REVIEW FOR ACCREDITATION

OF THE

FIELDING SCHOOL OF PUBLIC HEALTH

AT THE

UNIVERSITY OF CALIFORNIA, LOS ANGELES

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
        May 17-19, 2021

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CRITERIA:
        Accreditation Criteria for Schools of Public Health & Public Health
        Programs, amended October 2016

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INTRODUCTION

The University of California, Los Angeles (UCLA) is a public, land grant university established in 1919 and is part of the UC System. UCLA is home to one college and 12 professional schools in the academic areas of: arts and architecture; education and information studies; engineering and applied science; law; business; music; theater, film and television; medicine; dentistry; nursing, and others. The university offers 140 undergraduate majors, 132 master's and professional programs, and 128 doctoral programs. As of October 2020, UCLA counted over 4,300 faculty members, 30,500 staff, and 44,500 students. The university is regionally accredited by the WASC Senior College and University Commission and accreditation was reaffirmed in 2019 for 10 years. The university also holds specialized accreditation in areas of medicine, nursing, business, radiologic technology, dentistry, public affairs, theater, planning, and many more.

The Fielding School of Public Health was founded in 1961 and consists of five academic departments and one interdepartmental program. The five departments are biostatistics, community health sciences, environmental health sciences, epidemiology, and health policy and management. Molecular toxicology is an interdepartmental program that draws from 16 different departments including environmental health sciences. The school offers four types of degrees, the MPH, MHA, MS, and PhD. Additionally, the school offers professional certificates and a public health minor. In winter 2021, the school enrolled a total of 402 master's students. The MPH in community health sciences enrolled the most students at 154, and the MPH in biostatistics was the smallest, with nine enrollees. The MS programs enrolled a total of 63 students. A total of 211 doctoral students were enrolled, with a range of 15 environmental health sciences doctoral students to 51 epidemiology students.

The School of Public Health was first accredited by CEPH in 1960. The most recent review was completed in 2013, with interim reports due in the areas of evaluation data, the practice experience, core competencies, concentration competencies, alumni and employer feedback, and academic degrees. The Council accepted the school's spring 2015 interim report and spring 2016 interim report as evidence of compliance in these areas.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. CEPH conducted an on-campus visit on October 7, 2021 to confirm the site visit team's observations and conclusions made during the virtual site visit.

Instructional Matrix - Degrees and Concentrations						
Master's Degrees		**Academic**	**Professional**	**Categorized as public health**	**Campus based**	**Distance based**
Biostatistics		MS	MPH	X	MS, MPH	
Community Health Sciences		MS	MPH, MPH-HP	X	MS, MPH, MPH-HP	
Environmental Health Sciences		MS	MPH	X	MS, MPH	
Epidemiology		MS	MPH	X	MS, MPH	
Health Policy & Management: Health Policy		MS	MPH, EMPH	X	MS, MPH, EMPH	
Health Policy & Management: Health Management		MS	MPH, EMPH	X	MS, MPH, EMPH	
Master of Healthcare Administration			MHA			MHA
Doctoral Degrees		**Academic**	**Professional**			
Biostatistics		PhD		X	PhD	
Community Health Sciences		PhD		X	PhD	
Environmental Health Sciences		PhD		X	PhD	
Epidemiology		PhD		X	PhD	
Health Policy & Management		PhD		X	PhD	
Molecular Toxicology		PhD			PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**			
2nd Degree Area	**Public Health Concentration**					
Law	Any MPH		JD/MPH	X	MPH	
Business	Health Policy & Management		MBA/MPH	X	MPH	
Social Welfare	Community Health Sciences		MSW/MPH	X	MPH	
Public Policy	Health Policy & Management		MPP/MPH	X	MPH	
Urban Planning	Community Health Sciences, Environmental Health Sciences		MURP/MPH	X	MPH	
African Studies	Community Health Sciences		MA/MPH	X	MPH	
Asian American Studies	Community Health Sciences		MA/MPH	X	MPH	
Latin American Studies	Community Health Sciences		MA/MPH	X	MPH	
Medicine	Any MPH		MD/MPH	X	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The school has an appropriate committee structure in place with clearly defined membership to include representation from academic and administrative units.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		There are five formal committees and three subcommittees. Standing committees include the Faculty Executive Committee (FEC), Educational Policy and Curriculum Committee (EPCC), Evaluation Committee, Sustainability Committee, and the Equity, Diversity and Inclusion (EDI) Committee. The Integrated MPH Core Committee, Undergraduate Programs Committee, and the Student Affairs Committee are all EPCC subcommittees.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		Clear policies are in place to ensure broad participation from faculty and students. In addition to formal committees, full faculty meetings are held quarterly and department faculty meetings are held monthly or bimonthly. Input from students and faculty is routinely sought through town hall meetings, lunches with the dean, or other ad hoc and informal meetings. Part-time faculty are invited to attend department meetings and town hall meetings. Part-time faculty are also involved in school-wide events and workshops and as collaborators on research projects. There is ample opportunity for faculty to be involved in decision making in the broader university context. The		

| | | self-study provided six examples of faculty holding seats on the university's Academic Senate. The Academic Senate is an important decision-making structure that supports the mission of the university to represent faculty on all matters of shared governance.

Degree requirements and curriculum design changes are reviewed and approved by the EPCC with ultimate approval by the Academic Senate.

Admissions decisions are made by department admissions committees, reviewed by the Student Affairs Office, and forwarded to the UCLA Graduate Division for approval. Admissions policies are set by the Academic Senate.

Faculty recruitment and promotion policies are established systemwide by the UC Academic Senate, which is a different governance body from the UCLA Academic Senate. Search committees for faculty positions are appointed by the department chair where the faculty member will be hired, approved by the dean, and operate in accordance with university guidelines.

Individual faculty make decisions about research and service activities, but the school's Research Support Office is responsible for overseeing research-related activities, including coordination of pre-award contract and grant processing for all departments and centers. This office provides guidance, resources, and interpretation of university policies regarding research, and handles all award submissions.

During the visit, site visitors learned that curricular changes and decision making about new programs or new | | |
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		modes of delivery are approved at the department and school level but must also go through extensive review by the university Academic Senate and finally the systemwide UC Academic Senate. These processes can take anywhere from months to years for approval. University and school leaders acknowledge that the approval process is different from other universities but note that it aligns with the university's commitment to faculty shared governance.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Fielding School of Public Health students engage in the school's decision making through multiple outlets. The broadest impacts originate from the Student Leadership Council, the Public Health Student Association (PHSA), and the PHSA Annual Survey.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		The Student Leadership Council includes representation from each school department alongside schoolwide and special interest student groups. The Student Leadership Council meets with school administrators on a regular basis to provide feedback on curriculum and other student-related issues.		

| | | The PHSA engages the broader student body and is also one of the primary conduits of information to and from the larger campus community. The PHSA also has a seat on the school's EPCC. The PHSA Annual Survey is the primary outlet for student experiences including input on equity, diversity, and inclusion (EDI) practices and any general feedback on the school. Site visitors learned that the dean meets with the PHSA every year to discuss results of the annual survey and gather additional qualitative feedback on changes students would like to see.

Additionally, there are opportunities for student engagement with departmental student associations, faculty search committees, course evaluations, and additional student surveys. Students have representation on schoolwide committees such as the FEC, EPCC, and the Student Affairs Committee, among others. Student representatives are non-voting members, however faculty and administrators stated that students are an important voice at meetings, and their comments are taken seriously. | | |

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The school has an appropriate level of independence that is equal to the university's other schools. The dean of the school reports to the executive vice chancellor and provost, consistent with almost all other schools. The one exception to this reporting structure is	Click here to enter text.	

		the David Geffen School of Medicine. This school jointly reports to the executive vice chancellor and the vice chancellor of health sciences. The executive vice chancellor and provost reports to the chancellor.		

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers six MPH concentrations and five PhD options, as indicated in this report's introduction.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The school's vision is "building healthy futures…in greater Los Angeles, California, the nation, and the world." The mission is to enhance the public's health by training future leaders and health professionals from diverse backgrounds, conducting innovative research, translating	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		research into policy and practice, and serving our local communities and those of the nation and the world.		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		The school specifies 12 core values that capture the collaborative nature, inclusivity, and quality of its endeavors. There are six goals total, with two addressing each of the areas of education, research, and service. Each goal is forward-looking and expresses dedication to the advancement of public health. The goals provide clear guidance for carrying forward the school's mission.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		The school uses a process for strategic planning that is updated every five years to ensure that the school's guiding statements are regularly evaluated to meet the needs of its communities and the field of public health. The school's current strategic plan covers the years 2020-2025.		

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports MPH, MS, and PhD graduation rates that exceed the threshold for every applicable cohort.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		MPH students have up to five years to complete the degree, though most complete it within two years. The cohorts entering between 2016 and 2018 report rates of 96%, 99%, and 92%. In the academic master's program, students also have up to five years to complete the degree. The 2016-17 cohort		

| | | graduated 100% of students, with the 2017 and 2018 cohorts reporting rates of 96% and 98%. |
| | | In the PhD programs, students have up to eight years to complete the degree. The most recent cohort to reach the maximum time to graduation achieved a 74% graduation rate. The remaining cohorts are on track to reach or exceed established graduation rate thresholds. The 2014 and 2015 cohorts report rates of 80% and 72%, with time remaining. |

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school achieves high rates of post-graduation placement among its public health alumni for whom outcomes are known.

The school reports that of 2018-19 MPH graduates with known outcomes (96%), 87% are either employed or enrolled in further education. Among 2018-19 MS graduates with known outcomes (96%), 92% report positive outcomes. Among 2018-19 PhD graduates with known outcomes (96%), all are either employed or continuing their training.

The rates of graduates with known outcomes have steadily increased over the last three years, as the school has implemented different tactics to gather this information. Currently this information is collected through an exit survey, an alumni survey, personal communication with | Click here to enter text. | |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | | | |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | | | |

		staff or faculty, the Career and Professional Development Office, and internet and LinkedIn searches.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The school gathers data on alumni perceptions of competency attainment as well as ability to apply competencies in a workplace setting. Results from 2017-2019 graduates show positive perceptions across all degree programs.

The school reports quantitative data from an alumni survey sent via email in June 2020. Survey results for MPH graduates (37% response rate) show that they are confident in their abilities to apply competencies in a professional setting. Graduates indicated that they were *very confident, mostly confident, somewhat confident,* or *not confident* in general competency areas. All respondents were very, mostly, or somewhat confident in their ability to communicate effectively to promote health within diverse populations. Ninety-eight percent were confident in their ability to apply leadership or management skills. MPH graduates also selected their confidence level to apply concentration competencies in a professional capacity. A review of the results show positive perceptions as well. | Click here to enter text. | |
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

| | | The MS survey results (a 30% response rate) indicate that graduates are very or mostly confident in their ability to apply their program competencies. All MS alumni from biostatistics, health policy and management, community health sciences, and epidemiology were confident to apply all of their competencies in a workplace setting. Eighty-six percent of environmental health sciences alumni were confident in their ability to apply their competencies in a professional capacity.

Lastly, with a 39% response rate, PhD graduates indicate 100% confidence in their ability to apply competencies in a professional setting.

The school reports qualitative data from focus groups administered in May 2020. Participants were mixed across degree programs and concentrations. Alumni found data analysis and data manipulation skills learned through SAS and STATA courses helpful in their career. Several alumni reported preparation in program and project management as comprehensive and rigorous. Participants cited soft skills such as communication, leadership, cultural proficiency, and critical thinking as areas with opportunity for improvement. | | |

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The school presents an evaluation plan with several outcome measures under each goal. The self-study identifies data collection methods such as a student exit survey, system award database, human resource records, Research Support Office database, attendance at events, faculty merit reviews, and the Practice Office field experience list. Each outcome measure is assigned review responsibilities that vary among committees, school administrators, and staff offices. The identified measures support evaluation of progress toward achieving the school's mission and goals.	Click here to enter text.	
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		During the visit, school leaders explained that the evaluation plan was developed from the strategic plan, which was completed after a nine-month consultative process in fall 2020. Its development and analysis were an iterative process that looked at available indicator data as well as data needs. Evaluation and analysis of the data is managed through the school's shared governance, in which identified issues are discussed in various forums involving all stakeholder groups.

The school provided several examples of evidence of implementation through the electronic resource file. These include meeting minutes, survey results and analyses, and workshop attendee lists. Site visitors received additional data in support of evaluation plan indicators during the visit. As the site visitors learned, the | | |

		evaluation plan was and continues to be an iterative process. More systematic review processes are underway.		

B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions. Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		The school provides ample evidence of substantive review of evaluation findings. For example, the dean meets with student leaders to assess and discuss the annual PHSA survey results and recommended responses. Many of the documented responses to evaluation findings result from input from various sources that identify thematic concerns. Examples include establishing an EDI program office, redesigning the school's website, and improving the school's physical space. During the visit, students affirmed the school's process of using evaluation data. Students who were enrolled in the first year of the new foundational course, PUB HLT 200A: Foundations of Public Health, described raising concerns that led to the more formal evaluation and revisions that exist today. Since the evaluation plan and strategic plan are newly developed, the school was not able to provide examples of changes made based on the most current version of the evaluation plan. However, site visitors validated that the	Click here to enter text.	

		school has a solid record of responding to evaluation data that can be applied to the new plan.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings Financial support appears sufficiently stable at time of site visit		The school has adequate financial resources to fulfill its mission and goals. The school's total resources and expenditures have steadily increased by 24% from FY2016 through FY2020. The greatest sources of revenue are grants and contracts at 53% and state appropriations at 21%. Tuition and fees contribute 12% of the school's revenue. In FY2020, total revenues were $91.7 million and total expenditures were $80.2 million. The university provides the school a certain number of full-time equivalent tenured and tenure-track positions. These faculty have guaranteed nine-month salaries funded by state appropriations and are expected to self-fund their three-month summer salaries through extramural funding. In-residence faculty (faculty who do not have security of employment) and some adjunct faculty must raise extramural funding to support at least 49% of their base and summer salary. Other adjunct faculty whose primary appointment is outside of the university are technically appointed as "without [state-guaranteed] salary" and are paid for specific activities such as teaching or research. These funds can originate from departmental funds or external grants and contracts.	Click here to enter text.	

| | | The dean submits an annual hiring plan for filling open tenured and tenure-track positions to the Chancellor's Office after consulting with department chairs. The school may hire non-tenured or non-tenure track faculty without pre-approval from the campus administrators.

Newly admitted students are automatically considered for many of the departmental and schoolwide scholarships for which they are eligible. Scholarships are funded from tuition revenue and gift and endowment funds. Student support comes from a mixture of student employment, research and training grants, stipends, fellowships, and scholarships. Over 80% of master's students receive support averaging $25,000 in total. This support has increased by 10% since 2016. Approximately 90% of doctoral students receive support averaging $49,500 per student.

The school receives approximately 43% of indirect costs. A small portion of indirect costs goes to individual departments and can support grants management staff and other infrastructure needs. | | |

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The school has adequate faculty resources to sustain its core functions and to support the fulfillment of its mission	Click here to enter text.	

3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		and goals. The school has adequate faculty for all degree levels and concentrations, with 86 primary instructional faculty (PIF) and 17 non-PIF.
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		Faculty advisors provide general advising to an average of four master's students, with a minimum of one and a maximum of 14, and faculty advising PhD students have an average of three advisees, with a minimum of one and maximum of 10. The Health Policy and Management (HPM) Department advises master's students under a different structure. The program director is the main point of contact for master's students in the department and had 61 advisees in spring 2021. Through discussions with faculty, the site visit team learned that HPM faculty complement student advising through informal discussions. Site visitors did not hear any negative perceptions from HPM students.
Ratios for general advising & career counseling are appropriate for degree level & type		
Ratios for MPH ILE are appropriate for degree level & nature of assignment		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	For the MPH ILE, primary faculty advise an average of four students, with a minimum of one and maximum of 14. Mentoring for academic master's students on their theses averages two students, with a minimum of one and maximum of six. PhD dissertation mentoring averages three students, with a minimum of one and maximum of 10.
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		Data suggest that students are satisfied with class sizes and faculty availability. Based on a 2020 survey, 93% of respondents indicated that class size was either very or mostly conducive to their learning. When asked about faculty availability, 79% of students indicated satisfaction. Students' open-ended responses to questions about faculty availability were generally positive; they cited
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		

		faculty accessibility and responsiveness as areas of satisfaction. Students who met with the site visit team confirmed that they are satisfied with class size and faculty availability. Numerous students spoke of faculty members' willingness to communicate with and assist students in their courses.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals Staff & other personnel resources appear sufficiently stable		The school currently employs 256 (199.5 FTE) staff, including 108 research staff. The school has 14 staff in student affairs, one staff member responsible for accreditation and evaluation, two career services staff members, and 16 staff who are responsible for public health practice and training. The student affairs staff are housed within departments as well as in the Office of Student Services. In addition to the full-time support staff, students and temporary employees are hired as needed. Student positions, such as teaching assistantships and research positions, are limited to 20 hours per week. The school also relies on student support services available from the university, including the Office of Financial Aid, University Registrar's Office, UCLA Dashew Center for International Students, Arthur Ashe Student Health & Wellness Center, Dean of Students, and the Disabilities and Computing Program.	Click here to enter text.	

| | | During the site visit, students indicated that they would like to see more staff advising support at the department level and noted the value of having dedicated staff to assist students. Department chairs acknowledged that they would like to have more staff to support and advise students but note that existing staff are adequate. | | |

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs Physical resources appear sufficiently stable		The school has adequate physical resources and is engaged in efforts to renovate existing spaces. Each full-time faculty member has an office in the school's main building. School leaders noted that additional space on the seventh floor of the main building has been renovated to create space for 10 faculty offices, research staff desks, a conference/multipurpose room, and a department administrative suite. Staff are housed in departmental, school, and research space, depending upon their responsibilities. As the school has grown over the years, the administration developed plans to address growing space needs. In 2019, the school obtained new space for administrative staff and some faculty. The school routinely receives input from student and alumni surveys about space needs and has been responsive to this feedback. To address concerns expressed in surveys, the school made significant efforts to improve the space for the community. For example, the central Student Affairs Office relocated to the first floor of the building in response to feedback. In 2020, existing	Click here to enter text.	

		space has been renovated to provide additional shared space for students.		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The school adequately addresses its information and technology needs through a combination of centralized university resources and locally supported resources housed in departments or programs.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		Faculty, staff, and students have access to all the resources in university libraries, a network of 11 libraries that includes a biomedical library.		
Library & IT resources appear sufficiently stable		Students may access programming software such as R, SAS, STATA, and SPSS at the Technology and Learning Center in the Biomedical Library. The computer lab offers 103 workstations, equipped with general software such as Adobe Reader and Microsoft Office, for the schools of medicine, nursing, and public health. Laptops can also be borrowed for use in the facility, and students have access to discounted software packages.

Students and faculty appeared satisfied with the information and technology resources offered by the school and university. | | |

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		MPH students receive exposure to the foundational public health knowledge areas through PUB HLT 200A and PUB HLT 200B: Foundations of Public Health. These two courses are part of the core course requirements for all campus-based MPH students. Students enrolled in the executive MPH (EMPH) and the MPH for health professionals (MPH-HP) take a required course, PUB HLT C201: Foundations of Public Health. This is an asynchronous online course that addresses the 12 foundational knowledge areas. Through review of syllabi, course materials, and readings, reviewers verified that MPH students receive grounding in all 12 foundational learning objectives, as shown in the D1 worksheet.	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV Campus-wide MPH	Yes/CNV EMPH MPH-HP
1. Explain public health history, philosophy & values	Yes	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes	Yes
7. Explain effects of environmental factors on a population's health	Yes	Yes
8. Explain biological & genetic factors that affect a population's health	Yes	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes	Yes
11. Explain how globalization affects global burdens of disease	Yes	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		Most MPH students take three integrated core courses: PUB HLT 200A: Foundations in Public Health; PUB HLT 200B: Foundations in Public Health; and PUB HLT 401: Public Health as a Profession. These three courses are mapped to the MPH foundational competencies. Through review of syllabi, coursework, lab worksheets, exams, and conversations with faculty members, reviewers were able to validate assessment of all 22 competencies for campus-based MPH students. Reviewers' findings appear in the D2 worksheet.	The EMPH has added a qualitative data analysis assignment in the BIOS 100A course. In Lab #8, students use Microsoft Excel to complete a qualitative analysis of social media data (a sample of Twitter posts) to address the research question "Among Twitter users who believe vaping has a positive impact on public health, what are the most	The Council reviewed the school's response to the site visit team's report and concluded that the school has addressed the identified issue. Therefore, the Council acted to change the team's finding of partially met to a finding of met.

<table>
<tr><td></td><td></td><td>Students enrolled in the EMPH and MPH-HP take different courses than the campus-based MPH students. These degree programs map various required courses to the foundational competencies.

The concern relates to the lack of validation for all foundational competencies in the EMPH program. Reviewers could not validate an appropriate assessment for the EMPH's foundational competency 3. Students lack an opportunity to demonstrate attainment of qualitative data analysis. The current assignment requires students to use STATA to perform a chi-square goodness-of-fit test. This does not meet this criterion's expectations for qualitative data analysis.

Reviewers' findings are presented in the D2 worksheet.</td><td>common arguments made to support this opinion?" Students use the qualitative data analysis steps of reading, coding, displaying, reducing and interpreting to establish thematic areas. Students submit a brief overall interpretation of their findings, showing how thematic areas they identified relate to the research question. Attachment D2 contains the revised syllabus, detailing the didactic preparation and assessment.</td><td></td></tr>
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV Campus-wide MPH	Yes/CNV EMPH	Yes/CNV MPH-HP
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes	Yes	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes	Yes	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes	Yes	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes	Yes	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes	Yes	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes	Yes	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes	Yes	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes	Yes	Yes
9. Design a population-based policy, program, project or intervention	Yes	Yes	Yes
10. Explain basic principles & tools of budget & resource management	Yes	Yes	Yes

11. Select methods to evaluate public health programs	Yes	Yes	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes	Yes	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes	Yes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes	Yes	Yes
15. Evaluate policies for their impact on public health & health equity	Yes	Yes	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes	Yes	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes	Yes	Yes
18. Select communication strategies for different audiences & sectors	Yes	Yes	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes	Yes	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes	Yes	Yes
21. Perform effectively on interprofessional teams	Yes	Yes	Yes
22. Apply systems thinking tools to a public health issue	Yes	Yes	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or		Each MPH has a set of well-defined competencies. The EMPH and MPH-HP exist as separate concentrations, however they mirror existing campus-wide MPHs, differing in the executive-style format. EMPH and MPH-HP	Click here to enter text.	

enhancement beyond foundational competencies		students are typically working professionals that attend class on the weekends. The MPH-HP and EMPH draw on the campus-based MPH concentration's competencies, and faculty explained the thoughtful approach they took to defining the appropriate set of courses and competencies for these degree programs. These two degrees are tailored for working professionals so therefore while the MPH-HP and the EMPH are separate from the campus-based MPH degrees, some required classes (and competencies) overlap. Site visitors validated the formulation of each competency set holistically, ensuring appropriate distinction between concentrations and coursework in each concentration area, while noting areas of overlap. The site visit team also validated appropriate assessment activities for all competencies, as presented in the D4 worksheet.		
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

D4 Worksheet

MPH Environmental Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess the risks and effects of environmental and occupational stressors on human health and safety	Yes	Yes
2. Differentiate the biological processes and the parameters determining the toxicokinetics of xenobiotics	Yes	Yes
3. Evaluate how humans are exposed to chemical, physical, biological, and psychosocial stressors in the environment	Yes	Yes
4. Compare the impacts of local, state, federal, and international regulatory programs for occupational or environmental health	Yes	Yes
5. Discuss the unequal geographic, demographic, and socioeconomic distributions of environmental risks in terms of environmental justice.	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate an epidemiologic problem in terms of magnitude, person, time, and place	Yes	Yes
2. Analyze strengths and limitations of study designs for providing evidence for causation based on association analysis	Yes	Yes
3. Appraise and access key sources of data for epidemiologic assessment	Yes	Yes
4. Apply appropriate basic data analysis and management techniques to analyze epidemiologic data	Yes	Yes
5. Explain the role of epidemiology in identifying disease risk factors and evaluating health interventions	Yes	Yes

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate mastery of fundamental concepts of statistical analysis for datasets from health studies.	Yes	Yes
2. Employ specialized computational methods for analysis of scientifically-relevant public health datasets	Yes	Yes
3. Recommend research study designs to support public health-relevant data analyses	Yes	Yes
4. Apply statistical consulting skills to the analysis of public health studies in collaborative multidisciplinary teams	Yes	Yes
5. Prepare a detailed written report explaining the statistical analysis, results, and implications of a study conducted using appropriate statistical methods	Yes	Yes

MPH Community Health Sciences Concentration Competencies MPH for Health Professionals Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze the social determinants of health at multiple levels to identify social or behavioral intervention opportunities	Yes	Yes
2. Develop a social or behavioral theory, model, or framework-based approach to ameliorate a public health problem	Yes	Yes
3. Develop a professional-level program justification for specific health problems, including a problem, a population description, and a needs assessment	Yes	Yes
4. Design, implement, conduct, or evaluate a comprehensive social or behaviorally-based intervention in diverse settings	Yes	Yes
5. Analyze specific program evaluation methods that have been applied to social or behaviorally-based public health interventions	Yes	Yes
6. Explain the key ethical issues in program design and evaluation	Yes	Yes
7. Recommend improvements in existing community health interventions based on knowledge of evaluation design, analysis, and critique	Yes	Yes

MPH Health Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the role political institutions play in the identification of problems in the public health and health care systems	Yes	Yes
2. Discuss the institutional context and framework of health policy to address new problems and propose solutions	Yes	Yes
3. Evaluate health policy issues affecting the public and nonprofit sectors using both theoretical and empirical tools and propose solutions	Yes	Yes
4. Evaluate private and government roles in the financing, regulation, and delivery of healthcare, and in safeguarding the public's health	Yes	Yes
5. Analyze economic decisions related to healthcare organizations, the public health, and healthcare systems	Yes	Yes
6. Apply problem-solving skills to improve functioning of organizations and agencies in public health and healthcare systems	Yes	Yes
7. Apply appropriate evaluations to facilitate a health learning system	Yes	Yes

MPH Health Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Provide financial solutions to business challenges faced by healthcare organizations	Yes	Yes
2. Conduct strategic analysis and competitive decision-making for healthcare organizations	Yes	Yes
3. Apply the process of changing and leveraging organizational culture and contextual factors to achieve desired outcomes	Yes	Yes
4. Evaluate private and government roles in the financing, regulation, and delivery of healthcare, and in safeguarding the public's health	Yes	Yes
5. Analyze economic decisions related to healthcare organizations, the public health, and healthcare systems	Yes	Yes
6. Apply problem-solving skills to improve functioning of organizations and agencies in public health and healthcare systems	Yes	Yes
7. Apply appropriate evaluations to facilitate a health learning system	Yes	Yes

EMPH Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the role political institutions play in the identification of problems in the public health and healthcare systems	Yes	Yes
2. Discuss the institutional context and framework of health policy to address new problems and propose solutions	Yes	Yes
3. Evaluate health policy issues affecting the public and nonprofit sectors using both theoretical and empirical tools, and propose solutions	Yes	Yes
4. Provide financial solutions to business challenges faced by healthcare organizations	Yes	Yes
5. Conduct strategic analysis and competitive decision-making for healthcare organizations	Yes	Yes
6. Apply the process of changing and leveraging organizational culture and contextual factors to achieve desired outcomes	Yes	Yes
7. Evaluate private and government roles in the financing, regulation, and delivery of healthcare, and in safeguarding the public's health	Yes	Yes
8. Analyze economic decisions related to healthcare organizations, the public health, and healthcare systems	Yes	Yes
9. Apply problem-solving skills to improve functioning of organizations and agencies in public health and healthcare systems	Yes	Yes
10. Apply appropriate evaluations to facilitate a health learning system	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The Applied Practice Experience (APE) is planned and developed over the first year with an onsite 400-hour internship usually carried out during the summer quarter. Students register for a departmental 400-level course, except EMPH students, who enroll in two courses. Departments administer the APE differently, as detailed in separate handbooks or syllabi. Each department has a director of field studies who oversees the internship search and approval. Department field studies directors also work closely with the associate dean for public health practice to ensure uniformity of requirements across departments.	FSPH received clarification from CEPH that the only concern for this criterion is related to EHS's APE waiver. According to A. O'Connell dated July 12th: "The academic-style paper is not referring to a particular department, it was captured from student discussions. The only concern in this criterion that you want to respond to relates to the environmental health waiver."	The Council reviewed the school's response to the site visit team's report and concluded that the school has addressed the identified issue. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				

| | Each department, supported by the school's Career and Professional Development Office, assists students in finding internships through various means, including information about previous internship sites, career fairs and networking, and email notices of site availability. Students complete an approved scope of work in consultation with the preceptor, prior to or shortly after commencing the field studies experience. The scope of work maps a minimum of five competencies, three of which must be foundational, to the agreed-upon work products. Departments vary in use of different means of monitoring the students during the field experience. The directors of field studies work with academic advisors to assess attainment of competencies at the completion of the field experience. Both preceptors and students also contribute an assessment of competency attainment at the end of the APE. The final evaluation process is department specific, but site visitors find it appropriate.

The syllabi and handbooks for the various departmental APEs do not emphasize expected work products for the internship sites. Documents explain the expectation of a project or projects in relation to competency attainment rather than in terms of needs identified by the site. Preceptors who met with site visitors did provide examples of student projects that were of considerable benefit. One preceptor said that his organization drew interns from a variety of universities and fields but particularly valued UCLA's public health students because of the quality of their work. Field study directors indicated that preceptors are solely responsible for ensuring that the work is of value to the organization, while faculty review work products for competency attainment. | The APE waiver for EHS is not in existence. The language in the handbook was an administrative oversight and it has been removed. Please view Attachment D5 for the updated EHS Handbook. FSPH confirms that all departments emphasize that the APE requires students to produce at least two work products that are meaningful to an organization in appropriate applied practice settings. | |
|---|---|---|---|

Students who met with site visitors spoke enthusiastically about the professional preparation provided by the APE. Students write a paper about a work effort at their site that is an important component of the school's APE assessment but does not meet the criterion's work product requirement.

EMPH students work in small teams to deliver a business plan to a select organization along with a final written paper. Site visitors learned that student teams are matched with an organization and must produce and pitch a business plan to a panel of experts. This appears to be a useful and authentic assessment for students with applicability to the real world. The business plan, though a single artifact, is comprehensive and meets the spirit of this criterion. Students perform and produce materials such as a market assessment, demand and revenue forecast, marketing plan, and a global brand assessment as parts of the final business plan.

The concern relates to the APE waiver in the environmental health sciences (EHS) concentration. The EHS APE is an independent study with the academic advisor, who oversees and assesses the entire process in conjunction with the department field studies director. The APE handbook in EHS allows waivers for work experience that must be described in the requesting letter. This does not require students with previous work experience to map competencies to artifacts that have already been produced. Site visitors were informed that this has not been used as an option in the past three years and the school plans to eliminate this completely from the handbook.

| | | The remaining concentrations appear to appropriately meet the requirements of this criterion. MPH-HP students are given an option to complete an internship or master's project thesis. When pressed on a thesis as an applied practice experience, faculty explained that the thesis process requires students to partner with a community agency to define a project and complete a scope of work that maps to selected competencies. In many cases, this has allowed a continuity of work in which new MPH-HP students can pick up where previous MPH-HP students finished and advance a project or program. For example, site visitors heard that a previous MPH-HP student designed an intervention around pediatric dentistry services in the community. In subsequent years, MPH-HP students have implemented and evaluated the intervention.

While reviewing student product samples, site visitors noted that Template D5-1 in the ERF included a final report as one of the two products. Faculty reassured the site visit team that the term final report is synonymous with final work portfolio from the school's perspective. The actual deliverables were meaningful artifacts such as data management system recommendations, a SWOT analysis, and a resource guide, as examples.

APE placements include a variety of governmental health departments, non-profit agencies, health care industry and for-profit organizations, and some university-affiliated settings. Examples include a non-profit hospice within in a large hospital system, the county health department, and a medical supplies business. The site list is attentive to organizations that serve under-represented groups. | | |

		Finally, the school has a fieldwork fellowship to which students can apply for school funding to support unpaid internships. Site visitors learned that this opportunity supports the majority of the school's students during the APE, allowing students to complete the internship on a full-time basis.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students must complete an integrative learning experience (ILE), commonly referred to as the capstone experience, with requirements that differ by department.

Though it varies for each MPH, all concentrations have a sufficient process for selecting competencies. Students pursuing an MPH in biostatistics, community health sciences, the MPH-HP, environmental health sciences, health policy, health management, and the EMPH synthesize pre-selected foundational and concentration competencies. The number and type of competencies differ among the concentrations, e.g., biostatistics students synthesize seven foundational and four | The ENV HLT 200D course has updated the policy report to an individual assignment with an individual assessment conducted by faculty. This will begin AY 21-22. Please see Attachment D7 for the syllabus and individual rubric. | The Council reviewed the school's response to the site visit team's report and concluded that the school has addressed the identified issue. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

concentration competencies while community health students synthesize two foundational and two concentration competencies. Epidemiology is the only department that allows students to select their own competencies for the ILE. Students must select a minimum of three competencies and consist of both foundational and concentration competencies.

The type of capstone experience varies across concentrations. Biostatistics, health policy, health management, and the EMPH require students to enroll in a concentration-specific capstone course and produce an individual final report. Community health sciences, including the MPH-HP, utilizes a comprehensive examination as the ILE. Finally, environmental health sciences students enroll in a capstone course and produce a group-based policy analysis report.

Epidemiology students are given a choice to analyze a research problem and use existing data to write a research-style paper, conduct an original research project, or perform an in-depth literature analysis. Epidemiology students base their final report on their applied practice experience.

The community health sciences comprehensive exam is separated into two parts, and students have one weekend to complete it. The first part requires students to critically assess research literature by writing a critique of a research article. The second part requires students to design a health program including the rationale, goals and objectives, strategies, and other important areas taught in program planning and evaluation.

Environmental health sciences students enroll in ENV HLT 200D: Policy Analysis for Environmental Health where, as part of a group, they produce a comprehensive policy analysis report. The report includes items such as a statement of the problem, proposed policy solution, descriptive statistics, analysis of relevant health disparities, a logic framework, quantitative analysis, recommendations, and an executive summary. Throughout the course, students complete small individual assignments such as writing an op-ed, weekly discussions, developing website content, and a mock radio interview. The capstone instructor evaluates the group policy analysis report as a whole and requires students to self-evaluate their individual contribution and list specific individual contributions in each part of the report.

The concern relates to the opportunity to strengthen the assessment for the environmental health sciences ILE. Self-evaluation is a useful method to assess competency synthesis in conjunction with a group project, but individual assessment in the integrative learning experience could be strengthened.

Upon review, the site visit team found the graded samples to be sufficient and appropriate high-quality written product for all concentrations. Appropriate samples include reports such as Modeling Annual Confirmed Tuberculosis Cases in Los Angeles County, Analysis of Peer Grouping by Patient Socioeconomic Status in the Hospital Readmission Reduction Program, U Clean Equipment: Establishing a standardized equipment cleaning program at UCLA Health, Family Care Specialists Medical Group: Telehealth implementation options, and a Metanalysis on the Prevalence of HIV/TB Co-Infection in Mainland China.

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The university uses quarter credits and indicates that one unit must carry a corresponding three hours of work per week, per term, on behalf of the student. The MPH and the MPH-HP require a minimum of 60 units and the EMPH requires a minimum of 74 units. Most MPH courses are four quarter credits, with the multidisciplinary foundations in public health courses at 16 quarter credits total.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers academic Master of Science (MS) degrees in biostatistics, community health services (CHS), environmental health sciences (EHS), epidemiology, and health policy and management (HPM). All MS students who do not have a bachelor's, master's, or doctoral degree from a CEPH-accredited program enroll in the online four-unit course, PUB HLT C201: Foundations of Public Health. Students are taught and assessed on the 12 learning objectives through class discussion posts, brief writing assignments or quizzes, and a group paper based on an	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				

Assesses all students at least once on their ability to demonstrate each concentration competency		ethics case study. Reviewers' findings are in the D17-1 worksheet. Concentration competencies for each MS degree are appropriately defined, taught, and assessed. Biostatistics has five concentration competencies, CHS has five, EHS has six, epidemiology has six, and finally HPM has three concentration competencies. The concentration competencies are of sufficient depth to ensure skills appropriate for MS degrees. Syllabi and supporting materials demonstrate adequate competency assessment in each concentration. Reviewers' findings are in the D17-2 worksheets. For MS students without prior public health education, introductory instruction in scientific and analytic methods takes place in the above-mentioned PUB HLT C201. Each department also has several required research-focused or methods courses that provide instruction in scientific and analytic approaches to public health knowledge. Examples of these courses include BIOSTAT 200A-C: Methods in Biostatistics, COM HLT 212: Advanced Social Research Methods in Health, ENV HLT C200C: Foundations of Environmental Health Sciences, EPIDEM 200A-C: Methods I-III, and HLT POL 225A: Health Services Research Design. There are two options for the final project: a comprehensive examination combined with an in-depth written report or a thesis. The Biostatistics Department only offers the former. Students follow established university guidelines while constructing their theses. Each student forms a master's committee of three faculty members during the second year of study. The committee guides the process and reviews and approves the final		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives				

| | | paper. Thesis and report examples provided demonstrated high academic quality, including original research, analysis of secondary data, development of models, and piloting and analysis of programs.

Students were satisfied with opportunities for research engagement. Both students and faculty at the site visit expressed concerns about financial support at the master's level, however there are substantial graduate student research and teaching assistantships. Students noted that research assistantships are generally available and provide research opportunities. In addition, there are often teaching assistantships available to them in other schools with undergraduate programs. | | |

D17-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D17-2 Worksheet

MS Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate mastery of the foundations of probability theory and biostatistical concepts	Yes	Yes
2. Examine foundations of linear and generalized linear models	Yes	Yes
3. Employ computational methods of applied regression to the analysis of biomedical datasets	Yes	Yes
4. Provide effective biostatistical advice in collaborative research projects	Yes	Yes
5. Communicate results of biostatistical research both orally and in writing	Yes	Yes

MS Community Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critique the underlying assumptions behind demographic categories such as gender, race, or class	Yes	Yes
2. Apply social or behavioral theories of health determinants to community health research questions	Yes	Yes
3. Select and apply research methods to plan and conduct community health research	Yes	Yes
4. Determine how research goals, methods, and analysis should be adapted to a specific population	Yes	Yes
5. Conduct analysis of public health and community health data, interpret findings, and draw conclusions about community health research questions	Yes	Yes

MS Environmental Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate how humans are exposed to chemical, physical, biological, mechanical, and psychosocial stressors in the workplace and ambient environment	Yes	Yes
2. Differentiate the biological processes and the parameters determining the toxicokinetics of xenobiotics.	Yes	Yes
3. Interpret the hypothesis, study design, methods, and results presented in a peer-reviewed article in environmental health sciences and related fields	Yes	Yes
4. Identify areas of uncertainty in exposure and risk assessment processes	Yes	Yes
5. Identify methods of control and prevention that reduce major chemical, biological, mechanical, and psychosocial stressors and risks	Yes	Yes
6. Communicate the basic characteristics of major chemical, physical, biological, mechanical, and psychosocial stressors that affect human health	Yes	Yes

MS Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critique and synthesize existing literature to formulate a research hypothesis that can be evaluated through empirical epidemiologic investigation	Yes	Yes
2. Appraise the advantages and disadvantages of different study designs for a specific research hypothesis	Yes	Yes
3. Identify sources of bias and approaches to reduce bias during data collection, management, and analysis	Yes	Yes
4. Analyze and interpret epidemiologic studies using appropriate methods	Yes	Yes
5. Communicate the results of research in writing in an ethical manner	Yes	Yes
6. Draw appropriate inferences from epidemiologic data	Yes	Yes

MS Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate knowledge of procedures that ensure the ethical treatment of research subjects	Yes	Yes
2. Identify and critique existing research around a topic relevant to health services, health policy, population health or health management research.	Yes	Yes
3. Use a theoretical or conceptual model to generate a concrete research question relevant to health services research.	Yes	Yes

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers academic public health doctoral degrees in five concentrations.

All doctoral students achieve foundational public health learning objectives through PUB HLT C201: Foundations in Public Health, as described in Criterion D17. Reviewers were able to validate adequate didactic preparation and appropriate assessments for all 12 learning objectives. Reviewers' findings are in the D18-1 worksheet.

In addition to the 12 learning objectives, each PhD concentration has an appropriate set of concentration competencies. Biostatistics defines five concentration competencies, community health sciences defines four, environmental health sciences defines four, epidemiology | As noted by site visit team, PhD students in the HPM department receive advanced, comprehensive, rigorous research training that is distinct from master's level study. As stated by the site visitors, PhD students produce higher quality work. The majority of MS students in the HPM department are physicians or post-docs who already have a terminal degree (i.e., MD or PhD) in another field, and are not pursuing a PhD in HPM but are seeking PhD-level training in public health | The Council reviewed the school's response to the site visit team's report and appreciates the clarification on doctoral curricula. The Council acted to change the team's finding of met with commentary to a finding of met. |
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				

Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		defines six, and health policy and management defines four concentration competencies. Reviewers found that all concentration competencies were appropriately written and reflect the level of competence and rigor for an academic doctoral degree. Additionally, through review of syllabi, course materials, and discussions, the site visit team was able to validate that all competencies are taught and assessed. Reviewers' findings are in the D18-2 worksheet. The commentary pertains to the course mapping for the PhD in health policy and management. The concentration maps two of its four concentration competencies to courses that master's students also take. HLT POL 225A: Readings in Health Services Research I is a required component of both masters and doctoral degrees and HLT POL 225C: Research Methods for Improvement and Implementation Science is a course open to all graduate students. In these courses, site visitors learned that there are no documented differences in the assessment between masters and doctoral students, but it is inherent that doctoral students must produce higher quality work. Despite this, site visitors were satisfied that PhD students take sufficient additional doctoral coursework to distinguish this program from the master's program and recommend that the doctoral program focus its concentration competencies and course mapping to doctoral courses only. The other four PhD concentrations also have an appropriate amount of doctoral students-only courses. The academic public health doctoral curriculum addresses scientific and analytic approaches to public health. Each concentration has its own course list, but examples include	research methods in order to successfully conduct rigorous research and publish in high-quality journals. To provide them with this education, many of their required courses, including HLT POL 225A and HLT POL 225C, are courses core to the PhD curriculum and required of PhD students. In those courses, they are held to the same standards and rigor as PhD students. To meet all the PhD degree requirements, PhD students take additional methodology courses beyond those taken by the MS students and complete a dissertation not required of MS students but requiring substantial scholarship under faculty supervision that substantially contributes to their doctoral education. These additional requirements clearly differentiate the HPM PhD and MS degrees.	
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course			
Students produce an appropriately advanced research project at or near end of program			
Students have opportunities to engage in research at appropriate level			
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study			

advanced coursework in computational methods for biostatistical research, research seminars, theory-based data analysis, and advanced research design courses.

Doctoral students conduct an independent, original research dissertation that must make a significant contribution in the principal field of study. The site visit team reviewed sample dissertations completed over the last three years and found them to be appropriate for a doctoral dissertation. Papers consisted of both primary data collection and secondary data analysis that used a range of statistical and methodological approaches.

Students have many opportunities to participate in research outside of the dissertation through paid research assistantships and fellowships. Students who met with site visitors shared that once they entered the program, they were regularly informed of research opportunities.

D18-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D18-2 Worksheet

PhD Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate mastery of theory and applications of statistical models	Yes	Yes
2. Develop algorithms to implement advanced biostatistical methodologies	Yes	Yes
3. Present effective seminars on biostatistical research and research in public health sciences	Yes	Yes
4. Promote effective use of biostatistics in collaborative team research on public health problems	Yes	Yes
5. Develop original research in the theory/methodology of biostatistics and demonstrate its application in a substantive field	Yes	Yes

PhD Community Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe and critique social, behavioral, or public health theories about the social determinants of health or health behavior and apply these theories to an area of research	Yes	Yes
2. Demonstrate the ability to apply advanced research methods (including research design and implementation, data analysis, and statistics) in the social or behavioral sciences	Yes	Yes
3. Formulate a research question and testable hypotheses on an important community health topic, and design an empirical study to answer it	Yes	Yes
4. Design a research project that is responsive to concerns about public health research among diverse social groups, including cultural, racial/ethnic, national origin, linguistic, gender, sexual orientation, and community groups	Yes	Yes

PhD Environmental Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Formulate a testable hypothesis about a current critical issue in environmental health sciences and related fields	Yes	Yes
2. Propose appropriate data collection strategies and data analysis methods to test hypotheses in environmental health sciences and related fields	Yes	Yes
3. Prepare a research proposal for submission to a funding source or a scientific manuscript for publication in a peer- reviewed journal in environmental health sciences and related fields	Yes	Yes
4. Communicate scientific results at a national or international conference in environmental health sciences and related fields	Yes	Yes

PhD Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically review and evaluate the scientific literature, synthesizing the findings across studies and developing an informed judgment on the state of knowledge in that area; presenting appropriate implications for public health practice, public policy; and implications for further research in an ethical manner	Yes	Yes
2. Demonstrate proficiency in choosing and applying appropriate analytical methods for empirical epidemiologic investigations	Yes	Yes
3. Evaluate and apply modern techniques for estimating causal effects in epidemiology	Yes	Yes
4. Identify the sources of bias and apply modern techniques for quantitative bias analysis	Yes	Yes
5. Demonstrate proficiency in specifying a research question, choosing a study design for data collection, analyzing the data, and interpreting and writing up the results	Yes	Yes
6. Demonstrate understanding in ethical principles and research integrity when conducting an epidemiologic study	Yes	Yes

PhD Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Appraise the strengths and weaknesses of study designs to appropriately address specific research questions in health services, health policy, population health, or health management	Yes	Yes
2. Critique the interpretation of research results in published literature in the areas of health services, health policy, population health, or health management	Yes	Yes
3. Assemble data about medical care, population health, or health policy, either directly from study participants or from existing public or private sources	Yes	Yes
4. Design a research study to evaluate research questions in the areas of health policy, medical care, population health, health services research, or related area	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers two non-public health degrees, an interdepartmental PhD in molecular toxicology and the Master of Healthcare Administration (MHA).	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The PhD in molecular toxicology is supported by a training grant from the National Institute of Environmental Health Sciences and is in its 18th year. Key faculty come from the Fielding School of Public Health, the School of Medicine, and the College of Letters and Science. Students in this doctoral degree program learn concepts in nanotoxicology, repair of DNA damage, and chemical carcinogenesis. The program director described that roughly half of its graduates pursue careers in the agriculture sector for biotechnology and toxicology.		

	The MHA degree is the first-of-its-kind in the UC system. The inaugural cohort matriculates in summer 2021, and the degree is offered online. Students in both degree programs achieve the 12 foundational public health learning objectives through successful completion of PUB HLT C201: Foundations of Public Health. This is the same course academic public health master's and doctoral students take and is described in Criterion D17. The site visit team's review is shown in the D19 worksheet.		

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The Master of Healthcare Administration (MHA) is the only degree the school offers through a distance-based format. This non-public health degree is scheduled to enroll its first cohort in summer 2021. The school notes that this is the first MHA offered in the UC system and is one of the only fully online programs offered at the university.

Courses will be a blend of synchronous and asynchronous instruction delivered on the Canvas learning management system. The MHA degree is under the purview of the EMPH office and will share staffing and other resources with the Department of Health Policy and Management. The department has also contracted with an external vendor to provide administrative support, student tracking, and retention analytics specifically for the MHA. The online program will have support from the university's IT support system.

School leaders are confident that the online curriculum will provide the same level of academic excellence that is expected from campus-based graduate programs. The MHA degree is designed to be equivalent to an in-person degree and is scheduled to be taught by appropriate public health faculty. The MHA administrative team will closely monitor and evaluate data to ensure academic rigor. MHA students must complete required coursework as well as a capstone that results in a consulting-style project for an organization. | Click here to enter text. | |
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

After three years, the university's Graduate Council will also conduct an independent review of the program to ensure retention and graduation rates among students are comparable to other programs. The school also plans to conduct internal evaluations on an annual basis that collect information from students, graduates, employers, and faculty from the MHA program. If the degree successfully passes the Graduate Council's three-year review, it will be incorporated into Academic Senate's regular eight-year review process.

Student identities will be verified at numerous points. To access files on Canvas, students must use a unique login and password. Additionally, the curriculum design minimizes individual exams and integrates more project and discussion-based assessments, following best practices from other online programs. Not exclusive to the online format, but important for student identification and validation are the use of a program like Turnitin, which checks for plagiarism.

The site visit team learned that the university previously used Moodle as its LMS but made the switch to Canvas. The MHA program was completely built in Canvas and is the first degree at the university to use this platform. As such, the school is now leading other university programs in the transition from Moodle to Canvas.

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The expertise and training of school faculty are well aligned with the areas in which they teach and supervise students. Primary and non-primary instructional faculty all possess terminal degrees in public health, medicine, or associated fields such as psychology, biology, engineering, and statistics.

Site visitors reviewed faculty CVs and verified their alignment with assigned areas of instruction. Discussion with students and stakeholders did not indicate any concerns with faculty qualifications or expertise. | Click here to enter text. | |
| Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice) | | | | |

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		Faculty members with practice experience are well integrated into the Fielding School of Public Health. The self-study provides examples of both PIF and adjunct faculty members with past and present practice experience. Review of faculty CVs also provides evidence of practice experience by other faculty members not highlighted in the self-study.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Faculty members noted in the self-study have held past and current leadership roles in governmental health departments, non-profits, the National Institutes of Health, state and national task forces, and national advisory committees. Public health practitioners are employed as adjunct faculty members and represent practice from research facilities, consulting entities, and governmental agencies. At the site visit, it was emphasized that adjunct faculty are very integrated into the school and are often specifically hired because of the expectation that they will bring their practice experience to the classroom.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		Faculty stay current in their area of teaching through multiple avenues. Faculty attend conferences, participate in workshops and seminars, read peer reviewed articles, and contribute to journals to stay informed of cutting-edge research and innovation. The school uses course evaluations to gauge faculty currency and encourage faculty to use current events in their teaching. The school and university provide significant resources for instructional design and improvement primarily through the Center for Advancement of Teaching (CAT). Resources include those addressing educational assessment, instructional improvement, and teaching and learning technologies. All faculty, regardless of full-time or part-	The school is working with all the department chairs to adopt a consistent peer review process for evaluating faculty competence and performance in instruction across all departments. As a starting point, the Procedure on Peer Evaluation of Teaching from CHS (Attachment E3) will provide a foundation for other department chairs to adopt a similar process.	The Council appreciates the additional information provided relating to practices for evaluating teaching.
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

time status, have access to CAT resources. Examples of recent use of CAT resources include attendance at the New Faculty Teaching Engagement workshop series, Teaching at UCLA: A Symposium to Showcase Innovation and Inspire Excellence, and Teaching at UCLA: Next Steps for Improved Remote Instruction.

The university also offers ongoing instructional support through other mechanisms such as the Center for Education Innovation and Learning in the Sciences, the Online Teaching and Learning Initiative, and faculty mentoring.

Faculty participation and needs are tracked at the school level through attendance reports. Instructional support needs are typically determined through the department via course evaluations and peer-review teaching reports, with different methods used among the departments. These methods range from peer-review of teaching to course evaluation averages to self-identification. This results in the potential uneven distribution of faculty utilization of resources and was thus identified as an area for improvement by the school. Some faculty have incorporated mid-course evaluations, though it is not required, and are focusing on gathering more qualitative responses from these and the end-of-term course evaluations.

The school identifies three indicators as important to track around instructional effectiveness: review of syllabi, student satisfaction as determined by course evaluations, and the number of teaching assistants trained. The EPCC reviewed 22 individual course syllabi in 2018-19 and 2019-20. Over the last three years, the average student

| | | satisfaction with instructional quality has steadily risen. From 2017-18, 2018-19, and 2019-20 public health student satisfaction ranked at 8.05, 8.06, and 8.24 on a scale of one to nine. The school has seen a major growth in the number of trained teaching assistants, from 32 to 45 to 51 over the last three years. School administrators explained that tracking trained teaching assistants is important because the school increasingly relies on them to complement faculty instruction in the classroom. Teaching assistants also receive a course evaluation on their instructional quality. | | |

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		It is evident that scholarship is a strength of the school. All faculty are expected to participate in research and scholarly activities. Policies and administrative support are guided by the University of California Office of the President along with the Office of the Vice Chancellor for Research at the university level. With a median of five publications per primary faculty in each of the last three years, along with $47 million in research funding for 2019-2020, the research productivity of faculty exceeds the targets set by the school. Faculty and students also have extensive opportunities to collaborate with school-affiliated centers. The 19 centers provide major avenues for interdisciplinary research	Starting AY 21-22, FSPH has made additional efforts in promoting and broadly marketing research opportunities, including GSR positions, to all students, including MPH students. Examples of open GSR positions that MPH students are eligible to apply for may be viewed through Attachment E4.1-E4.3.	The Council appreciates the additional information provided relating to practices for publicizing research opportunities to students.
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		efforts to address public health needs. Faculty explained that they often refer students to one of the centers to increase involvement in research activities. Faculty actively integrate their scholarship and research activities into the classroom. For example, one faculty member's work in risk and protective factors associated with tobacco-related centers is reflected in EPIDEM 242: Cancer Epidemiology, EPIDEM 243: Cancer Molecular Epidemiology, and EPIDEM 295: Seminar in Cancer Epidemiology. A different faculty member incorporates her work on the design, implementation, and evaluation of interventions to improve prevention and reduce racial, ethnic, and socioeconomic disparities into HLT POL 423: Advanced Evaluation Theory and Methods for Health Services. Students have opportunities for research outside of the classroom. As stated above, students are afforded opportunities for additional research experience through the school's centers or as graduate research assistants. While almost all doctoral students can find scholarship opportunities, it appeared to the site visit team that MPH students may sometimes encounter barriers to engaging in research. There are few formal mechanisms for engaging MPH students in research outside of the classroom, but students stated that faculty are receptive to student inquiries into their research.		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		In keeping with the mission of both the school and university, service is a criterion for faculty appointment and promotions. The school's service expectations are grounded in its commitment to the community.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Faculty members serve as consultants, board members, and on advisory committees as part of a variety of extramural activities. These faculty service experiences have resulted in full course offerings, such as a course in community health sciences to better understand the impact of racism on the public's health, and an epidemiology course about emerging disease field trials in low-resource settings.

At several meetings during the site visit, the importance of extramural service was emphasized, particularly the importance of community-based research. One community partner from a governmental public health agency talked about the opportunity to collaborate and publish on projects the agency completes.

Faculty extramural service is also an opportunity for student participation in professional service. For example, the university's mobile clinic project evolved out of a community health sciences course needs assessment. Faculty at the site visit pointed out that public health students continue to provide volunteer surveys and education to the patient population, showcasing both | | |

		service and research opportunities. Another example of student service opportunities arises from university institutes, such as the Semel Healthy Campus Initiative, which has public health student engagement for many of its educational and promotional activities. The school provides both administrative and financial support for extramural service activities. The Research Support Office assists with identifying funding opportunities for extramural service. At the site visit, school representatives said that raising supportive funding is an ongoing endeavor, several times referring to this as entrepreneurial. There are efforts to increase development funding for these activities. The school's indicators for measuring extramural service demonstrate its focus on scholarly contributions to community service. The first is the percent of faculty participation, which was noted as 100% all three years. The second indicator measures community-based funding awards compared to total awards. As of spring 2021, more than one half of faculty grants are considered community based. This was explained to the site visit team as defined by stakeholder and community engagement in deliverables and information dissemination. The final indicator is the amount of funding directed to community-based contract and grant awards. The amount has fluctuated over the last three years from $37 million to $38 million to $32 million.		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school regularly engages its external constituents in all aspects of its functions. Alumni, preceptors, employers, and community members contribute to curricular updates, the self-study, and other evaluation practices.

The school relies on several formal constituent groups that include the Fielding School of Public Health Board of Advisors, the Public Health Alumni Association, the Health Policy and Management Alumni Association, Research Center Advisory Boards, and Paul Torrens Forums. Each of these groups brings external stakeholder perspectives and guidance.

As part of the strategic planning process, the school held focus groups in May 2020. Community partners shared valuable feedback about the skills most needed in the public health workforce and grouped them into three buckets: quantitative skills, community engagement skills, and executive/leadership skills. These general areas align with a summer 2020 alumni survey the school administered. Based on feedback from employers, the school modified the core MPH curriculum to ensure that students are better prepared for the workforce. First year students now learn programming and software packages integral to quantitative skills such as R. The school also created a new course, PUB HLT 401: Public Health as a Profession, a required course for MPH students, that | Click here to enter text. | |
| Ensures that constituents provide regular feedback on all of these:
• student outcomes
• curriculum
• overall planning processes
• self-study process | | | | |
| Defines methods designed to provide useful information & regularly examines methods | | | | |
| Regularly reviews findings from constituent feedback | | | | |

| | | teaches students how to advocate and develop leadership skills.

In March 2021, the school distributed a State of Public Health Employment survey that collects feedback on the in-demand skillsets for interns and new graduates. As of May 2021, the school had over 160 responses and was still in the process of analyzing the results.

Preceptors and employers shared positive feedback with the site visit team. One employer stated that he specifically recruits Fielding School of Public Health graduates because of the level of professionalism and competence they possess. The team also heard from preceptors about the value that the school's students bring to their internship. Many examples were shared about how deliverables produced in the internship are still being used in an organization, even after the student has graduated. | | |

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Public health students have ample opportunities to learn about and participate in community and professional service. The location of the university also provides unique professional development opportunities for public health students due to the numerous conferences and trainings held throughout the year in Los Angeles.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to				

| professional advancement of the field | | Every incoming student learns about service, community engagement, and professional development during new student orientation. The school's student organizations host an organization fair in the fall during which 15 active student groups recruit new members and share their activities. The university hosts a volunteer day that serves as the nation's largest student service project.

Faculty often use their connections to match students with community research efforts and program implementation initiatives. Students are encouraged to take advantage of these experiences and present at school forums, campus symposia, and national conferences. Travel and conference fee funding is available for students who wish to participate.

Public health students have engaged in many service opportunities in the last three years. The PHSA is a central student group that organizes volunteer opportunities like canned food or toy donation drives and fundraisers. Within the PHSA is a Community Outreach and Volunteer Committee that provides opportunities for students to give back to the greater Los Angeles community. Examples of events include beach cleanups, fundraising for local charities and clinics, and volunteering for the LA Marathon.

The school's Students of Color for Public Health (SCPH) hosts National Public Health Week annually. SCPH highlights issues that are important to improving the nation's health, and students volunteer in hosting and participating in events. In 2019, the theme was community-led initiatives that empower communities of color to improve the overall heath and well-being of their | | |

| | | members. Students assisted in public health discussions, nutrition education, and a Social Justice Hackathon Event.

It is evident that students are exposed to and encouraged to engage in community and professional service opportunities. | | |
|---|---|---|---|---|

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		The school defines its professional community as public health practitioners at state and local governmental agencies, local and global NGOs and faith-based organizations, professional public health associations, and the private sector. This aligns with the school's aims to provide training and professional development opportunities for a wide cross-section of the public health workforce.

The school uses many tools at its disposal to gather information on workforce needs. Leveraging the centers and institutes, research collaborations, and personal relationships, the school conducts large-scale needs assessments; queries alumni and adjunct faculty on professional and agency needs; creates professional advisory groups that provide input; hosts focus groups with alumni, employers, and community partners; consults with governmental and non-governmental agencies; and collects survey data from continuing education course participants. Professional and | | |

		community partners also reach out to the school and request professional development trainings.		

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The school actively addresses professional development needs identified by its professional communities in Criterion F3. The Southern California NIOSH Education and Research Center (ERC) provides professional development and continuing education for occupational health workers. The ERC provides education to increase awareness of workplace health and safety issues to safe work practices. Continuing education courses are approved for professional credit as appropriate for the American Board of Industrial Hygiene, Board of Certified Safety Professionals, California Board of Registered Nurses, Continuing Medical Education, and Registered Environmental Health Specialist. The ERC has reached over 2,200 trainees in the last three years. Site visitors also heard numerous examples of faculty providing COVID-19 related training. Using relationships with the governor's office through the California Department of Health, the school partnered with UC San Francisco and the state health department to create and implement the Connected California COVID-19 Virtual	Click here to enter text.	

| | | Training Academy. Faculty, staff, and students trained more than 10,000 individuals in local health jurisdictions across the state in basic epidemiology, principles of contact tracing, infectious disease containment strategies, case investigation, and administration. Participants were able to earn continuing education credits through the virtual training.

Non-degree students can enroll in one of the school's certificate programs. The school offers certificates in areas of global health, population and reproductive health, food studies, the Leaders in Sustainability certificate, and the Registered Environmental Health Specialist certificate.

Site visitors who met with community members also heard about the willingness for faculty to assist with professional development and service needs. One individual from a health department shared that the school is working to help train his employees on information management. | | |

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The school identifies Black, Indigenous, and other people of color (BIPOC) and first-generation college as priority populations for students, faculty, and staff. In conjunction with recent strategic planning, the school's EDI Office established six goals: creating pathways to increase BIPOC and first-generation applicants, diversifying	FSPH is committed to creating a culture of inclusion for all students, staff, and faculty. As site visitors mentioned, the school continues to strengthen efforts with intentional and systematic approaches to recruitment, retention, and	The Council reviewed the school's response to the site visit team's report and concluded that the school has addressed the identified comment. Therefore, the Council acted to change the team's finding of
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies				

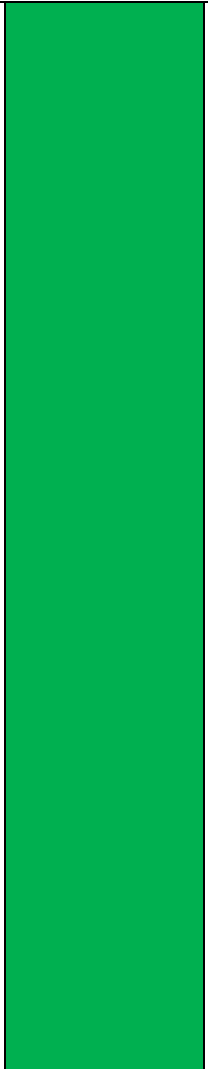|			
regarding diversity & cultural competence			met with commentary to a finding of met.
Identifies strategies and actions that create and maintain a culturally competent environment			
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)			
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)			
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies			
Perceptions of climate regarding diversity & cultural competence are positive			

recruitment, enhancing a diverse community within the school, building a culture of belonging, ensuring anti-racism training, and creating a supportive infrastructure. Each goal has several strategies, some of which, including assessments and trainings and diversifying student recruitment, are underway.

The commentary relates to the minimal statement of EDI goals for faculty and staff. As mentioned previously, there are six overarching goals related to EDI initiatives, however goals related to faculty are minimal. Faculty diversity and cultural competence were a theme of concern in student surveys and at the site visit. It was clear to site visitors that the school is attentive to these concerns. It should continue to strengthen the efforts with intentional and systematic approaches to recruitment, retention, and promotion.

In 2020, the executive vice chancellor and provost required strategic plans from the university's schools. She told the site visit team that three themes emerged across the plans: big data, EDI, and climate change. She shared that the school's strategic plan was exemplary in EDI and noted that the school provides leadership for the rest of the university in this area.

The school assesses culture and climate within the context of both system and university expectations. The Board of Regents annually assesses system diversity and climate within and among the universities. The school carries out its own assessments, measuring faculty and staff perceptions annually and students' perceptions in the exit survey. As a result of survey data as well as the elevated awareness of structural racism raised by events in 2020, the school is working to ensure that all courses are

promotion for BIPOC individuals. For example, FSPH has made consistent efforts to retain BIPOC faculty. Despite a challenging year due to the COVID-19 pandemic, FSPH retained 100% of all BIPOC FSPH faculty.

In AY 20-21, FSPH engaged students, staff, faculty, and community members for input on EDI activities, including EDI goals for faculty and staff. EDI activities included: reviewing student, alumni, preceptor, and employer surveys to guide development of EDI programming; creating the FSPH EDI Research, Teaching, and Professional Development grant; soliciting stakeholder feedback to ensure programming meets overarching school and departmental needs; evaluating all EDI programming; and developing and administering EDI trainings. A list of trainings provided to FSPH faculty and staff may be viewed at Attachment G1.1. A new Program Manager for EDI was hired in 2020 to help develop these activities and trainings.

FSPH is linked with the campus-level initiatives to promote an inclusive

developed with an equity lens. The new integrated foundational problem-based learning course added EDI material.

The survey data indicate that most students, faculty, and staff find a supportive environment and inclusive culture at the school. Reviewers note that some measures on student surveys, such as expressing views in classes, have dissatisfaction rates of 10% or more. At the site visit, the associate dean of student affairs said that the school is commencing focus groups to learn more about the concerns.

Alumni shared with visitors that faculty diversity and cultural competence needed improvement during their time at the school. Current students acknowledged that work is being done, especially around course content initiated by the development of an EDI Office. Students also expressed their desire to have faculty diversity reflect student diversity.

Site visitors learned of one recent notable achievement by the school regarding diverse faculty recruitment and hiring. The university competitively offered funding for four new black faculty positions across all schools. The Biostatistics and Community Health Sciences Departments jointly applied for a position and were awarded the funding. As of spring 2021, the search is underway.

Students and alumni also shared much with the site visitors about the first-generation student experience. They agreed that there are abundant supportive resources but commented that alumni and students were often unaware of them. The EDI and Student Affairs Offices are increasing

and diverse environment, including the Rising to the Challenge initiative to combat racism, promote racial justice, and enhance the Black experience. FSPH was one of the three schools that was awarded funding for a full-time equivalent (FTE) with a scholarly focus in Black health inequities and "Big Data" methodology. As a result, FSPH hired a Black tenure-track assistant professor whose research focuses on using big data methodology for policy interventions to improve educational equity. The search was a partnership between the Department of Community Health Sciences, Biostatistics, and the Ralph J. Bunche Center for African American Studies. Further detail on the Chancellor's message on Rising to the Challenge, FSPH's proposal, and the search plan are found in Attachments G1.2, G1.3, and G1.4.

| | | outreach efforts and some students noted that individual faculty members were helpful. A first-generation alumna said that there have been mentoring opportunities that she has provided to current students.

The school has two measures related to its priority student populations, the proportion of accepted BIPOC students who enroll and the proportion of first-generation students who enroll. The latter measure has dropped below the target of 40% for the last two years, fall 2019 and fall 2020. The associate dean for student affairs pointed out that school has a high first-generation applicant and acceptance number, which may have contributed to the proportional decrease in enrollment. She noted that there is early indication that there will be high first-generation enrollment in next year's class. | | |

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The school offers adequate and informed academic advising services. All students are advised by both faculty and staff.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		Faculty described a web model of advising where students are encouraged to discuss their needs with their advisors, department, and school-level staff, as well as other faculty who share the student's interest. Each department has its own departmental student affairs officer (SAO) who is specialized for the home department. The role of the SAO is to assist students with selection and understanding of		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				

| Orientation, including written guidance, is provided to all entering students | | core requirements for their degree. Departmental SAOs generally serve as the first point of contact for students and work with students on administrative matters, logistics, and referrals to campus resources.

Additionally, all students are assigned to a faculty advisor. The role of the faculty advisor is to provide curricular and research guidance, which includes advising on course selection, internships, and research. Students are expected to meet with assigned faculty advisors each quarter.

In the health professional and executive programs, the program directors serve as the initial contact for students, but students are also encouraged to reach out to faculty throughout the program.

The site visit team noted that survey data provided in the self-study indicated that a significant proportion of students were dissatisfied with mentoring and support. The three-year average of student dissatisfaction with academic advising is 15% with dissatisfaction reaching 21% in 2019. However, discussions with students during the site visit indicate that these findings did not reflect the current experience of students and that steps have been taken to improve academic advising. Based on student feedback, the school developed an internal schoolwide handbook for the Student Affairs Office. Faculty also reiterated their commitment to providing satisfactory academic advising to students. | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Students and alumni have access to career services through the school's Career and Professional Development Office. The office employs two full-time staff members who provide career education, employment trends, practical resources, and support for those seeking career and professional development assistance.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		The office uses five main approaches and aims to meet students' professional development needs that include one-on-one career counseling, peer-to-peer learning workshops, community partnerships and experiential opportunities, student driven programming, and accessible training and digital resources. Students also have access to UCLA's Career Center, graduate division resources, and other UCLA graduate programs to provide interdisciplinary comprehensive career and professional development training.

The self-study included numerous examples of career services for both students and alumni. Matriculating students take a StrengthsFinder Assessment and then attend an *Unleash Your Strengths Workshop* where students learn to incorporate their strengths into their professional and career development. The Career and Professional Development Office also organizes numerous student and alumni engagement events where students network with school alumni or take field trips to | | |

		different alumni places of employment. Lastly, every year the office schedules an employer showcase that follows a mini-career fair structure. Students and alumni both attend this event and despite the event moving to a virtual format, it had over 125 participants in fall 2020. Student surveys indicate high satisfaction with career services. During the site visit, students affirmed this satisfaction. They noted that workshops were insightful and very helpful in skills development. Students also spoke highly of the staff support from the Office of Career and Professional Development.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		Policies and procedures are in place to govern formal complaints and grievances. These policies are communicated through orientation, email, handbooks, the school's website, and at various student programming and webinars. Students who met with the site visit team stated that they were generally aware of the complaint and grievance processes at the school and cited orientation and handbooks. Students also said that student representatives are resources for academic complaints. Students have multiple avenues to pursue a complaint, depending on the nature of the complaint. For example, if there is an issue around EDI, students can contact the		
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
All complaints are processed & documented		school's Office of EDI. If there is a sexual harassment, violence, or gender discrimination complaint, students can contact the Title IX Office. Site visitors learned that the school is working to reduce the student burden of deciphering which office accommodates different types of complaints by assigning one faculty member as the primary contact for non-academic complaints and grievances, and a separate faculty member as the primary contact for grade or course-related complaints. The school documents 10 complaints over the last three years, including both academic and non-academic issues. All complaints noted were processed, clearly documented, and resolved or closed.		

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The school's Student Affairs Office leads recruitment efforts through a variety of in-person and online methods with the director of admissions and financial aid coordinating efforts. Each department has an admission committee that reviews applications and recommends an action. Committees forward their recommendations to the department chair, who in turn forwards their recommendations to the central Student Affairs Office. In general, master's applicants must meet the university's minimum requirements of holding an acceptable bachelor's degree and having earned a 3.0 GPA in	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

cumulative coursework. Applicants must also perform satisfactory on the GRE, MCAT, DAT, or GMAT. Doctoral applicants must also perform satisfactory on a recent GRE and typically have a grade point average of 3.5 or above.

Though encouragement is given to approach review of applicants in a holistic manner, the primary measures utilized for tracking success are quantitative in nature such as GRE scores and incoming GPA. Targeted recruitment of BIPOC and first-generation students is indicated as areas of focus to improve diversity and prioritize underrepresented minorities. Though these measures have been steady (% BIPOC) or declining (% first generation), the school has begun to work with university and system-level initiatives such as the California Diversity Forum to improve outcomes. In addition, the school is examining the continuation of the temporary COVID-related waiver of the GRE for the MPH and many of the MS and PhD programs.

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The school maintains clear and consistent public information, through its website and handbooks, that addresses educational offerings and associated policies.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity		Materials reviewed by the site visit team appear to accurately present the school's degree programs and requirements.		

standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

Council on Education for Public Health Virtual Site Visit Agenda
UCLA Fielding School of Public Health

Sunday, May 16

1:00 pm PST; 2:00pm MDT; 3:00pm CDT; 4:00pm EDT **Site Visit Team Executive Session 1**

Monday, May 17

8:45 am PDT; 9:45 am MDT; 10:45 am CDT; 11:45am EDT **Site Visit Team Executive Session 2**

9:15 am PDT; 10:15am MDT; 11:15am CDT; 12:15pm EDT	
Guiding Statements and Evaluation	
Participants	**Topics on which participants are prepared to answer team questions**
Ron Brookmeyer, PhD – Dean; Distinguished Professor, Biostatistics	*Guiding statements – process of development and review?*
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences	*Evaluation processes – how does school collect and use input/data?*
Alina Dorian, PhD – Associate Dean for Public Health Practice and Equity, Diversity, and Inclusion; Adjunct Associate Professor, Community Health Sciences	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
Elizabeth Yzquierdo, PhD – Associate Dean for Student Affairs; Adjunct Assistant Professor, Community Health Sciences	*Budget – who develops and makes decisions?*
Zuo-Feng Zhang, PhD – Associate Dean for Research; Professor, Epidemiology	
Kathleen Kiser – Associate Dean for Finance and Administration	
Kyle McJunkin, M.Div, PhD – Assistant Dean for Academic Programs	
Leonel Ibarra – Chief Financial Officer	
Catherine Sugar, PhD – Faculty Executive Committee Chair; Former EPCC Chair; Professor, Departments of Biostatistics, Statistics & Psychiatry	

Janet Hung, MPH – Accreditation Coordinator	
Total participants: 10	

10:30 am PDT; 11:30am MDT; 12:30pm CDT; 1:30pm EDT
Break
Site Visit Team Online Meeting Room

11:00 am PDT; 12:00pm MDT; 1:00pm CDT; 2:00pm EDT

Curriculum 1

Participants	Topics on which participants are prepared to answer team questions
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences **Shira Shafir, PhD** – Director, MPH for Health Professionals; Associate Professor, Community Health Sciences and Epidemiology	*Foundational knowledge*
Alina Dorian, PhD – Associate Dean for Public Health Practice and Equity, Diversity, and Inclusion; Adjunct Assistant Professor, Community Health Sciences **Karin Michels, ScD, PhD** – Professor and Chair, Epidemiology **Michael Prelip, DPA, MPH** – Chair and Professor, Community Health Sciences **Hilary Aralis, PhD** – Assistant Professor-In-Residence, Biostatistics **Brian Cole, DrPH** – Assistant Professor-In-Residence, Environmental Health Sciences **Anne Rimoin, PhD** – Professor, Epidemiology **May Sudhinaraset, PhD** – Associate Professor, Community Health Sciences **Frederick Zimmerman, PhD** – Professor, Health Policy and Management **Leah Vriesman, PhD, MHA, MBA** – Executive Director and Professor, Executive Programs in Health Policy and Management **Laura Erskine, PhD, MBA** – Director, MPH in Health Policy and Management; Adjunct Professor, Health Policy and Management **Sarah Blenner, JD, MPH** – Director of Field Studies and Applied Professional Training; Academic Administrator, Community Health Sciences **Janet Hung, MPH** – Accreditation Coordinator	*Foundational competencies – didactic coverage and assessment* *Concentration competencies – development, didactic coverage, and assessment*
Total participants: 14	

12:30 pm PDT; 1:30pm MDT; 2:30pm CDT; 3:30pm EDT
Lunch Break

1:30 pm PDT; 2:30pm MDT; 3:30pm CDT; 4:30pm EDT	
Students	
Participants	**Topics on which participants are prepared to answer team questions**
Elizabeth Agredano – MS, EPI; FSPH Student Ambassador **Angie Barrall** – PhD, EPI **Nayelie Benitez Santos** – MS, EPI; Co-President, PHSA; Summer Advocacy Coordinator, MCH Interest Group **Sara Erwin** – PhD, Mol Tox **Lucia Garcia** – MPH, HPM **Olivia Golston** – MPH, BIOS **Paige Hall** – MPH, MPH-HP **Cynthia Hou** – PhD, HPM, FSPH Student Ambassador **Jonathan Liu** – PhD, EHS **Elizabeth Lupercio** – MPH, CHS; Vice-President, CHS Student Association; Service Programs Coordinator, MCH Interest Group **Boris Pavic** – MD/MPH, EPI **Rosette Perez** – MPH, HPM; HPM Student Association **Erin Quinn –** MPH, EMPH **Andrea Renteria** – MPH, CHS; Vice Chair, MCH Interest Group **Angelica Ruiz** – MPH, EHS; Co-President, EHSSA; President, Industrial Hygiene Student Association **Crystal Shaw** – PhD, BIOS; President, Biostatistics Student Association **Becca Woofter** – PhD, CHS; Chair, PHSA Survey Committee; Research Coordinator; MCH Interest Group **Desa Yadegarians** – MPH, CHS	*Student engagement in school operations* *Curriculum (competencies, APE, ILE, etc.)* *Resources (physical, faculty/staff, IT)* *Involvement in scholarship and service* *Academic and career advising* *Diversity and cultural competence* *Complaint procedures*
Total participants: 18	

2:30 pm PDT; 3:30pm MDT; 4:30pm CDT; 5:30pm EDT
Break

2:45 pm PDT; 3:45pm MDT; 4:45pm CDT; 5:45pm EDT	
Curriculum 2	
Participants	Topics on which participants are prepared to answer team questions
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences	*Applied practice experiences*
Alina Dorian, PhD – Associate Dean for Public Health Practice and Equity, Diversity, and Inclusion; Adjunct Associate Professor, Community Health Sciences	*Integrative learning experiences*
Michael Prelip, DPA, MPH – Former Associate Dean for Public Health Practice; Chair and Professor, Community Health Sciences	
Julia Bailey, PhD – Professor, Epidemiology	
Sarah Blenner, JD, MPH – Director of Field Studies and Applied Professional Training; Academic Administrator, Community Health Sciences	
Brian Cole, DrPH – Assistant Professor-In-Residence, Environmental Health Sciences **Kate Crespi, PhD** – Professor-In-Residence, Biostatistics	
Laura Erskine, PhD – Director and Adjunct Professor, MPH Program in Health Policy and Management	
Shira Shafir, PhD – Director, MPH for Health Professionals; Associate Professor, Community Health Sciences and Epidemiology	
Leah Vriesman, PhD, MHA, MBA – Executive Director and Adjunct Professor, Executive Education Programs in Health Policy and Management	
Janet Hung, MPH – Accreditation Coordinator	
Total participants: 11	

4:00 pm PDT; 5:00pm MDT; 6:00pm CDT; 7:00pm EDT
Site Visit Team Executive Session 3
Site Visit Team Online Meeting Room

4:45pm PDT; 5:45pm MDT; 6:45pm CDT; 7:45pm EDT **Adjourn**

Tuesday, May 18

8:30 am PDT; 9:30am MDT; 10:30am CDT; 11:30am EDT	
University Leaders	
Participants	Topics on which participants are prepared to answer team questions
Emily Carter, PhD – Executive Vice Chancellor and Provost	*School's position within larger institution*
	Provision of school-level resources
	Institutional priorities
Total participants: 1	

9:00 am PDT; 10:00am MDT; 11:00am CDT; 12:00pm EDT
Break

9:15 am PDT; 10:15am MDT; 11:15am CDT; 12:15pm EDT	
Curriculum 3	
Participants	Topics on which participants are prepared to answer team questions
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences **Hilary Aralis, PhD** – Assistant Professor-In-Residence, Biostatistics **Anne Pebley, PhD** – Distinguished Professor, Community Health Sciences **Anne Rimoin, PhD** – Professor, Epidemiology **Frederick Zimmerman, PhD** – Professor, Health Policy and Management **Janet Hung, MPH** – Accreditation Coordinator	*MS and PhD Concentration competencies – development, didactic coverage, and assessment* *Academic public health degrees*
Oliver Hankinson, PhD – Director, Doctoral Program in Molecular Toxicology; Professor, Pathology and Laboratory Medicine	*Non-public health degrees*
Leah Vriesman, PhD, MHA, MBA – Executive Director and Professor, Executive Programs in Health Policy and Management	*Distance education*
Total participants: 8	

10:30 am PDT; 11:30am MDT; 12:30pm CDT; 1:30pm EDT
Break

10:45 am PDT; 11:45am MDT; 12:45pm CDT; 1:45pm EDT	
Instructional Effectiveness	
Participants	**Topics on which participants are prepared to answer team questions**
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences **Zuo-Feng Zhang, PhD** – Associate Dean for Research; Professor, Epidemiology **Alina Dorian, PhD** – Associate Dean for Public Health Practice and Equity, Diversity, and Inclusion; Adjunct Associate Professor, Community Health Sciences **Catherine Sugar, PhD** – Faculty Executive Committee Chair; Professor, Departments of biostatistics, Statistics & Psychiatry **Janet Hung, MPH** – Accreditation Coordinator Department Chairs / Program Directors: **Sudipto Banerjee, PhD** – Chair and Professor, Biostatistics **Michael Prelip, DPA, MPH** – Chair and Professor, Community Health Sciences **Shane Que Hee, PhD** – Chair and Professor, Environmental Health Sciences **Karin Michels, ScD, PhD** – Chair and Professor, Epidemiology **Jack Needleman, PhD, FAAN** – Chair and Professor, Health Policy and Management **Shira Shafir, PhD** – Director, MPH for Health Professionals; Associate Professor, Community Health Sciences and Epidemiology **Leah Vriesman, PhD, MHA, MBA** – Executive Director and Adjunct Professor, Executive Education Programs in Health Policy and Management	*Currency in areas of instruction & pedagogical methods* *Scholarship and integration in instruction* *Extramural service and integration in instruction* *Integration of practice perspectives* *Professional development of community*
Total participants: 12	

11:45am PDT; 12:45pm MDT; 1:45pm CDT; 2:45pm EDT
Site Visit Team Lunch

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12:45 pm PDT; 1:45pm MDT; 2:45pm CDT; 3:45pm EDT	
Stakeholder Feedback/Input	
Participants	**Topics on which participants are prepared to answer team questions**
Consuela Abotsi-Kowu, MPH '20 – Course Coordinator, UCLA Fielding School of Public Health	*Involvement in school evaluation & assessment*
Cameron Brandt, MPH, MA '20 – Public Health Specialist, UCLA FSPH	*Perceptions of current students & school graduates*
Alec Chan-Golston, PhD '20 – Assistant Professor of Public Health, UC Merced	*Perceptions of curricular effectiveness*
Cara Elio, MPH – Director of Nutrition Programs, Sustainable Economic Enterprises of Los Angeles (SEE-LA)	*Applied practice experiences*
Nancy Wongvipat Kalev, MPH – Senior Director, Systems of Care at Health Net	*Integration of practice perspectives*
Armine Lulejian, EdD, MPH '01 – Associate Director, Informatics Education, Training and Outreach; Sr. Director of Educational Initiatives & Clinical Assistant Professor of Medical Education; University of Southern California	*School delivery of professional development opportunities*
Anna Peare, MPH '20 – Public Health Specialist, UCLA FSPH	
Brenda Robles, PhD '18 – Chief Research Analyst, Nutrition and Health Programs at Los Angeles County Department of Public Health	
Mayra Serrano, DrPH, MPH '13 – Manager, CCARE, City of Hope	
Asya Spears, MS '14 – Founder & CEO, Rose Data Studio; Research Associate, Pharmacy Quality Alliance	
Harp Takhar, MPH – Manager, Research Support; Research and Evaluation, Kaiser Permanente Southern California	
Emily Wasson, MPH '13 – Adolescent Health Program Manager, Essential Access Health	
Miranda Westfall, PhD '20, MPH, RDN – Monitoring & Evaluation Specialist, UCLA FSPH	
Total participants: 17	

1:45 pm PDT	
Break	

2:00 pm PDT; 3:00pm MDT; 4:00pm CDT; 5:00pm EDT	
Strategies & Operations	
Participants	**Topics on which participants are prepared to answer team questions**
Ron Brookmeyer, PhD – Dean; Distinguished Professor, Biostatistics	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?*
Yifang Zhu, PhD – Senior Associate Dean for Academic Programs; Professor, Environmental Health Sciences **Alina Dorian, PhD** – Associate Dean for Public Health Practice and Equity, Diversity, and Inclusion; Adjunct Associate Professor, Community Health Sciences **Elizabeth Yzquierdo, PhD** – Associate Dean for Student Affairs; Adjunct Assistant Faculty, Community Health Sciences **Janae Hubbard, MSW** – Program Manager, Office of Equity, Diversity, and Inclusion **Michelle Garcia** – Director of Admissions and Financial Aid **Janet Hung, MPH** – Accreditation Coordinator	*Complaint procedures*
In addition to above: **Shira Shafir, PhD** – Director, MPH for Health Professionals; Associate Professor, Community Health Sciences and Epidemiology **Leah Vriesman, PhD, MHA, MBA** – Executive Director and Professor, Executive Programs in Health Policy and Management	*Recruiting and admissions, including who chose the measures and why did they choose them*
Kristy Sherrer, MS – Director, Career & Professional Development Office	*Advising and career counseling, including who collects and reviews the data*
Kathleen Kiser – Associate Dean for Finance and Administration	*Staff operations*
Total participants: 11	

3:00pm PDT; 4:00pm MDT; 5:00pm CDT; 6:00pm EDT
Site Visit Team Executive Session 4

3:45pm PDT; 4:45pm MDT; 5:45pm CDT; 6:45pm EDT　　　**Adjourn**

Wednesday, May 19

9:15 am PDT; 10:15am MDT; 11:15am CDT; 12:15pm EDT
Site Visit Team Executive Session 5

1:00 pm PDT; 2:00pm MDT; 3:00pm CDT; 4:00pm EDT
Exit Briefing
Ron Brookmeyer
Yifang Zhu
Alina Dorian
Elizabeth Yzquierdo
Zuo-Feng Zhang
Catherine Sugar
Kyle McJunkin
Leonel Ibarra
Kathleen Kiser
Janet Hung