6.1: *At least 80% of full-time health education faculty will be engaged in an active research agenda whether research is funded or not.*
- MPH Objective #6.3: *All MPH students will report having research project experiences.*

California State University, Northridge emphasizes teaching as a major component of faculty activity. Faculty members are assigned four courses per semester unless receiving release time. This leaves less time to conduct research projects. However, faculty often include research and community activities as part of the learning objectives within courses.

**3.1.b. A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal research agreements with such agencies should be identified.**

The MPH Program faculty is engaged in funded public health research of relevance to our curriculum and student interests. The following research activities are or have been underway as of fall 2005.

- CSUN Learning Center Grant – “Linking Writing Across Disciplines: An Integrative Model,” \$10,000 grant to demonstrate the effectiveness of context centered writing for the Health Sciences, 2006.
- CSUN Learning Center Grant – “An Online Tuberculosis Simulation: A Health Education Learning Environment,” \$15,000 grant to study the feasibility of using an online simulation to train community health education specialists, 2006.
- An Evaluation of Compliance with the 2003 Scooter/Skateboard/Skate Helmet Law. 2005-2006 Research, Scholarship, and Creative Activity Award, \$5,000.

**3.1.c. A list of current research activity of all primary and secondary faculty identified in 4.1.1 and 4.1.2., including amount and source of funds, for each of the last three years. This data must be presented in table format and include at least the following: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year’s award, g) whether research is community based, and h) whether research provides for student involvement. Only research funding should be reported here; extramural funding for service or training grants should be reported elsewhere.**

The following table summarizes the research activity of all primary and secondary faculty serving the MPH Program and Identified in section 4.1.a and 4.1.b.

**Table 3.1.c1 Research Activity of Primary and Secondary Faculty for Each of the Last 3 Years**

Table 3.1.c. Research Activity of Primary and Secondary Faculty from 2008 to 2010							
Project Name	Principal Investigator & Department	Funding Source	Funding Period Start/End	Amount Total Award	Amount Current Year	Community-Based Y/N	Student Participation Y/N
<b>2008</b>							
SF Valley Tobacco Control	Young, HSCI	CIELO/CSUN	2008-2009	\$5,000	\$5,000	Y	N
Breast Cancer Screening	J. Seliger, HSCI	Henry Mayo	2008	\$ 450,000	---	Y	N
Chronic Disease and Obesity Grant Project	Joni Novosel, NE Valley Consortium Young and Chu, evaluators	California Endowment	2006-2009	\$596, 276	---	Y	Y (1)
<b>2009</b>							
SF Valley Tobacco Control, Phase 2	Young, HSCI	CIELO/CSUN	2009-2-10	\$2,000	\$2,000	Y	Y (1)

<b>2010</b>							
Tobacco Control	Young, HSCI	CIELO/CSUN	2010-2011	\$2,000	\$2, 000	Y	Y (1)
Me and My BMI/Body Image	Madjzob	CSUN	2008-2010	\$2, 000	\$2, 000	Y	Y (3) Each year
Student Health Professions Semester Externship Program	Rubino/HSCI	OSHPD	2010-2012	\$10, 000	\$5, 000	Y	Y
<b>2011</b>							
The Use of Refundable Tax Credits to Increase Low Income Children's After-School Physical Activity Level	Efrat, Bus, Ebin, HSCI, Efrat, HSCI	RWJF	2011-2012	\$100, 000	\$50, 000	Y	Y (6)
Cyber Safety: Needs Assessment of Teacher Awareness	Fischbach	CSUN	2011	\$5, 000 (pending)	\$5,000	Y	

Title V DOE Undergraduate HSI Grant	Rubino, others	DOE	2010-2015	\$ 3.237 million	\$ 700, 000	University	Y
Chronic Disease Prevention & Management	Ronald Fischbach/CSUN	U.S. Department of Education	2010-2015	\$5,000/ Course (Pending)		Yes	
The Capacity Building Initiative (CBI) Project:	Rachel Castaneda/CSUN	SAMHSA	2010-2015	\$250,000	---	Yes	Y (1)
Lactation training	Efrat/HSCI Esparaza/HSCI	CMS	2010-2012	\$200, 000	\$100, 000	Y	Y
Lactation	Efrat/HSCI	HUD	2010-2012	\$500, 000	\$170, 000	Y	Y (3)
Nutrition Education	Efrat/ HSCI	USDA	2010-2012	\$285, 000	\$142, 000	Y	Y (1)
Suicide Prevention	Ebin/HSCI Paquette/HSCI	SAMHSA	2011-2013 (pending)	\$300, 000	\$102, 000	Y	Y (10)

**3.1d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years.**

**Table 3.1.d1 Outcome Measures including Targets**

Outcome Measure	Target	Year 2008	Year 2009	Year 2010
Each academic year at least 50% of the MPH faculty will present at a conference or symposium.	50%	MET 2 out of 4 (50%)	MET 3 out of 4 (75%)	MET 3 out of 4 (75%)
Each academic year at least 50% of the MPH faculty will have some community involvement.	50%	MET 4 out of 4 (100%)	MET 4 out of 4 (100%)	MET 4 out of 4 (100%)
Each academic year at least 50% of the MPH faculty will be involvement in profession organizations	50%	MET 4 out of 4 (100%)	MET 4 out of 4 (100%)	MET 4 out of 4 (100%)

### **3.1.e. A description of student involvement in research.**

**HSCI 592 Advanced Biostatistics for the Health Sciences**: All MPH students are required to take HSCI 592. Representatives of the Klotz Student Health Center present suggestions for information helpful in addressing CSUN student health issues. All the students collaborate on creating a survey instrument, data collection and input, data analysis, and individual reports on their findings. This course has proved to be invaluable in providing MPH students a valuable research experience. Students provide a reflective component upon completion of the course (available upon request).

**Practicum Experience**: Some students choose to participate in research-related projects for their Field Training Experience

**Independent Study**: Students may enroll in an Independent Study as an elective course. Several students have done this in order to analyze and prepare a manuscript for submission. To date, five MPH students have done this.

**Faculty Research Projects**: A select number of students are invited to participate in faculty research projects.

### **3.1.f. Assessment of the extent to which this criterion is met.**

***Strengths***: The criterion is met with commentary. The research pursued and conducted by the faculty is consistent with the University's expressed values. As stated in the University's Catalog we believe in alliances with the community and encouragement of innovation, experimentation, and creativity. The MPH Program fosters research that advances the field of public health knowledge through an enhancement of the teaching and learning process and through practical community-research based improvement projects. To this end both students and faculty participate.

All students are provided with various avenues to engage in public health research. Through an "action research" based Practicum Experience students problem solve health issues and solve health problems within a variety of professional community-centered health settings. Required course work such as HSCI 592 Advanced Biostatistics for the Health Sciences and HSCI 694 Research Design in the Health Science communicate the importance of further public health knowledge through experimental investigation.

***Challenges***: The California State University system requires all full-time faculty members to teach four fifteen-unit classes twice each academic year. While faculty are

incentivized to seek external and internal research grants that enable faculty member to buy out a portion of their teaching duties, such buy outs are at a potential cost to the quality of the teaching program. This potential cost comes as a result of the buy out replacing an experienced faculty time member with a less well reimbursed and less experienced part-time faculty member. As stated earlier, student participation in faculty research is less than faculty desire. The economic realities of students needing to be fully employed, all too often limits the number of students able to participate in the many research projects available to them.

**3.2. Service: The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.**

**3.2.a. A description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.**

California State University, Northridge has been named to the President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. CSUN is one of 12 California State University campuses to receive national honors from the White House and the Corporation, an independent federal agency tasked with fostering an ethic of volunteerism and service in America.

The University's Center for Innovative and Engaged Learning Opportunities (CIELO), is committed to incorporate community service in every aspect of campus life, from the classroom to student initiatives. The University's long standing community service efforts have brought community service-learning to the classroom and encouraged volunteerism by faculty and as well as students." Three of the prominent and innovative community service programs include Mosaic, LA Team Mentoring (LATM), and Justice Corp. Several MPH Program faculty have been and continue to be very active with this university center. Small grants have been received from CIELO.

A requirement of all university faculty is "contributions to the department, university and the community". The faculty and student organization have strong ties with the communities and continually participate in charity events. There was a larger number of students participating in the AIDS Walk.

**3.2.b. A list of the program’s current service activities, including identification of the community groups and nature of the activity, over the last three years.**

**Table 3.2.b1: Faculty Service Activity**

<b>Nature of Service Activity</b>	<b>Service Activity/Community Group</b>
<p><b>Membership in Community Organizations</b></p> <p><b>Ronald Fischbach</b></p>	<p>Chairman of the Educational Development Committee of the non-profit Center for the Improvement of Child Caring (CICC), Ronald Fischbach 2002 – 2009.</p> <p>Member, Board of Directors Center for Improvement of Child Caring (CICC), Ronald Fischbach, 2005-2010</p> <p>Member of the Board of Directors United Cerebral Palsy/KEN Project, Woodland Hills, Ronald Fischbach, 2000 – 2009</p> <p><i>El Barrio Bilingual Communications Inc.</i> - East L.A./Boyle Heights, A comprehensive health promotion program addressing the health needs of the Boyle Heights Housing Projects/East LA (CSUN Dept. of HSCI &amp; Chicano studies, G. Madjzob &amp; R. Ruiz), 2008</p>
<p><b>Consultations and Other Professional Services</b></p> <p><b>Ronald Fischbach</b></p>	<p>Expert testimony, Donald Joseph Beck, Estey &amp; Bomberger, LLP, Falduti V. KinderCare Learning Corporation, Plaintiffs allege that KinderCare failed to provide warning about Cytomegalovirus, Ronald Fischbach, 2009.</p>
<p><b>Community Service/ Professional Service</b></p> <p><b>Vicki Ebin</b></p>	<p>Co-Chair, Planning Committee for a Continuing Education Program serving Health Education Professionals, <i>Program Evaluation from Start to Finish: Assuring We’re Making a Difference</i>, May 2009</p> <p>Member, Advisory Board, Health Education Administration of Los Angeles County Public Health, 2006-present</p> <p>Member, Valley Care Community Consortium Needs Assessment Task Force</p> <p>Member, Community Outreach Advisory Board, Providence Health Systems, 2001-2007</p> <p>1999-present Council of Accredited MPH Programs, Executive Board Member, currently the Board Secretary</p> <p>American Public Health Association, Education Board, 2010-2012</p> <p><b>Associate Editor</b>, California Journal of Health Promotion, 2008- present</p> <p>National Conference Mentor, Society for Public Health Education, November 2008, 2009</p> <p>Reviewer, Journal of Drug Education (2001-2006)</p>
<p><b>Community Service/</b></p>	<p>Westlake Village Community Emergency Response Team 2007-present</p>

<b>Nature of Service Activity</b>	<b>Service Activity/Community Group</b>
<b>Professional Service</b> <b>Lawrence Chu</b>	Needs Assessment for the Valley Care Community Consortium 2003-present  San Fernando Valley Minority Reentry Initiative Workgroup;  Substance Abuse and Mental Health Services Administration (SAMHSA)
<b>Community Service/ Professional Service</b> <b>Kathleen Young</b>	June 2006-present: Los Angeles Tobacco Control Coalition Los Angeles, CA. Southern California CSU Representative.  October 2004-present: Valley Care Community Consortium San Fernando Valley Service Area Burbank, CA. Consultant.  June 2005-2007: Valley Trauma Center Van Nuys, CA. Consultant.  June 2006-present: Tarzana Treatment Center Tarzana, CA.  January 1999-present: “Excellence in Health Promotion and Science”, and “Excellence in Computer Science.” Mercy High School Scholarship Founder and Contributor. American Association of Health Education (AAHE), 1990-present.  AAHE Board of Directors, 2008-present. AAHE Membership Committee, 2004-present. Member, Research Council Committee, 2006-present. Board of Director’s Liaison to the AAHE Advocacy Committee, 2008-present. AAHE Board of Directors Nomination, 2006. AAHE Board of Directors Nomination, 2007-present.
<b>Community Service/ Professional Service</b> <b>Gretta MAdjzooob</b>	<i>Faculty Advisor, HESO –Health Education Student Organization. (2004-2008)</i> <i>HESO- Preparation &amp; Implementation of Bi-Annual Internship /Orientation Workshops</i> <i>Member, Faculty Senate/Lecturer Position (2004-2008)</i> <i>Member, Department of Health Sciences Social Committee (2003-2008)</i> <i>Member, Master of Public Health Advisory Council (2003-2006)</i> <i>Member, MPH Advisory Council Curriculum Subcommittee (2003-2006)</i> <i>Member, MPH Advisory Council Continuing Education Subcommittee (2003-2006)</i> <i>Faculty participant-MPHSA-Emergency Preparedness Symposium-(Sept. 2007)</i> <i>Faculty Liaison, Grant Writing Continuing Education Workshop (2005)</i> <i>Faculty Liaison, Cultural Assessment Continuing Education Seminar (April 2004)</i> <i>Faculty Liaison, MPH Alumni Association (2003-2006)</i> <i>Preparation of the Constitution for the MPH Alumni Association</i>

**3.2c. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years.**

Faculty service efforts related to community services are assessed on the basis of the percent of faculty engaged in service per academic year. The MPH faculty sets the standard for success at 50% participation of the faculty members to be engaged in community service activities.

**Table 3.2.c2: Percent of Core Faculty Participating in Service**

<b>Service</b>	2007-2008	2008-2009	2009-2010
Community Service	75%	75%	75%

**3.2d. A description of student involvement in service.**

**Program Service:** Students actively participate in the MPH Community Advisory Council meetings as Committee representatives. Student responsibilities include providing student perspective on a variety of curricula and service related programmatic issues. Students have also served on subcommittees related to the review of curriculum.

The MPH Student Association includes community service as a main activity of their organization. The students participated in the *AIDS Walk LA* and organized activities for *Health Education Week* on campus.

**3.2.e. Assessment of the extent to which this criterion is met.**

**Strengths:** The criterion is met. The Program has consistently demonstrated a strong commitment to community services as a cornerstone of its mission. In the pursuit of advancing the field of public health, the MPH Program is actively engaged in community service. Faculty, staff, and students have built a strong track record that documents this service. In particular it is important to underscore the sacrifice most students make in completing up to 400 hours of community internship.

**Challenges:** Given the available information it is difficult to assess the impact of the various service activities. Faculty time constraints make the gathering of additional data supporting the positive impact of the identified service activities very challenging. Furthermore, given student commitment to their health education employment it is very difficult to motivate students to participate in additional voluntary service activities.

### **3.3 Workforce Development: *The program shall engage in activities that support the professional development of the public health workforce.***

#### **3.3.a. *A description of the program's continuing education activities, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.***

Continuing Education Policies and Procedures: The MPH Program's Community Advisory Council (MPHAC), function as a participating governing partnership of the MPH Program. The MPHAC shares the governance of the Program by meeting with the MPH Program Director whenever possible. Membership on the Council is determined by the Council's bylaws and includes representatives from the health education practice community, lay community members, MPH Program faculty, and students representing the MPH Student Association.

Through an informal review process involving email and phone communications with CSUN MPH alumni and a canvassing of MPH continuing education programs being offered, topics are developed reflecting the needs of our constituency. Topics for Continuing Education offerings are suggested by program constituencies and new continuing education programs are planned and executed. The MPH Advisory Council is preparing a continuing education workshop on Motivational Interviewing, scheduled for May 3, 2011. This is being presented through a collaboration of Kaiser Permanente, Panorama City and the Los Angeles Department of Public Health.

Continuing Education Programs: The CSUN MPH Continuing Education Program encourages the current health workforce to pursue an education in public health and/or obtain a degree in public health. In support of this effort, the MPH Program is committed to providing continuing education services for all levels of health educators in the proximal counties and communities.

During 2009-2010 Academic Year the university required all faculty to take furlough days for a total of 10% of the workload. This requirement created a shortage of work hours and time for planning and implementing continuing education programs. Consequently no Continuing Education Programs were delivered during this year. The university reinstated the 10% decrease during the 2010-2011 Academic Year. The MPHAC, MPH Program, and students are working together to create a continuing education program scheduled for May 2011. The strong student, community and faculty collaboration is active and extremely supportive of each other.

**3.3.b. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.**

Not applicable.

**3.3.c. A list of the continuing education programs offered by the program, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.**

Table 3.3.c1 summarizes the MPH Program sponsored continuing education programs and the corresponding number of students served.

**Table 3.3.c1 MPH Program Continuing Education**

Title of Program	Date	Description	# of Students	Co-Sponsors	# of Units
Program Evaluation from Start to Finish: Assuring We're Making a Difference	May 7, 2009	An opportunity to learn how to create and conduct an evaluation that teaches you how to: <ul style="list-style-type: none"> <li>• Determine what you're trying to gauge</li> <li>• Develop an evaluation plan and tools to measure what you need</li> <li>• Get what you need from your data</li> <li>• Share your evaluation results</li> </ul>	8 students	San Jose State University (Department of Health Sciences), California State University, Long Beach and the Los Angeles County Department of Public Health, Health Education Administration	2 CHES credits
Social Determinants of Health & Equity: The Impacts of Racism on Health.	February 26, 2009	The Impacts of Racism as a determinant of public health. Program seeks to broaden the national health debate beyond the provision of health services to encompass attention to the social determinants of health (including poverty) and the social determinants of equity (including racism).	15 students	San José State University, Department of Health Science	2 CHES credits

**3.3.d. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.**

The following educational institutions and/or public health practice organizations that have collaborated with CSUN to offer continuing education programs. These collaborators include:

- USC Master of Public Health Program, Keck School of Medicine
- Southern California Public Health Association
- Pacific Public Health Training Center
- UCLA School of Public Health
- California State University, Long Beach
- Los Angeles County Department of Public Health, Health Education Administration
- San José State University, Department of Health Science

**3.3.e. Assessment of the extent to which this criterion is met.**

*Strengths:* The criterion is met. The MPH Program has made considerable efforts, and has had great success in promoting and engaging in activities that support the professional development of the public health workforce. The Program has championed the advancement of public health education among under represented minority students. The MPH Program has offered valuable continuing education learning opportunities that address the issues of health disparities and in so doing encourage members of the ethnically underrepresented to return to their communities as highly qualified members of the public health workforce. The CSUN MPH Program has created strong collaborations with CSU San Jose, CSU Long Beach, and the Los Angeles County Public Health Department. These collaborations have led to the creation on online continuing education offerings. Community constituents find these Webinars convenient and useful given the shrinking budgets of health agencies.

*Challenges:* With the anticipated end of the ten percent faculty and staff furlough, it is anticipated that the MPH Program will have sufficient time and resources to meet its goal of two continuing education events per academic year. The MPH Program does not currently support distance learning opportunities for students, the webinar offerings for continuing education appear to be successful and a worthwhile strategy.

## **4.0 Faculty, Staff and Students**

**4.1 Faculty Qualifications:** *The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.*

## 4.1.a Primary Faculty

### Faculty who Support Degree Offerings of the School or Program

Annualized AY-2009-2010

Department /Specialty Area	Name	Title/ Academic Rank	Tenure Status or Classification *	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current/ Past PH Activities
Community Health	Lawrence Chu	Associate Professor	Tenured	0.4	M	Asian	MS, MPH, PhD	UCLA	Epidemiology	Biostatistics Epidemiology	Injury prevention	
	Vicki Ebin	Associate Professor	Tenured	0.8	F	White	MSPH, PhD	UCLA	Community Health Education	Research, Advanced Statistics, Community Action	Mental Health Adolescent and College Health Issues	Education Board APHA
	Rachel Castaneda	Assistant Professor	Probationary	0.6	F	Hispanic	MPH, PhD.	UCLA	Community Health Education	Communication, Health Behavior	Drug use, media and communications	
	Gretta Madjzob	Full-time lecturer	Lecturer	0.4	F	White	MPH, PhD	UCLA	Educational Administration	Curriculum Development	Community nutrition and exercise behavior	
	Kathleen Young	Associate Professor	Tenured	0.6	F	White	MS, PhD	New Mexico		Program Planning	Women's health, tobacco	Governing Board AAHE

	Jack Winkelman	Professor	(FERP 50%)	0.25	M	White	HSD	Indiana University	School Health	School Health and Curriculum Development	School health	
	Robert Huff	Professor	(FERP 50%)	0.25	M	White	MPH, Ph.D.	UC Santa Barbara	Confluent Education, Health Education	Cultural Diversity, Health behavior	Cultural issues in health	
	Ronald Fischbach	Professor	(FERP 50%)	0.1	M	White	MSPH, PHD	UCLA	Psychology			
			Total FTEF	3.1								

\* Classification of faculty may differ from school to school, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the school

The faculty of the MPH Program is multidisciplinary and predominantly public health trained. The areas of interests are varied. The lack of ethnic diversity is evident, however faculty come from a breadth of cultural backgrounds and have vast experience working in multicultural communities.

#### 4.1.b Part-Time Faculty

**Table 4.1.b1 Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)**

Current Other Faculty Used to Support Teaching Program (Adjunct, Part-Time, Secondary, etc.)									
Department/Specialty Area	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
Community Health	Diane Dobbins	Part-time	Director, Emergency Preparedness, Ventura County Public Health	.2	F	White	MPH, RN	Public Health	Community Health action
	Joy Guihama	Part-time	Director of Health Education, Pasadena Count Public Health	.2	F	Asian	MPH	Public Health	Administration
	Jerry Seliger	Professor	CSUN	.25	M	White	PhD	Health Administration	Grant Writing
	James Hearn	Part-time		.2	M	White	JD, MA, LLM	Health Ethics	Health Ethics
	Louis Rubino	Professor	CSUN	.25	M	White	Ph.D.	Health Administration	International Health
	Merav Efrat	Part-time	CSUN	.20	F	White	MPH, PHD	Community Health Education	Program Evaluation and Development Health Behavior Change Theory
			Total FTEF	1.30					

**4.1.c Description of the manner in which the faculty complements integrates perspectives from the field of practice.**

The CSUN MPH Program is fortunate to have part-time faculty with varied perspectives and experiences in practice. The part-time and full-time faculty members include practitioners working at government agencies and directing health education units within those health departments. Most program faculty members serve on community advisory councils or provide service to community organizations through evaluation and consultancy. Public health practitioners are often invited to give lectures or present at student-sponsored functions. The program has expertise in all in all five areas of public health: health education and behavior, health services and administration, environmental health (from the Department of Environmental and Occupational Health), biostatistics, and epidemiology.

**4.1.d Identification of outcome measures by which the program may judge the qualifications of its faculty complement.**

**Table 4.1.d1: Outcome Measures for Faculty Qualifications**

Outcome Measure	AY 2007-2009	AY 2008-2009	AY 2009-2010
At least 80% of Graduate Courses will be taught by full-time faculty	90%	90%	90%
All faculty will possess appropriate credentials to teach course assignments	100%	100%	100%
All full-time faculty will hold a doctorate	100%	100%	100%
All Part-time faculty will possess the background to teach their course assignment	100%	100%	100%

**4.1.e Assessment of the extent to which this criterion is met.**

The CSUN MPH Program believes it has met this criterion with commentary. The full- and part-time faculty members appropriately meet the requirements and knowledge of public health and health education to teach their assigned courses. The faculty members have close ties to the community and work well in diverse populations. The only area needing to be addressed is ethnic diversity of the faculty. The CSUN MPH Program has another approved faculty search and hopes that a qualified applicant can fulfill this need while being the best candidate for the position.

**4.2 Faculty Policies and Procedures: *The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.***

**4.2.a Faculty Handbook and other policy documents.**

The University produces a yearly manual describing the timeline and criteria for faculty evaluation (Section 600 for tenure-track faculty and Section 700 for part-time faculty). The Department of Health Sciences reviews its criteria for promotion and retention on a yearly basis (Appendix XXX). Additional faculty policy documents are available on either the Faculty Affairs (<http://www.csun.edu/facultyaffairs/policies/index.htm> ). A faculty member eligible for promotion receives a written notification from the Office of Academic Affairs in which specific deadlines and procedures are delineated. The Provost determines actual promotion upon the recommendation of the Department Personnel Committee, Chair of the Department, College Dean, and College Personnel Committee.

**4.2.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.**

The university has multiple provisions for faculty development addressing teaching, research, promotion, and adjustment to university life. All new faculty hires attend a “New Faculty Orientation” prior to the beginning of the Fall Semester. Information can be found on the university website

( <http://www-admn.csun.edu/ohrs/development/newo.htm> ) and

( <http://www.csun.edu/~facacct/> )

**The Office of Research and Sponsored Projects** is designed to help faculty search for appropriate grant opportunities, apply for grants, assist in the writing of the budget requests, and housing the Human Subjects Committee. Advice on writing grant proposals can also be found on this website.

( <http://www.csun.edu/graduatestudies/research/> )

During the summer of 2009, the Dean of the College of Health and Human Development sponsored a grant-writing workshop in which faculty within the college had the opportunity for participation. Faculty members were selected to participate. Kathleen Young, Lou Rubino and Vicki Ebin were selected from the Department of Health Sciences.

**The Center for Innovative & Engaged Learning Opportunities at CSUN (CIELO)** is designed to assist faculty by providing workshops, symposiums, and small grant opportunities addressing issues of student learning and community engagement

( <http://www.csun.edu/cielo/> ). *CIELO* sponsors the Beck Grant, a small research stipend opportunity for creative teaching and classroom activities.

Sabbatical leaves can be applied for by all full-time faculty members every seven years. Recipients receive either one semester at full pay or one year at half pay. Sabbatical leaves are competitive across the entire College of Health and Human Development. The Provost designates the number available for each College and makes the final decision of Sabbatical Awards. The Provost receives recommendations from the Department Chair and Personnel Committee, the College Personnel Committee, and the College Dean.

Travel stipends, are awarded to faculty for conference presentations, attendance at national organization board meetings, or other activities representing the MPH Program or Department. The amount of the travel stipend varies according to budget constraints. For the 2010-2011 Academic Year only \$550 is available per department faculty member.

**The Institute For Community Health and Wellbeing** was created in 2008 as “a collaborative of campus and community members committed to enhancing the health and wellbeing of individuals, families, organizations and communities within Cal State Northridge's service region. The primary mission of the Institute is to foster healthful living through community and campus partnerships” ( <http://www.csun.edu/~instchwb/> ). The Institute acts as a conduit to promote university-community collaborations as well as assist in grant-writing.

The Department Chair and College Dean occasionally request faculty members complete special projects. The faculty member receives a stipend or course release time during this time. Additional internal funding opportunities for faculty development were discussed in Section 3.1.a.

#### **4.2.c Description of formal procedures for evaluating faculty competence and performance**

The Department Chairperson, College Dean and Personnel Committees at the Department and College levels review faculty performance is part of the personnel procedures of the University (Section 600/available in the Resource File). All Program faculty members are required to be evaluated by students in at least one course every fall semester using the Wilson Evaluation Instrument (Appendix 16). This evaluation includes both a quantitative and qualitative assessment. The results of the Wilson Evaluation Instrument are reviewed by the Department Chair, and the Department and College Personnel Committees when a faculty member is up for retention, tenure, promotion, or post-tenure review considerations. All probationary faculty members must have course evaluations every semester until attaining promotion and tenure. Tenure-track faculty members are evaluated by the Personnel Committees beginning their second year of appointment and every year until receipt of tenure. Tenured faculty members are required to have student course evaluations on at least one course per year.

#### **4.2.d Description of the processes used for student course evaluation and evaluation of teaching effectiveness.**

Every semester faculty members within the Department of Health Sciences are asked which classes should be evaluated that semester. As stated above, probationary faculty members are required to have course evaluations until tenure. Envelopes with the Wilson Teaching Evaluation scoring forms are placed in faculty mailboxes. The designated course is listed on the outside of each envelope. A student is asked to collect the evaluations and take the closed envelope to the Department of Health Sciences Office. The faculty member does not remain in the classroom during the evaluation time. The Department Chair reviews the scores every semester. Where a possible problem may exist, the Department Chair will suggest a mentor as well as seeking help from *CIELO*. MPH Program faculty can observe other faculty members upon request.

All part-time faculty must be reviewed each year by either the Department Chair or designee. Decisions to maintain the part-timer are made based on need to cover courses as well as teaching effectiveness.

**4.2.e Description of the emphasis given to community service activities in the promotion and tenure process.**

Community service is one of the requirements for tenure and promotion. CSUN values community collaboration and the university encourages teaching and research projects that include community work. The concept of “service-learning” has been widely embraced in both undergraduate and graduate education at CSUN.

**4.2.f Assessment of the extent to which this criterion is met.**

The MPH Program believes that this criterion is met. Community service and community collaboration are commitments of the CSUN MPH Program. Several courses require community work and many research projects are based within communities. A weakness may be seen in the emphasis the university places on community service. Research and teaching are of primary importance, however, tenure and promotion cannot be attained without community service activities.

### **4.3 Faculty and Staff Diversity.**

***The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.***

**4.3.a1 Summary demographic data on the program's faculty, showing at least gender and ethnicity.**

**Table 21 Summary Demographic Data – Faculty**

Summary Demographic Data for Current Core and Other Faculty						
	Core Faculty		Other Faculty		TOTAL	
	#	%	#	%	#	%
# % Male	3	43%	3	50%	6	46%
# % African American Male						
# % Caucasian Male	2	67%	3	100%	5	38%
# % Hispanic/Latino Male						
# % Asian/Pacific Islander Male	1	33%			1	8%
# % Native American/Alaska Native Male						
# % Unknown/Other Male						
# % International Male						
# % Female	4	57%	3	50%	7	53%
# % African American Female						
# % Caucasian Female	3	75%	2	67%	5	38%
# % Hispanic/Latino Female	1	25%			1	8%
# % Asian/Pacific Islander Female			1	33%	1	8%
# % Native American/Alaska Native Female						
# % Unknown/Other Female						
# % International Female						
<b>TOTAL</b>	<b>7</b>		<b>6</b>		<b>13</b>	<b>100%</b>

**4.3.b Summary demographic data on the program's staff.**

**Table 4.3b1 Summary Demographic Data – Staff\***

<b>Summary Demographic Data for Full-Time Staff*</b>		
	<b>Full-Time Staff</b>	<b>TOTAL</b>
# % Male		
# % African American Male		
# % Caucasian Male		
# % Hispanic/Latino Male		
# % Asian/Pacific Islander Male		
# % Native American/Alaska Native Male		
# % Unknown/Other Male		
# % International Male		
# % Female		
# % African American Female		
# % Caucasian Female	1	
# % Hispanic/Latino Female	2	
# % Asian/Pacific Islander Female		
# % Native American/Alaska Native Female		
# % Unknown/Other Female		
# % International Female		
<b>TOTAL</b>	<b>3</b>	<b>3</b>

\* Staff is defined as those individuals not defined as students or faculty

NOTE: Schools and programs may also include other aspects to demonstrate diversity among staff at their discretion

**4.3.c Description of policies and procedures regarding the program's commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.**

California State University, Northridge, the College of Health and Human Development, the Department of Health Sciences, and the MPH Program are committed to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion, or national origin. During the MPH Admissions review, no information is available regarding any of the aforementioned issues. The only information given to the MPH Admissions Committee reviewers is the applicant's name, transcripts, personal statement, and Letters of Recommendation. A current student can file a grievance if he/she believes discrimination has existed. That process is described at the Student Affairs website ( <http://www.csun.edu/studentaffairs/> ). All faculty recruitment announcements are first reviewed by the Office of Equity and Diversity ( <http://www-admn.csun.edu/eqtydiv/> ). Every search committee is required to have a designated person who ensures that all processes are deemed equitable and meet the requirements of the Office of Equity and Diversity. The university has a Center on Disabilities to assist all students with special needs ( <http://www.csun.edu/cod/index.php> ). The university has required all websites be reconstructed to address the Disabilities Act to ensure equal access for people with visual disabilities.

**4.3.d Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.**

A description of recruitment and retention efforts is found in a previous section. California State University, Northridge, the College of Health and Human Development, the Department of Health Sciences, and the MPH Program are committed to attracting a diversity faculty and staff. The California State University System created a scholarship across all campuses to recruit current students for future faculty positions. The Sally Casanova Pre-Doctoral Program encourages students to apply who are first in their family to attend college. "The California Pre-Doctoral Program is designed to increase the diversity of the pool from which the California State University draws its faculty. It does so by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. A special emphasis is placed on increasing the number of CSU students who enter graduate programs at one of the University of California campuses" ( <http://www.csun.edu/grip/graduatestudies/sfo/predoc.html> ). Students in the MPH Program have been successful in receiving this prestigious scholarship. There have been five MPH students receiving this scholarship over the past ten years, two of those students are currently studying in doctoral program, with the hope that they will apply for a faculty position, when available.

All faculty recruitment efforts are advertized in professional public health venues, the Chronicles of Higher Education, sent to professional *listservs*, and sent to School Of Pubic Health career placement services. The MPH Program also encourages members

of diverse communities to apply as a part-time instructor. The field placement preceptors are another important source of diversity. The preceptor is an important source of teaching and mentoring the MPH student as 400 hours are spent at that site.

Evaluation of these efforts revolves around success of advertisement and the diversity of the applicant pool. When the program is not conducting faculty searches the MPH Program encourages applicants to apply for part-time positions.

***4.3.e Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.***

Issues of diversity, social justice, and health disparities are critical to developing our MPH students. The students constantly receive information about community events and symposiums addressing these issues. Individual faculty invite guest speakers to classrooms in an effort to encourage an environment of understanding diversity and the role of the health educator. A *Brown Bag* speakers forum sponsored by the MPH Student Association (MPHSA) and assisted by Dr. Kathleen Young have brought in speakers addressing diversity and social justice. The MPH Program collaborated with San Jose State University MPH Program to conduct a continuing education webinar addressing health disparities. The MPHSA has sponsored “movie night” in which students watched *Unnatural Causes* and then discussed it. The MPH Program promotes student discussion of health disparities and social justice throughout coursework.

***4.3.f Identification of outcome measures to which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.***

The following outcome measures are used to measure success in achieving a diverse faculty and staff.

**Table 4.3.f1: Outcome measures for Achieving a Diverse Faculty**

	AY 2007-2008	AY 2008-2009	AY 2009-2010
All faculty recruitment efforts will follow Equity and Diversity University Protocol.	No new faculty search	Met	Met
All faculty search announcements will promote diversity	No new faculty search	Met	Met
The MPH Program has a ethnically diverse core faculty complement	4 white (includes 1 middle eastern) 1 Asian	4 white (includes 1 middle eastern) 1 Asian	4 white (includes 1 middle eastern) 1 Asian 1 Hispanic
The MPH Program core faculty shall not exceed 66% of either gender	3 male 3 female	3 male 3 female	3 male 4 female

**4.3.g Assessment of the extent to which this criterion is met.**

The MPH Program believes this criterion is *met with commentary*. California State University, Northridge, the College of Health and Human Development, the Department of Health Sciences, and the MPH Program strive for an ethnically diverse faculty. All steps are taken to actively recruit individuals who promote this goal. The MPH Program hired an outstanding individual, Rachel Castaneda, in 2009. She received an NIH grant for new researchers and was not allowed to transfer it to our university. Due to the prestige of such a grant, she has decided to step down from her faculty appointment. She continues to teach on a part-time basis as of Fall Semester 2010. The MPH Program has been given permission to conduct a faculty search for AY 2011-2012.

**4.4 Student Recruitment and Admissions: *The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.***

The MPH Program continues to maintain an outstanding reputation for preparing well qualified health education practitioners. This reputation has resulted in inquiries from highly competent individuals from within CSUN's service area as well as from foreign venues such as India, Pakistan, China, Japan, Africa, and other areas across the globe. The MPH website ([www.csun.edu/~hchsc006/](http://www.csun.edu/~hchsc006/)) provides a convenient way to download important Program information. Those MPH candidates seeking information via the telephone (818-677-7053) are connected to the MPH Graduate Coordinator's office for responses to questions and timely mailing of requested Program materials and application forms. In addition, candidates can contact the Graduate Coordinator via email at [vicki.ebin@csun.edu](mailto:vicki.ebin@csun.edu). The MPH Program has also enthusiastically participated in the University's yearly outreach and recruitment event, "All Campus Gradfest", which helps to connect potential students to various graduate programs. During the Fall Semester 2010, the MPH Program sent recruiting materials to the Northern California Forum on Diversity, which draws over 1000 students seeking information on graduate programs.

The MPH Program has greatly benefited from the University's strategic location in the greater Los Angeles area. Being close to the Los Angeles freeway system affords students the opportunity to enroll in the CSUN's MPH Program from as far away as Ventura and Santa Barbara, California. Students are also drawn to the array of public health training opportunities located in the greater Los Angeles area. Due to the personal connections with faculty at neighboring universities, many students are directed to our program because of its focus on health education competencies and hands-on skills training.

Administratively located in the Department of Health Sciences, there exists the opportunity for undergraduates from both the Health Education Program and other related undergraduate majors to interface with MPH Program majors. Such exposure draws qualified students from the CSUN undergraduate population into the pool of MPH Program applicants.

Since the CSUN Program graduates date back to the 1970s, they have become an important referral source as well. MPH Program graduates currently occupy key health education positions throughout the Los Angeles and Ventura County areas. For example, a recent graduate is currently employed by the Kaiser Permanente Health Education Program in their Panorama City facility serves as a mentor to many undergraduate Health Education interns. Similar examples have occurred at local public school sites, Planned Parenthood, and many others. These undergraduate experiences increase the likelihood of continuing into the MPH Program.

The Program has been specifically organized for prospective students who work during the day and can only attend classes in the late afternoon and evening. Thus, all classes are scheduled in the afternoon and evening hours (4:00-7:00 and 7:00-10:00pm) four days per week. Occasionally, depending on student demand, a Saturday course may be offered as well. Advisement hours are also scheduled in the late afternoon and evenings to accommodate the working students.

## **Admissions Policies and Procedures**

General admissions policies and procedures for graduate students are outlined in the University Catalog (included with this self-study report). Students are first evaluated by the University to determine their qualifications for admission to graduate school. If meeting or surpassing the minimal requirements (2.50 GPA), the student's application is forwarded to the Department where an addition review procedure is carried out.

Once the application arrives in the Department, each applicant is directed to complete the MPH Program supplementary application. This supplementary application includes a form that requests letters of recommendation, and a request for transcripts. In addition, a Statement of Purpose form is provided to record the candidate's motivation to seek the MPH degree. A basic contact information form is also included. Once the applicant has submitted all the above materials to the Department, the application package is forwarded to the Graduate Coordinator/Admissions Coordinator (Dr. Ebin). She completes an application review form and forwards the entire package to a three-person Application Review Committee. This Committee reviews the applicant's transcripts and undergraduate GPA, work experience, letters of recommendation, and statement of purpose for pursuing an MPH in Health Education. The Committee then makes a recommendation to admit "conditionally", "fully classified" or to reject the application. Upon coming to this recommendation the application package is then returned to the Graduate Coordinator/Admissions Coordinator for a final review and decision.

Qualified students who are admitted into "conditional status" generally have three possible qualifying requirements to complete. Qualifying requirements generally include one or more of the following:

- The University Upper Division Writing Proficiency Examination;
- The GRE (if the student's GPA is under 3.0 overall or 3.2 in their last 60 units);
- The HSCI 390/390L (biostatistics) course; and
- International graduates are also required to complete the TOEFL as a demonstration of their ability to work in the English language.

In accordance with the University 12 Unit Rule the qualifying requirements must be completed prior to registering in more than 12 units of graduate study. Once "conditionally classified" students complete their qualifying program they are advanced to "fully classified status." The University Catalog, MPH Program Brochure, and the MPH webpage include information about the admissions requirements noted above.

## Applicants and Admissions

Table 4.4 below lists the number of applicants and admissions to the MPH Program since the last site visit.

**Table 4.4.a1: MPH Program Applications and Admissions for the Past Three Years**

Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area*, Fall 2007 to Fall 2010				
		Academic Year 2007 - 2008	Academic Year 2008 - 2009	Academic Year 2009 - 2010
Community Health	Applied	109	113	159
	Accepted	54	51	67
	Enrolled	25	30	34

\* Specialty area is defined as each degree and area of specialization contained in the instructional matrix

### **4.4.a Description of the program's recruitment policies and procedures.**

The MPH Program at California State University, Northridge continues to maintain an outstanding reputation for preparing well qualified public health education practitioners with a holistic training in public health education theories & practice. This outstanding reputation has resulted in inquires from highly competent students from within CSUN's service area as well as from international venues such as India, Iran, Pakistan, China, Japan, Africa, Eastern Europe and other regions across the globe. The MPH website ([www.csun.edu/~hsci@csun.edu/](http://www.csun.edu/~hsci@csun.edu/)) provides a convenient way to download important Program information. Those MPH candidates seeking information via the telephone (818-677-4081) are directed to the MPH Graduate Coordinator for responses to questions and timely mailing of requested Program materials and application forms. In addition, candidates can contact the Graduate Coordinator via email at [vicki.ebin@csun.edu](mailto:vicki.ebin@csun.edu).

The MPH Program has also enthusiastically participated in the University's yearly outreach and recruitment event, "All Campus Gradfest", which helps to connect

potential students to various graduate programs. Furthermore, the MPHSA, Master of Public Health Student Organization & the MPH Alumni have been continuously participating in the annual Gradfest to enhance the recruitment & networking capacities of the program. During the Fall Semester 2010, the MPHSA joined “Clubs Week” on Matador Walk to promote the MPH Program.

The MPH Program has greatly benefited from the University’s strategic location in the greater Los Angeles area. Being close to the Los Angeles freeway system affords students the opportunity to enroll in the CSUN’s MPH Program from as far away as Ventura and Santa Barbara, California. Students are also drawn to the array public health training opportunities located in the greater Los Angeles area.

Administratively located in the Department of Health Sciences, affords the opportunity for undergraduates from both the Health Education Program and other related undergraduate majors to interface with MPH Program majors. Such exposure draws qualified students from the CSUN undergraduate population into the pool of MPH Program applicants. Based upon the fact that the CSUN MPH alumni & graduates date back to the 1970s, they have become an important referral source as well. MPH Program graduates currently occupy key health education positions throughout the Los Angeles area. For example, a recent graduate is currently employed by the Kaiser Permanente Health Education Program in their Panorama City facility. In her role as a health educator, she serves as a mentor to many undergraduate Health Education interns. Similar examples have occurred at local public school sites, Planned Parenthood, and many others.

The Program has been specifically organized for prospective students who work during the day and can only attend classes in the late afternoon and evening. Thus, all classes are scheduled in the afternoon and evening hours (4:00-7:00 and 7:00-10:00pm) four days per week. Occasionally, depending on student demand, Friday afternoon and Saturday courses are offered to meet the diverse scheduling needs of the students. Advisement hours are also scheduled in the late afternoon, evenings and Saturdays to accommodate students with fulltime or part time professional and career commitments.

The student organizations, both undergraduate and graduate, are meeting with other campus organizations to bolster the campus’ awareness of the advantages to study within the department and focus on public health. This year the MPH Student Association will sit on Matador Walk during Student Club Week in order to increase awareness of their association and the MPH Program.

#### **4.4.b Statement of admissions policies and procedures.**

##### **Admissions Policies and Procedures**

General admissions policies and procedures for graduate students are outlined in the University Catalog (included with this self-study report). Students are first evaluated by the University to determine their qualifications for admission to graduate school. If meeting or surpassing the university minimal requirements (2.5 GPA), the student's application is forwarded to the department where an additional review procedure is carried out by the MPH Admissions Committee.

In addition to the standard university application, all MPH Program Applicants must complete the MPH Program Supplementary Application (Attachment 4.4.b1). This supplementary application includes a form that requests letters of recommendation, a request for transcripts and a Statement of Purpose. Specific instructions are provided to address the candidate's motivation to seek the MPH degree, why the degree is necessary to his/her professional future, and why the applicant wants to study at CSUN. A basic contact information form is also included. Once the applicant has submitted all the above materials to the Department, the application package is forwarded to the Graduate Coordinator/Admissions Coordinator (Dr. Ebin). She completes an application review form and forwards the entire package to a three-person Admissions Review Committee. This Committee independently reviews the applicant's transcripts and undergraduate GPA, work experience, letters of recommendation, and statement of purpose for pursuing an MPH in Health Education. The Committee then makes a recommendation to admit "conditionally", "fully classified" or to reject the application. Upon coming to this recommendation the application package is then returned to the Graduate Coordinator/Admissions Coordinator for a final review and decision. Whenever a discrepancy exists, the Admissions Coordinator will review the file and ask for further input from the committee.

Qualified students who are admitted into "conditional status" generally have three possible qualifying requirements to complete. Qualifying requirements generally include one or more of the following:

- The University Upper Division Writing Proficiency Examination;
- The GRE for students with a GPA under 3.0 overall or 3.2 in their last 60 units);
- The HSCI 390/390L (biostatistics) course; and
- International graduates are also required to complete the TOEFL as a demonstration of their ability to work in the English language.

The Dean of the College of Health and Human Development has asked Dr. Lawrence Chu to investigate the graduate admissions process throughout the Health Sciences

Department as well as other departments within the college. He is doing a comparison of the various processes and determining “best practices” that he identifies. Additionally, the MPH Program has asked the Department Chair to create an online “open file access” for the administrative assistant, Chair, MPH Coordinator, and MPH Admission Committee members to view the status of the applicant’s file, who has it, and comments made by the other committee members. This will decrease the amount of paper and ease any confusion as to which person is currently reviewing the file. We hope to implement this process for Fall 2011 admissions.

In accordance with the University “12 Unit Rule”, the qualifying requirements must be completed prior to registration in additional coursework above 12 units of graduate study. Once “conditionally classified” students complete their qualifying program they are advanced to “fully classified status.” The University Catalog, MPH Program Brochure, and the MPH webpage include information about the admissions requirements noted above.

#### ***4.4.c Examples of recruitment materials and other publications.***

Please see Attachments 4.4.c1 and 4.4.c2 for:

Recruitment materials

Academic Calendar

#### ***4.4.d Quantitative information on the number of applicants, acceptances and enrollment.***

### **Applicants and Admissions**

4.4.d lists the number of applicants and admissions to the MPH Program during the academic years of 2007-2010.

**Table 4.4.d1 Quantitative Information on Applicants, Acceptances, and Enrollments, by Specialty Area for the last 3 years**

		Academic Year 2007 - 2008	Academic Year 2008 - 2009	Academic Year 2009 - 2010
<b>Community Health</b>	<b>Applied</b>	<b>109</b>	<b>113</b>	<b>159</b>
	<b>Accepted</b>	<b>54</b>	<b>51</b>	<b>67</b>
	<b>Enrolled</b>	<b>25</b>	<b>30</b>	<b>34</b>

As indicated above, eighty-nine students were admitted to the Program over the past three years. The MPH Program is seeing an increase in the number of applicants seeking admissions. The Program is beginning discussions on deciding the number of students manageable given the current university issues. Additional discussions are addressing possible changes in acceptance only once a year, limitations of international admissions, minimum GPA, and other criteria.

Table 4.4.d2 below presents the number of students who were full or part-time in the Program over the past three years.

**Table 4.4.d2: Number of Full and Part-Time MPH Students over Past Three Years.- 2007-2010**

Students Enrolled in Each Degree Program by Area of Specialization, 2007 to 2009									
	Academic Year Fall 2007			Academic Year Fall 2008			Academic Year Fall 2009		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
Community Health	39	30	38.8	47	28	36.8	51	33	36.0
(Percent of total)	(57%)	(43%)		(63%)	(37%)		(61%)	(39%)	

NOTE: HC = Head Count

FT = Full-time students (9 credit units or more per semester)

PT = Part-time students

FTE = Full-time equivalent students

**Table 4.4.d3: Number of Full and Part-Time MPH Students during 2002-2005.**

Academic Year	Number of Students			Percent of Students	
	In the MPH Program			In the MPH Program	
	Full-Time	Part-Time	Total	Full-Time	Part-Time
2002-2003	34	29	63	54%	46%
2003-2004	34	36	70	49%	51%
2004-2005	<u>39</u>	<u>35</u>	<u>74</u>	53%	47%
<b>Total</b>	107	100	207		

During the past eight years there has been a growing trend toward more of our applicants progressing as full-time students in the Program. Comparing the percentages of students progressing full- versus part-time during 2002-2005, approximately half of the students were full-time. During the last three years of reporting (2007-2009) that number now hovers at 60%. The numbers will be monitored to assess if this trend continues since it will have an impact on the way class scheduling in the future. The increase in the number of students attending full-time is also impacting the size and demand for specific classes. For example, we needed to add additional sections of the same course in order to maintain small class sizes.

**4.4.f Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.**

Each academic year the MPH Graduate Coordinator reviews incoming student data provided by the University's Office of Institutional Research and Planning. Outcome assessment measures such as student ethnicity, average number of units completed, and grade point average provide an insight into the effectiveness of the Program's efforts to recruit a highly qualified and diverse student population.

**Table 4.4.f1 Outcome Measures to Evaluate Enrollment of a Qualified Student Body**

	<b>Academic Year 2007 - 2008</b>	<b>Academic Year 2008 - 2009</b>	<b>Academic Year 2009 - 2010</b>
All enrolled students will have a Statement of Purpose stating a desire to work in the Public Health arena and Health Education in particular.	100%	100%	100%
90% of the MPH students will maintain a GPA of at least 3.0 in each academic year	100%	100%	100%
Ethnic diversity will be maintained with each admitted group.	Met	Met	Met

**4.4.g Assessment of the extent to which this criterion is met.**

This criterion is met. Applications and admissions procedures meet University and Departmental requirements that are clearly outlined in the University Catalog and MPH Program Brochure. Program faculty continue to discuss additional methods to engage in an active outreach recruitment effort. A weakness of this assessment is the data available to programs through the university. Not all necessary information can be obtained through the university due to the manner of data collection.

**4.5 Student Diversity: *Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin.***

**4.5.a *Description of policies, procedures and plans to achieve a diverse student population.***

California State University, Northridge does not discriminate on the basis of race, sex, color, religion, national origin, age, disability or veteran's status in the provision of educational opportunities or employment opportunities and benefits. Such discrimination is prohibited under Title IX of the Educational Amendment of 1972 (Public Law 92-318) and Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112). This policy extends to both employment and admission to the University and the MPH Program. Inquiries concerning charges of violation of these policies are directed to the Coordinator of Student Affirmative Action. Additionally, there is no identifying age, gender, or ethnicity on the applications received by the MPH Program. The Admissions Committee reviews the applications without knowing the applicant's demographics. The only information the committee does have is the knowledge of the student's academic background, letters of recommendation, and applicant's personal statement.

**4.5.b *Description of recruitment efforts used to attract a diverse student body along with information about how these efforts are evaluated and refined over time.***

Recruitment efforts have been described in previous sections. The MPH Program continues to receive many international applications from such countries as India, Pakistan, Bangladesh, Nigeria, China, and other countries. We utilize our alumni and preceptors to promote our program at their worksites. Undergraduate students in other majors across California State University, Northridge are encouraged to apply at "Gradfest" on the campus.

**4.5.c Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years.**

The University does not maintain “take rates” by ethnicity and gender by graduate program. Table 4.5.c is replaced by

“Master’s in Public Health Headcounts by Ethnicity: Fall 2006 to Fall 2009”

“Headcount by Gender Fall 2006 to Fall 2009”

“Headcount by Attendance Status Fall 2006 to Fall 2009”

**Table 4.5.c1: CSUN MPH Headcount Data**

<b>Master's in Public Health Headcounts: Fall 2006 to Fall 2010</b>						
<b>By Ethnicity</b>			2006/07	2007/08	2008/09	2009/10
Fall	African American		7	5	7	7
	Asian American		6	13	14	16
	Filipino		4	2	4	3
	International		5	7	8	7
	Latino		7	9	8	5
	Mexican American		6	5	10	13
	Other		11	13	6	11
	Pacific Islander		0	0	1	1
	White		23	15	17	21
	Total		69	69	75	84
Spg	African American		5	6	6	2
	Asian American		8	11	14	5
	Filipino		4	3	4	

		International	6	6	7	8
		Latino	10	7	8	1
		Mexican American	5	7	11	7
		Other	10	12	7	34
		Pacific Islander			1	1
		White	17	14	16	9
		Total	65	66	74	67
		<b>By Gender</b>	2006/07	2007/08	2008/09	2009/10
	Fall	Female	55	53	56	65
		Male	14	16	19	19
		Total	69	69	75	84
	Spg	Female	50	50	56	57
		Male	15	16	18	10
		Total	65	66	74	67

<b>By Attendance Status</b>		2006/07	2007/08	2008/09	2009/10
Fall	Full-Time	44	39	47	51
	Part-Time	25	30	28	33
	Total	69	69	75	84
Spg	Full-Time	34	43	47	46
	Part-Time	31	23	27	21
	Total	65	66	74	67

The University does not maintain “take rates” by ethnicity and gender by individual graduate programs. The following table shows the total university numbers for all graduate programs as a single entity.

**4.5.d Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program's performance against these measures for each of the last three years.**

**Table 4.5.d1: Evaluation of Program Success for achieving a Diverse Student Body**

	<b>Academic Year 2007 - 2008</b>	<b>Academic Year 2008 - 2009</b>	<b>Academic Year 2009 - 2010</b>
The MPH Program shall have an ethnically diverse student population	7.2% African A. 21.7% Asian/PI 20.2% Latino/Hisp 21.7% White 29.0% Other/Intl Met	9.3% African A. 25.3% Asian/PI 24.0% Latino/Hisp 22.7% White 18.7% Other/Intl Met	8.3% African A. 23.8% Asian/PI 21.4% Latino/His 25.0% White 21.4% Other/Intl Met
Gender distribution in the student population	76.9% female	74.7% female	77.3% female

**4.5.e Assessment of the extent to which this criterion is met.**

The MPH Program believes this criterion is met. There is an ethnically diverse group of students and the gender distribution remains consistent.

**4.6 Advising and Career Counseling: *There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.***

**4.6.a *Description of the advising and career counseling services, including sample orientation materials such as student handouts.***

The MPHSA plans a New Student Orientation at the beginning of each academic year (materials available on site). All new and old students are invited to attend. All faculty members are requested to participate in this event. Prior to assigning the student to a faculty advisor, all new students meet with the MPH Graduate Coordinator to design a Preliminary Advisement Plan. The MPH Graduate Coordinator discusses the student's professional goals, work schedule, and previous courses taken. Together a plan is reached and the student is given information to register in classes for his/her time in the program. Upon completion of the Preliminary Advisement, the student is assigned alphabetically to a faculty advisor (Attachment 4.6.a1). All students have a "hold" placed on registration for every Spring Semester and are required to meet with an advisor during the Fall Semester to release the hold. Students are encouraged to meet with his/her academic advisor or the MPH Graduate Coordinator more frequently.

In addition to academic counseling, the university has a Student Counseling Office. Students can make appointments or "drop in" when in need of more professional assistance. The university also maintains a Career Center which is available to all undergraduate and graduate students. This center has created many online activities to assist students in creating a resume, interviewing, and other job-seeking skills. The Career Center can also create a video of the student during a mock interview and review it with the student.

The MPHSA has discussed this issue with the Graduate Coordinator and some ideas for improving career counseling were discussed, Career discussions always occur within the context of internship meetings.

**4.6.b *Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.***

Please see Criterion 1.4.e

**4.6.c *Information about student satisfaction with advising and career counseling services.***

In the last student survey conducted during the Spring Semester 2010, twenty-two respondents reported the following:

My academic advisor is knowledgeable about program requirements.

- 40.00% Strongly agree
- 45.00% Agree
- 5.00% Disagree
- 10.00% Strongly disagree

The degree requirements were communicated to me clearly.

- 20.00% Strongly agree
- 70.00% Agree
- 0.00% Disagree
- 10.00% Strongly disagree

Timely completion of program requirements is encouraged.

- 15.00% Strongly agree
- 50.00% Agree
- 20.00% Disagree
- 15.00% Strongly disagree

My academic advisor is accessible.

- 15.00% Strongly agree
- 45.00% Agree
- 25.00% Disagree
- 15.00% Strongly disagree

The Student Survey was administered through an online service, *StudentVoice*. The same service was used to gather information from alumni. The number responding compared to the number of students enrolled in the program is less than 50%. The entire survey will be

available for review during the site visit. Given that there are only twenty-two respondents it is difficult to determine the overall satisfaction of academic advisement. However, the issue of advisor accessibility appears to be problematic. The question to be raised is whether or not the advisement times are inconvenient for students or if students are not seeing their assigned advisor and going to only a select group of advisors.

**4.6.d Assessment of the extent to which this criterion is met.**

The MPH Program believes this criterion is met with commentary. The MPH Program needs to find a way to improve university resources for student career-counseling. The faculty members try to give one on one counseling and advice but the university must improve the existing facilities. The program must also find a way of increasing alumni response to online surveys.