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ABBREVIATION LIST

ABET/RAC	Accreditation Board for Engineering and Technology/Related Accreditation Commission
ACA	Affordable Care Act
ACCION	Academic Community Collaborative in our Neighborhood Project
APHA	American Public Health Association
APM	UCLA's Academic Personnel Manual
ASPH	Association of Schools of Public Health
ASTM	American Society for Testing and Materials
AY	Academic Year
BIOSTAT	Department of Biostatistics
BOL	Bruin OnLine
CAHME	Commission on Accreditation Healthcare Management Education
CAP	UCLA Academic Senate's Council on Academic Personnel
CDC	Centers for Disease Control and Prevention
CDL	California Digital Library
CE	Continuing Education
CEPH	Council on Education for Public Health
CHIS	California Health Interview Survey
CHPR	UCLA Center for Health Policy Research
CHS	Department of Community Health Sciences
CME	Continuing Medical Education
CNSI	California NanoSystems Institute
COEH	Center for Occupational & Environmental Health
CPHAWE	California Public Health Alliance for Workforce Excellence
CPHD	Center for Public Health and Disasters
CSO	Career Services Office
DAT	Dental Admission Test
DRC	Democratic Republic of the Congo
DrPH	Doctor of Public Health
EARC	Exposure Assessment Research Core
EHS	Department of Environmental Health Sciences
EMPH	Executive Master of Public Health
EPA	Environmental Protection Agency
EPCC	Educational Policy and Curriculum Committee
EPI	Department of Epidemiology
ERC	Education and Research Center
ESLPE	English as a Second Language Placement Examination
FEC	Faculty Executive Committee
FSPH	UCLA Jonathan and Karin Fielding School of Public Health
FTE	Full-Time Equivalent

FY	Fiscal Year
GMAT	General Management Aptitude Test
GPA	Grade Point Average
GRE	Graduate Record Examination
GSI	Graduate Student Instructor
GSR	Graduate Student Researcher
HBCUs	Historically Black Colleges and Universities
HC	Head Count
HIPAA	Health Insurance Portability and Accountability Act
HIV	Human Immunodeficiency Virus
HPM	Department of Health Policy and Management (formerly Health Services)
HRSA	Health Resources and Services Administration
HS	Department of Health Services
HSI	Hispanic Serving Institution
ICP-MS	Inductively Coupled Plasma-Mass Spectrometer
ICR	Indirect Cost Recovery
IELTS	International English Language Testing System
ITREOH	International Training and Research in Environmental and Occupational Health
LA	Los Angeles
LGBT	Lesbian, Gay, Bisexual, Transgender
MACS	Multicenter AIDS Cohort Study
MCAT	Medical College Admission Test
MITS	Medical Information Technology Services
MPH	Master of Public Health
MPH-HP	Master of Public Health for Health Professionals
MS	Master of Science
NIH	National Institutes of Health
NIOSH	National Institute for Occupational Safety and Health
NORA	National Occupational Research Agenda
OCR	Optical Character Recognition
ORA	Office of Research Administration
PCE	Perchloroethylene
PDST	Professional Differential Student Tuition
PH	Public Health
PhD	Doctor of Philosophy
PHSA	Public Health Student Association
PI	Principal Investigator
PRC	Prevention Research Center
PRH	Population and Reproductive Health
RAND	Research and Development Corporation
SAO	Student Affairs Officer
SAS	Statistical Analysis System
SCERC	Southern California Education and Research Center
SFR	Student Faculty Ratio
SOPHAS	Schools of Public Health Application Service
SPHweb	Software used for faculty and competency evaluation
SPSS	Statistical Package for the Social Sciences
SRPHTC	Southwest Regional Public Health Training Center
STPP	Sustainable Technology and Policy Program
TA	Teaching Assistant

TLC	Technology and Learning Center
TOEFL	Test of English as a Foreign Language
UC	University of California
UCI	University of California, Irvine
UCLA	University of California, Los Angeles
UCLA-LOSH	UCLA Labor Occupational Safety and Health Program
UCOP	University of California Office of the President
UCSF	University of California, San Francisco
URM	Underrepresented Minorities
WASC	Western Association of Schools and Colleges
WPAC	World Policy Analysis Center

1.0 The Fielding School of Public Health

1.1 Mission

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

Required Documentation. The self-study document should include the following:

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

The School's Mission Statement:
"The Mission of the UCLA Fielding School of Public Health (FSPH) is to enhance the public's health by conducting innovative research, training future leaders and health professionals from diverse backgrounds, translating research into policy and practice and serving our local communities and the communities of the nation and the world."

1.1.b. A statement of values that guides the school.
Core to the school's mission are the following values:

1. Recognition that health is a fundamental human right that transcends borders;

2. A commitment to advancing the health of all by addressing population health, prevention and health promotion;

3. A focus on increasing equity in health and inclusion in all aspects of our mission;

4. A commitment to excellence, innovation and integrity in science and to the application of science to advancing health and well-being.

1.1.c. One or more goal statements for each major function by which the school intends to attain its mission, including instruction, research and service.
The strategic plan developed identifies five major goals for the school. The school's progress toward achieving these goals, and the measurable outcomes associated with these goals, are presented in this self-study.

To fulfill its mission, the goals of the FSPH are to:

1. Advance the mission of the school through achieving excellence in our three core functions: research, education and service;
2. Establish new and strengthen existing collaborative partnerships, with a major focus on working with communities to improve health in greater Los Angeles;
3. Enhance the school's contributions and visibility in global health;
4. Increase the school's visibility and impact on public health issues, including health policy development; and
5. Build the school's infrastructure to support and facilitate expanded research, education and service initiatives.

1.1.d. A set of measurable objectives relating to each major function through which the school intends to achieve its goals of instruction, research and service.

Goal 1: Advance the mission of the school through achieving excellence in our three core functions: research, education and service.

Objectives for Achieving Excellence in Research

- Identify and build on existing research strengths;
- Position the school to excel in new research areas;
- Strengthen extramural grant funding;
- Increase collaborative research, including transdisciplinary research; and
- Increase student participation in research activities.

Objectives for Achieving Excellence in Education and Training

- Increase training opportunities for public health professionals;
- Increase transdisciplinary training, offer concurrent degree programs;
- Enrich student-based practicum experiences;
- Track postgraduate work placement; and
- Attract new students to the field of public health, ensure diversity of students and faculty.

Objectives for Achieving Excellence in Service

- Emphasize and promote the important role of service in achieving the school's mission;
- Expand the involvement of faculty, students and staff in community activities;
- Coordinate the school's service and practice efforts;
- Develop systems to track service activities; and
- Participate in committees of national and international agencies.

Goal 2. Establish new and strengthen existing collaborative partnerships, with a major focus on working with communities to improve health in greater Los Angeles.

Objectives

- Establish and define a long-term commitment of the FSPH to enhance the health of greater Los Angeles through coordinated public health research, practice and education activities;
- Enhance public health partnerships outside the greater Los Angeles area;
- Strengthen campus-wide partnerships, both where the FSPH has the lead and where other UCLA units may have the lead; and
- Play a leadership role in enhancing transdisciplinary training and research in the determinants of health.

Goal 3: Enhance the school's contributions and visibility in global health.

Objectives

- Develop a schoolwide program in global health;
- Expand training opportunities and support for international students;
- Expand and coordinate opportunities for U.S. students to work internationally; and
- Enhance research and service activities in global health concerns of emerging importance.

GOAL 4: Increase the school's visibility and impact on public health issues, including health policy development.

Objectives

- Enhance translation of scientific findings and knowledge to evidence-based policy;
- Enhance faculty involvement in policy development, implementation and advocacy for relevant public health issues;
- Evaluate and track policy activities, increase recognition and reward for policy-related activities;
- Play a leadership role in public policy discussions about the future of the U.S. health care system;
- Expand the school's ability to communicate and disseminate public health information; and
- Educate the public to enhance understanding of the value of public health research.

GOAL 5: Build the school's infrastructure to support and facilitate expanded research, education and service initiatives.

Objectives

- Build research infrastructure;
- Enhance administrative infrastructure;
- Enhance information technology infrastructure;
- Enhance facilities infrastructure; and
- Enhance human infrastructure and improve the quality of faculty, student and staff life.

1.1.e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

The school undertook a strategic planning process in 2001, summarized in the school's strategic plan **[see resource file].** The strategic plan was reviewed during a 2008 faculty retreat and reaffirmed.

In 2001, a major strategic planning effort was launched with the distribution of two questions to all faculty, staff and students: "What makes the UCLA School of Public Health unique?" and "What are the top areas for growth?" In addition to these and other specific requests for input, the opportunity for comment on the process or content of the strategic plan was available throughout the development of the plan via the school's website. From the input received through these mechanisms, a framework was developed, which became the basis for discussion at a series of meetings of staff, students and faculty. The school's Evaluation Committee and the Faculty Executive Committee (FEC) also provided input. Based on these meetings, a first draft of the plan was formed. This version was posted on the Web for further comment from internal and external audiences. Additionally, two community meetings were held to receive input from the school's community partners and input was sought at a series of meetings of professional organizations. The final plan was shaped by broad input and support from internal and external audiences**.**

In November 2008, a day-long faculty retreat reconsidered strategic options for the FSPH in view of the emerging difficulties with the fiscal crisis of the university as a whole, and reaffirmed these goals. The participants included 58 Senate faculty and six senior staff.

1.1.f. Description of how the mission, values, goals and objectives are made available to the school's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

Our mission and goals are easily accessible through our strategic plan, available in hard copy or on our website, and through our recruiting efforts at campuses across the nation.

Formal review takes place through four mechanisms: a schoolwide Evaluation Committee; periodic strategic planning efforts with all faculty; the self-reflection prompted by the CEPH review; and the UCLA Graduate Division departmental reviews.

The Evaluation Committee, a standing committee meeting a minimum of three times during the academic year, has a two-fold charge: evaluating the extent to which the school is fulfilling its mission, and making recommendations in response to feedback received from evaluations of the school. Faculty (including the associate dean for academic programs, ex-officio), students, alumni and members of the practice community are represented on the committee. The committee recommends strategies for meeting the school's goals, or recommends revision of the objectives, goals and mission in line with emerging priorities and activities.

In addition to the multiple meetings each year by the Evaluation Committee, there are periodic in-depth department reviews prompted by UCLA Graduate Division. This self-reflection aids in reviewing goals and identifying targets for improvement and change. Departments conduct a self-evaluation and prepare an extensive report for the Graduate Council, a committee of the UCLA Academic Senate, at least every seven years. Reviewers, internal and external to the university, comment on the report and site-visit the department, after which the Graduate Council solicits comments from the dean and chair on the site-visit team's recommendations. The Graduate Council considers all input and either approves the department's program or requests that changes be made.

1.1.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met. FSPH has a clear mission statement and defined objectives. Our mission and objectives are carried out with an appreciation and with cognizance of a set of broad values of the university as well as the more targeted ones of the school. Our mission statement as well as our objectives and strategic plans are reviewed periodically and at different levels of organization.

For almost all of its stated objectives, the school has made progress since our last CEPH review despite major budgetary and other constraints. The primary area where this has not occurred is in physical infrastructure.

1.2 Evaluation

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

1.2.a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need to be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

The Faculty Executive Committee (FEC) is the faculty governing body of the school made up of a faculty member elected to represent each department. The dean and associate dean for academic programs and a leader of the Public Health Student Association are ex-officio members.

There are standing FEC committees that review activities of the school, notably the Evaluation Committee which is comprised of representatives from administration, faculty, students, alumni, community stakeholders and local and/or state health departments. The Evaluation Committee reviews and participates in schoolwide planning processes as appropriate. The committee reviews and comments on the mission, goals and objectives of the school, and on written feedback concerning reviews of the school and its constituents (e.g., departments and centers). The committee makes recommendations to the FEC as well as the dean. There are other standing FEC committees that monitor and evaluate specific FSPH activities; a list can be found in section 1.5.a.

Described below are mechanisms for evaluating the school's progress towards its goals and objectives. FEC committee review, regular meetings of the Dean's Council (made up of the five department chairs, FEC chair and associate and assistant deans) and individual meetings with the dean and department chairs help us track our progress. The self-study process has identified a need for better data collection to monitor faculty and schoolwide activities. A faculty survey helped collect data for the past three years and will be updated annually to help us better evaluate and track activities. More than 90 percent of our primary faculty members completed the survey.

The following evaluation practices are utilized to ensure that we are working toward accomplishing the goals of the school as listed in Criterion 1.1.d.

Goal 1. Advance the mission of the school through achieving excellence in our three core functions: research, education and service.

Research

Three steps are regularly taken to evaluate research:

1. An individual faculty member's research quality is reviewed by his or her department and the deans as part of the process of merit review (see section on faculty reviews.)

2. The associate dean for research compiles data annually on all of the research activities undertaken by each department and each faculty member in the school. These findings are reviewed with the department chairs and chair of the faculty council.
3. The school's faculty Research Committee reviews policies regarding grants administration and explores opportunities for cross-departmental collaboration and efficiencies in regard to research administration.

Teaching

Evaluation of teaching at the FSPH is carried out at the department as well as the school level and involves the following:

1. As part of the appointments and promotions process, faculty are reviewed for the quality of their teaching. This is an important parameter for appointment, promotion and merit increases. Under no circumstances will a tenure commitment be made or a promotion considered unless there is clear documentation of ability and diligence in the teaching role.
2. Since our last accreditation we have had course evaluation software designed (SPHweb) to evaluate courses and achievement of competencies through the courses. Beginning in the fall of 2012, all courses utilized SPHweb for course evaluations.
3. Each year our graduating students are asked to fill out an exit survey comprised of nearly 60 questions to help us assess the school's strengths and weaknesses regarding, primarily, its educational mission. Response rate consistently exceeds 90 percent of our graduating students. In addition, a survey for ongoing students was recently conducted to ensure we are aware and addressing concerns of our current students.
4. The faculty Educational Policy and Curriculum Committee, with staff support from the Office of Student Affairs, reviews all curricular and course changes and works with the associate dean for academic programs in its review and approval process.

Service

Service is evaluated at three levels: the individual faculty member, the project and part of the assessment of the centers by the departments.

1. The APM's Criteria for Appointment, Promotion and Appraisal of all faculty members states: "Services by members of the faculty to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion." Thus, service is an important consideration at the FSPH for promotion.
2. The school has recently instituted a yearly survey mechanism that will allow us to better track service activities of our faculty. We have specific data on the last three years and will ask faculty to update their information annually.
3. Service is also evaluated at the specific project review levels within centers, departments and at the dean's office.

Goal 2. Establish new and strengthen existing collaborative partnerships, with a major focus on working with communities to improve health in greater Los Angeles.

Many of the school's research centers conduct work that includes collaborative partnerships with other academic, government and community-based organizations locally, statewide, nationally or globally. At the local level, there are many collaborative partnerships that work toward improving the health of communities in the greater Los Angeles (LA) area. These collaborative projects are mainly carried out by the school's centers.

Review processes are in place to monitor and evaluate center activities, led by the associate dean for research. There is a school policy that requires a review of all established school-based centers every five to seven years, to determine if they continue to meet the center designation criteria. Center membership must contain FSPH faculty members substantively engaged in center research and outreach, often spanning multiple departments; the center should currently have substantial extramural funding from multiple projects and demonstrate a history of substantial funding in the recent past, and must provide reasonable evidence that the funding is sustainable for the next three to five years; and the center should strive to provide training opportunities for students.

Some centers, such as the UCLA/RAND Prevention Research Center (PRC), may also have external reviews from major funding sources, such as NIH or CDC. For the PRC there is a five-year review of center objectives, goals and activities though a competitive renewal application, as well as regular progress reports. The center also recently hosted CDC program officers to examine center performance in six areas: research, infrastructure, training/education, communication, community engagement and evaluation. Another example of an external review process involves the UCLA Kaiser Permanente Center for Health Equity, which was provided an endowment from Kaiser Permanente and requires the center to provide an annual report on center activities and its progress towards the center's objectives and milestones.

The evaluation of specific research projects or programs conducted at these centers can also have various approaches. For instance, community training activities or events may include a pre- and post-test or closing survey to assess program effectiveness and participation or satisfaction. In addition, researchers and staff routinely conduct a "process evaluation" to track community activities to ensure the projects adhere to protocol and examine exceptional circumstances that might affect the results.

Goal 3. Enhance the school's contributions and visibility in global health.
Since our last CEPH review, global health has received much attention as a growth area for the school. A schoolwide Certificate in Global Health that serves a wide constituency of graduate students at the school was created. Fifty-five percent of the primary faculty (listed in Table 4.1) reported being involved with international-related research, collaboration or teaching activities. As this list of faculty does not include many of our other active emeritus and faculty with joint appointments, this value is a minimum estimate of our faculty's international participation. Survey records over the past two years have shown involvement with as many as 61 different international countries or territories.

The International and Immigrant Health Committee of the Faculty Executive Committee (FEC), with membership from all five departments and the dean's office, was created to provide oversight as well as identify opportunities for students and faculty for work in global health. The International and Immigrant Health Committee has also reviewed and discussed new proposals, including a DrPH in Global Health.

The three training grants of the school that support collaboration and training of international pre- and postdoctoral students are reviewed regularly by the involved faculty, as well as the funding agencies, for their effectiveness.

Goal 4. Increase the school's visibility and impact on public health issues, including health policy development.

The school's faculty share expertise with policymakers and the general public on health policy issues, most recently about how the Affordable Care Act (ACA) implementation will affect California and the nation. Several members of the school's faculty have taken active roles leading assessments at the national and state levels by advising individual legislators or testifying before committees responsible for implementing the ACA. Faculty also actively present their work at scientific conferences, with 152 presentations in 2010; 162 in 2011; and 155 in 2012. In addition, the school hosts a number of events in the community to help raise the visibility of public health and engage public health professionals. Many of these activities solicit a formal review and suggestions for additional topics of interest. The assessment of this goal is part of the regular review processes of the departments and centers. For an overview of reviews of centers working in the area, please see Goal 2 above.

Goal 5. Build the school's infrastructure to support and facilitate expanded research, education and service initiatives.

Following our last accreditation we evaluated our current infrastructure and enhanced the schoolwide services we offer. We added a schoolwide contracts and grants office to assist with the fiscal compliance for research, and hired an assistant director for research administration -- a position held by an individual with an MPH and PhD from the school who evaluates contract and grant applications, identifies new research opportunities and encourages faculty to apply for those opportunities. In addition, we recently hired a director of new initiatives to evaluate new schoolwide opportunities in education and service. These new positions report to either an associate dean or directly to the dean. The assessment of this goal is part of the regular review processes of the school at the level of the administration, departments and the specific faculty committees engaged in these activities.

1.2.b. Description of how the results of the evaluation process described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

Department chairs receive information annually on course reviews and research productivity, as do the assistant/associate deans for students and research. Survey results for graduating students and continuing students are provided to the department chairs and the FEC and student leaders. Instructors are given the results of their evaluations (in summary form), as well as all written student comments. In addition, there are periodic in-depth reviews of faculty, departments and centers.

- The faculty review for a merit increase normally occurs every two years in the assistant and associate professor series and every three years in the professor series.

- Every seven years, each department conducts a self-evaluation and prepares an extensive report for the Graduate Council, a committee of the Academic Senate. Reviewers internal to UCLA and external to the university comment on the report and site visit the department. The Graduate Division and the Graduate Council then solicit comments from the dean and chair regarding the recommendations made by the site visitors. After a meeting to discuss all these matters, the Graduate Council makes a decision either approving the department for a full seven years, or requesting certain changes and scheduling an earlier review.

- As mentioned in section 1.2.a., an evaluation of established school-based centers is conducted every five to seven years, to determine whether the centers continue to meet center designation. Center review materials include information on center activities and extramural research funding in the past five years, center membership, publications generated in the last five years and trainings/courses provided. The center review materials are evaluated and discussed with the school's leadership and center directors. The school also has grant-funded center initiatives.

These center initiatives are evaluated directly by the funding agency through regular progress reports and/or site visits.

1.2.c. Data regarding the school's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under the other criteria (e.g., 1.6, 1.7, 1.8, 2.7, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.3), the school should parenthetically identify the criteria where the data also appear.

Table 1.1 Outcome Measures[1]

Goal 1: Advance the mission of the school through excellence in research, education and service				
Area	Measures	2010 - 11	2011 - 12	2012 -13
Research	Faculty publications	2010: 371 total 290 peer-reviewed articles, 6 books, 11 book chapters, 67 other	2011: 378 total 299 peer-reviewed articles,9 books, 7 book chapters, 55 other	2012: 352 total 342 peer-reviewed articles, 8 books,18 book chapters, 64 other Partial 2013: 152 total 122 peer-reviewed articles, 7 books, 14 book chapters, 9 other
	Research grant productivity	149 contract and grant awards with new funding	146 contract and grant awards with new funding	148 contract and grant awards with new funding
	Extramural grant funding	$50,943,775	$46,982,851	$40,360,388
	Student participation in research	61.1% on active contract and grants	65.7% on active contract and grants	59.5% on active contract and grants
Education and Training				
	New students attracted	Inquiries: 1,900	Inquiries: 2,500	Inquiries: 2,475
	Applicants	1,180	1,230	1,222
	Number of concurrent degree programs	9 programs	10 programs	10 programs
	Student-based practicum experiences	158 practicums	155 practicums	142 practicums

Area	Measures	2010 - 11	2011 - 12	2012 - 13
	Diversity	Full-time students of color: 63.3%	Full-time students of color: 66.1%	Full-time students of color: 64%
		Faculty of color: 26.7%	Faculty of color: 25.7%	Faculty of color: 25%
	Training opportunities for public health professionals	4,588 participants	3,837 participants	2,592 participants
Service				
	Faculty Volunteer Service	2010: 89 activities	2011: 116 activities	2012: 126 activities Partial 2013: 97 activities
Goal 2: Establish new and strengthen existing collaborative partnerships, working with communities to improve health in greater Los Angeles				
Area	Measures	2010 - 11	2011 - 12	2012 - 13
	Number of research activities taking place in the community	Of the 149 grants, 35.6% were community-based	Of the 146 grants, 43.8% were community-based	Of the 148 grants, 43.9% were community-based
Goal 3: Enhance the school's contribution and visibility in global health				
Area	Measures	2010 - 11	2011 - 12	2012 - 13
	International students receiving training and support	49	52	62
	Funding streams for U.S. students to work internationally	2 programs	2 programs	3 programs
	International students	86	79	66
	Contracts or grants with international collaborations	12 (3 of which are training grants)	18 (3 of which are training grants)	13 (1 of which is training grant)

Goal 4: Increase the school's visibility and impact on public health issues				
Area	Measures	2010 - 11	2011 - 12	2012 - 13
	Fielding faculty research is covered by national media	313 media citations in Lexis/Nexis	304 media citations in Lexis/Nexis	107 media citations in Lexis/Nexis (partial year)
	Scientific presentations by Fielding faculty	152 (2010)	162 (2011)	155 (2012) 41 (partial 2013)
	Fielding faculty served as expert advisors or board members	199 (2010)	196 (2011)	187 (2012) 139 (partial 2013)
Goal 5: Infrastructure				
Area	Measures	2010 - 11	2011 - 12	2012 - 13
	Improve and expand physical space to accommodate faculty currently located off campus	Not achieved	Not achieved	Not achieved
	Obtain additional space to accommodate growth in research and to expand student space	Not achieved	Not achieved	Not achieved
	Renovate building to create a seismically safe environment			Achieved

[1] Table based on CEPH Outcome Measures Template

1.2.d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important school constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The associate dean for academic programs coordinated preparation of the self-study in close partnership with the dean. Two school committees worked closely with the process: 1) Dean's Council, and 2) the Evaluation Committee. The process was iterative, in that portions of responses were developed, followed by review and consultation, which then resulted in further development of that portion.

Most of the information relevant to individual departments was coordinated through the Dean's Council, whereas information relevant to the school as a whole was coordinated through the Evaluation Committee. The Evaluation Committee acted as oversight for the entire process and commented on a draft of the self-study. Where appropriate, the associate dean for academic programs also worked with other key personnel in the school, such as the associate dean for administration in regard to internal organization and the assistant dean for student affairs regarding information relevant to students. In early May a draft of the entire self-study was distributed to members of the Dean's Council, members of the FEC, members of the Evaluation Committee, the co-presidents of the Public Health Student Association and the President of the Alumni Association. Comments of all the respondents were integrated into the document.

1.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is fully met. The university through its Academic Senate, as well as the school through its faculty committee structures – in particular through its Evaluation Committee – has well established systems for continuous monitoring and evaluation, as well as appropriate feedback to the concerned units and members of the school's community and constituency.

The academic leadership and faculty of the FSPH will revisit their objectives and develop measures that are helpful in assessing future growth and development of the school.

1.3 Institutional Environment

The program shall be an integral part of an accredited institution of higher education.

1.3.a. A brief description of the institution in which the school is located, and the names of the accrediting bodies (other than CEPH) to which the institution responds.

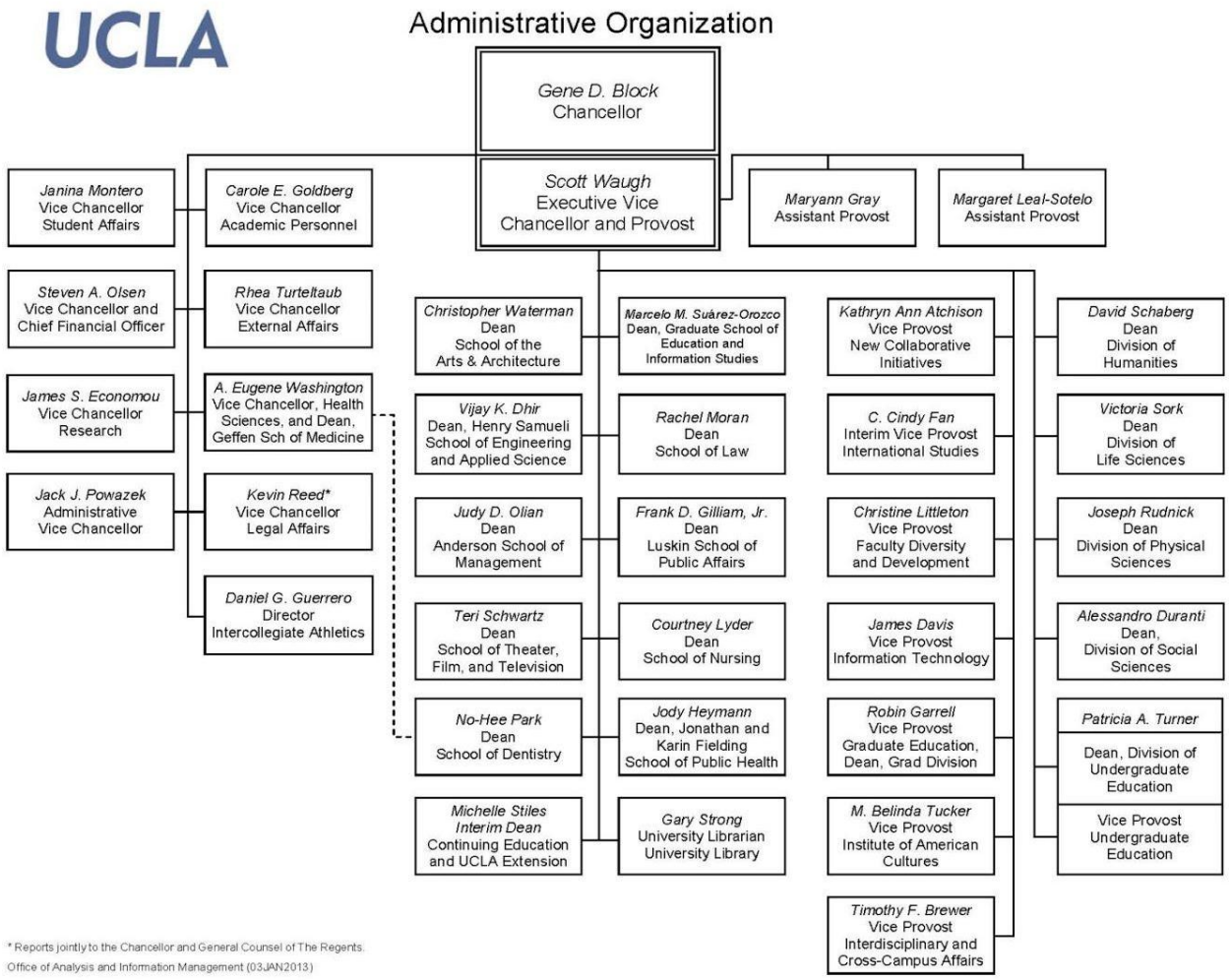
The University of California (UC), one of the largest and leading centers of higher education in the world, was founded in 1868. Its 10 campuses span the state, including in the north Davis, Berkeley, San Francisco (health sciences only), Santa Cruz, and Santa Barbara, Riverside, Irvine, Los Angeles, Merced and San Diego in the south. UC is home to more than 220,000 students and more than 170,000 faculty and staff, and more than 1.5 million alumni living and working around the world.

UCLA was the first to be planned as a complete university rather than a collection of special disciplines, experimental stations or professional schools. The Los Angeles (LA) campus was established in 1919. Graduate work was authorized on the LA campus in 1922, and the first PhD was awarded in 1938. Total enrollment at UCLA exceeds 40,000 students. UCLA was reaccredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in three stages between June 2006 and June 2010. The next accreditation will be in 2018. More information can be found at http://www.wasc.ucla.edu/default.htm. A systemwide School of Public Health was established in 1944, with branches in Berkeley, Los Angeles, and San Francisco. The UC Board of Regents (the UC governing body whose members are appointed by the Governor of California) decentralized the School of Public Health in 1961, creating independent schools in Berkeley and Los Angeles. The FSPH is one of four professional schools comprising the Center for Health Sciences at UCLA; the other three are in medicine, dentistry and nursing. Each of the health science schools is headed by a dean who is responsible for budgeting and resource allocation, personnel recruitment, selection and advancement, and establishing academic standards and policies, while reporting to the chancellor and provost.

In addition to CEPH, the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology/Related Accreditation Commission (ABET/RAC) reviews the master's level industrial hygiene program. The Health Policy and Management Department utilizes the Commission on Accreditation Healthcare Management Education (CAHME) to review the management track of its educational offerings. See the resource file for a complete list of accreditors for various UCLA schools.

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

Chart 1.1 UCLA Administrative Organization



1.3.c. Description of the school's level of autonomy and authority regarding the following:

- budgetary authority and decisions relating to resource allocation
- lines of accountability, including access to higher-level university officials
- personnel recruitment, selection and advancement, including faculty and staff
- academic standards and policies, including establishment and oversight of curricula

The University of California system is governed by a Board of Regents whose regular members are appointed by the Governor of California. The regents appoint the president of the university, the 10 chancellors, and the directors, provosts and deans who administer the affairs of the individual campuses and divisions of the university. The regents set broad general policy and make budgetary decisions for the UC system.

- Budgetary authority – The FSPH's annual operating budget is allocated by the chancellor to the dean. The school does not receive all the revenue it generates. The chancellor determines what portion of the revenue will be used to support other schools on campus or cross-campus activities. Once funds have been transferred to the school, the dean has budgetary responsibility over resource allocation to departments and cross-school activities. The vast majority of the budget goes to faculty and support staff salaries and benefits (and this varies little year to year). A portion of tuition is allocated to scholarships. These funds go to the Graduate Division, which determines how much each school receives. The dean then allocates to departments.
- Lines of accountability – The dean reports to the chancellor and the executive vice chancellor on the overall activities of the school. The dean has complete access to all campus leaders.
- Personnel recruitment –
    - Faculty – There are campus recruitment guidelines that must be followed no matter the appointment type or level. However, the actual recruitment and selection is handled by the departments, approved by the dean, with final approval at the campus level. Advancement policies are defined by the UC Regents and campus. Faculty appointments and promotions are recommended by the departments to the dean who, in turn, recommends these academic personnel actions to the chancellor for approval.
    - Staff – UC and Campus Human Resources define all staff HR policies and procedures. Position descriptions must be approved by Campus Human Resources; however, all recruitment, selection and hiring is conducted by the departments and approved by the associate dean for administration. Advancement requests are initiated by the departments and, if within policy, approved by the associate dean for administration. Any exceptions to policy must be approved by campus human resources or the vice chancellor of human resources.
- Academic Standards and Policies – The regents delegate authority on academic matters to the Academic Senate, which determines academic policy for the university as a whole. The senate, composed of faculty members and certain administrative officers, determines the conditions for admission and granting of degrees, authorizes and supervises courses and curricula, and advises university administrators on faculty appointments and promotions. Individual divisions of the university-wide Academic Senate determine academic policy for each campus. The departments establish and provide curricular oversight.

- Student Admissions – Departments make admissions decisions, which are then forwarded to the Graduate Division for approval.

1.3.d. Identification of any of the above processes that are different for the school of public health than for other professional schools, with an explanation.
All professional schools, including the FSPH, are required to follow university policies, procedures and practices with no exceptions. In addition, with the exception of the School of Dentistry, which has a dotted-line report to the vice chancellor of health sciences and dean of the David Geffen School of Medicine, all professional schools' deans, including the FSPH dean, report directly to the provost and chancellor.

1.3.e. If a collaborative school, descriptions of all participating institutions and delineation of their relationships to the school.
Not applicable.

1.3.f. If a collaborative school, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the school's operation.
Not applicable.

1.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

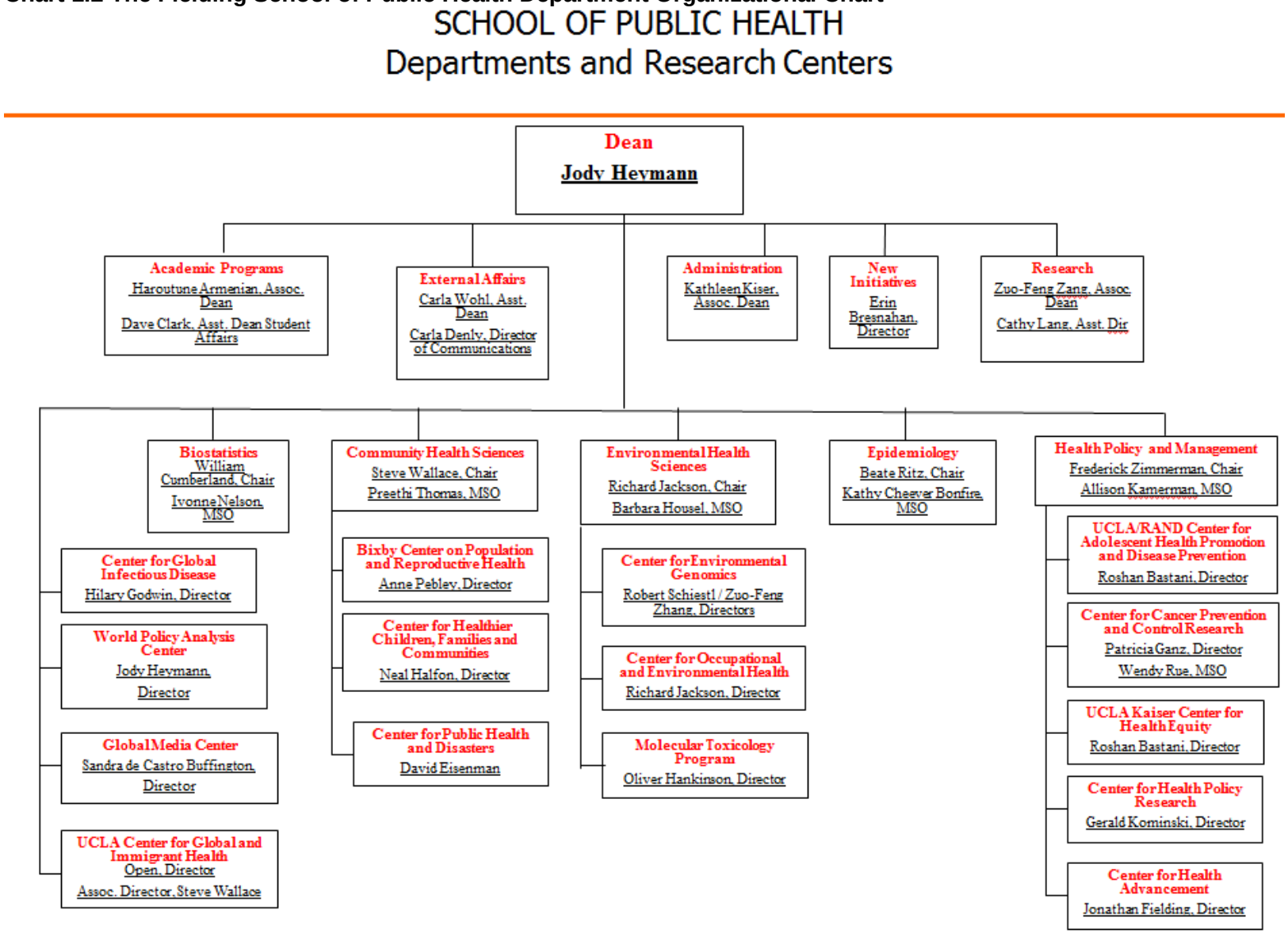
This criterion is met, with commentary. The UCLA Fielding School of Public Health is one of two autonomous schools of public health within one of the largest public research universities in the world. The FSPH has a similar level of autonomy in budgetary matters and independence in academic decision processes as the other schools of UCLA; however, there is one exception. Some of the professional schools fully make their own decisions regarding graduate admissions and handle fully the revenue generated from scholarships. Historically for FSPH and some graduate schools, there is reporting through the Graduate Division. Since FSPH now has an internal student affairs office, this may no longer make sense as it does not change who is admitted but does lead to extra costs and delays due to the extra level of administration.

1.4 Organization and Administration

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

1.4.a. One or more organizational charts showing the administrative organization of the school indicating relationships among its component offices, departments, divisions or other administrative units.

Chart 1.2 The Fielding School of Public Health Department Organizational Chart



Schedule reflects administrative reports only. Centers' research collaborations cross departments within and outside the FSPH.

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

The dean is responsible for the academic, research, administrative, development, financial aspects and general oversight of the FSPH. Operational resources are allocated by the campus on an annual basis. The dean oversees department chairs as well as associate and assistant deans. The dean of the school is responsible for the overall management of the school and for allocation of resources to the departments and central administration.

The associate dean for academic programs is a faculty member responsible for supervising the master's and doctoral degree programs, overseeing schoolwide academic programs, advising the dean on faculty personnel actions, acting as the primary liaison with the campus on faculty issues and overseeing the processing of promotions, merits and any other related academic personnel actions. In addition, the associate dean is responsible for the dean's office coordination of faculty grievances and disciplinary actions.

The associate dean for administration is a non-academic administrator who serves as the chief operating officer for the school, and is responsible for managing all administrative and financial functions. These areas include allocation of departmental budgets, management of central administrative funds, management of the staff and academic personnel offices, and oversight of physical facilities. It is also the associate dean's responsibility to implement and verify that the school is in compliance with all applicable financial and administrative university policies and procedures.

The associate dean for research is a faculty member responsible for overseeing research-related activities at the school, including the coordination of pre-award contract and grant processing for all departments and centers and facilitating research activities. Other responsibilities include: reviewing and approving all award submissions; coordinating mentoring programs for new and junior faculty; providing guidance, resources and the interpretation of university policies regarding research; and creating internal school-related research policies and procedures related to pre- or post-award processes. This position serves as the liaison between the vice chancellor for research and FSPH departments and centers.

The assistant dean for external affairs is a non-academic administrator, responsible for the school's development, communications and external affairs activities. This includes managing fundraising and alumni activities, overseeing short- and long-term communication strategies, coordinating government relations and directing the dissemination of research-related information. The assistant dean works directly with the dean, central administration and departments.

The assistant dean for student affairs is a non-academic administrator responsible for student recruitment as well as the management of the central student affairs office, which is responsible for overseeing the admissions process, financial aid and class scheduling for all degree programs. While the administrative aspects of the admissions process are coordinated centrally through the student affairs office, each department is responsible for the recommendation and selection of students. The assistant dean is also responsible for the coordination of other student-related welfare matters such as housing, protection of students' rights and oversight of disciplinary actions.

The director of communications is a non-academic administrator, responsible for short- and long-term communication strategies, government relations and dissemination of research-related information. The director works with the dean, central administration and departments, providing training as well as media and communications-related support.

The director of new initiatives is a non-academic administrator responsible for developing and managing innovative new projects from initiation through implementation. The director works with faculty, staff, students and community leaders to design, build, implement and support new programs. The director is responsible for monitoring project progress and identifying and implementing necessary adjustments, is responsible for any reporting requirements, and works with the dean to ensure projects contribute to advancing the strategic objectives of the school.

The school is organized into five departments – Biostatistics, Community Health Sciences, Environmental Health Sciences, Epidemiology, and Health Policy and Management (known as Health Services until the fall of 2012, and hereafter referred to as Health Policy and Management in this document) – reflecting the five core areas of public health, each with responsibility for one or more programs of study. Department chairs are appointed by the chancellor, following a recommendation by the dean, which is based on consultation with faculty of the department. The department chair is responsible for the administration and implementation of the academic programs, the review and approval of all contract and grant proposals, faculty and personnel management, and budget and research activity of the respective department.

The faculty is involved in the development and implementation of administrative, budgetary, academic and personnel policy through participation in departmental governance, schoolwide committees and standing committees of UCLA and systemwide academic senates. In addition to standing committees, faculty may be called on to serve as members of ad-hoc committees. Each chair is supported by a staff administrator who is responsible for the coordination of all academic and staff payroll actions, department student-related activities, and financial management of department budgets and research grants.

Students participate in committees at all levels of university governance. All enrolled students at FSPH are members of the student association, PHSA, which acts on behalf of students to ensure representation of student interests in academic and administrative decisions affecting the school.

1.4.c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.
Interdisciplinary communication, cooperation and collaboration are essential to fulfilling the mission of the FSPH. Major avenues for interdisciplinary research efforts are the centers and programs, housed at the school. Each of the centers includes faculty participants from multiple departments within the school, faculty from other departments and schools at UCLA and other neighboring campuses, elected or appointed community leaders, and service providers. The centers and programs include the Bixby Center on Population and Reproductive Health; Center for Health Policy Research; Center for Healthier Children, Families, and Communities; Center for Occupational and Environmental Health; Center for Environmental Genomics; Center for Public Health and Disasters; Center for Cancer Prevention and Control Research; UCLA Kaiser Permanente Center for Health Equity; Center for Global and Immigrant Health; UCLA/RAND Prevention Research Center; Center for Health Advancement; Center for Global Infectious Diseases; and the World Policy Analysis Center. Most of the faculty who participate in the

centers in a research capacity also teach courses that are relevant to the focus of the center. In addition to these long-term school-based centers, we have the following grant-funded center initiatives: the Southern California Education and Research Center, funded by the National Institute for Occupational Safety and Health (NIOSH); the Southwest Regional Public Health Training Center, funded by the Health Resources and Services Administration (HRSA); and the UCLA-USC Center for Population Health & Health Disparities, funded by the National Heart, Lung and Blood Institute.

Other interdisciplinary teaching activities include the Global Health Certificate and the interdepartmental Molecular Toxicology program, and cooperative degree programs with College of Letters and Science in African Studies, Asian American Studies, Latin American Studies, Islamic and Near Eastern Studies; the Anderson School of Management, the David Geffen School of Medicine, the School of Law and School of Public Affairs. Numerous FSPH courses contain interdisciplinary content. This is reflected in the frequency of cross-listing. In the 2012-13 academic year, 110 of the 460 courses (23.9%) offered by the school were cross-listed in multiple departments. Comparable figures are 36 out of 250 courses (14%) for the 1997-98 academic year. In addition, 21 (ladder, in-resident, adjunct) school faculty have joint appointments with other campus units. Thirty-nine faculty with primary appointments in another unit also have an appointment in public health. For these faculty, primary appointments are in the schools of medicine, dentistry, nursing and education.

Interdisciplinary collaboration also exists within the departments with team teaching, guest lectures, co-authorship of articles, etc. All faculty, on a regular basis, work with other school faculty on the various committees (both standing and ad hoc) within the school. The full faculty convene once a quarter for a meeting called and presided over by the elected chair of the FEC.

As a professional school, FSPH maintains and encourages engagement of interdisciplinary groups of students and faculty within the practice environment of public health and health services. Such collaborative activities are established with various federal, state and city/county agencies, as well as with local community organizations. These collaborations are essential for the learning process of students within a practice milieu, as well as for faculty to actively address major issues of public health in the community. A list of such projects and activities is appended.

1.4.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
The criterion is fully met. The organizational relationships as well as the lines of authority are clearly defined. This allows the efficient management of the school and enables us to address our mission and objectives in a most effective manner.

1.5 Governance

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

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

Unless noted otherwise, all of the committees described below have membership consisting of at least one faculty member from each of the five departments and one student representative who participates but does not have voting privileges. Committee members and chairs are appointed by the dean, based on recommendations from the FEC in the early fall quarter. The committee chair is charged with submitting a report to the dean and to the FEC in late spring describing the activities of the committee during the academic year. A list of committee members can be found in 1.5.a.ii in the resource file.

School of Public Health Committees

Faculty Executive Committee

Within the FSPH, the FEC is the voice of the faculty. (FEC bylaws can be found in the resource file.) The FEC and school administration have a productive working relationship, affirming that faculty are free to express their views and these views will be heard in a responsive manner. The FEC chair solicits input from faculty on issues of concern, and faculty members address their emerging needs to members of the FEC.

The FEC is charged with considering matters of general concern to the faculty and acting for the faculty either with respect to matters delegated to the committee as specified in the bylaws, or by subsequent action. Membership includes a chair elected by the full faculty, one member selected by each of five departments, the dean (ex-officio), associate dean for academic programs (ex-officio), and an elected officer of the PHSA (ex-officio). The 2012-13 members are:
Needleman, Jack (HPM, 2012-2014), chair; Wong, Weng Kee (BIO, 2011-2013); Gee, Gilbert (CHS, 2012-2014); Robbins, Wendie (EHS, 2012-2014); Cochran, Susan (EPI, 2011-2013); Inkelas, Moira (HPM, 2012-2014); Armenian, Haroutune (associate dean for academic programs, ex-officio); Heymann, Jody (dean, ex-officio); Larson, Harmony (student representative/co-president of PHSA, ex-officio); Ferguson, Kelsey (student representative/co-president of PHSA, ex-officio).

Educational Policy and Curriculum Committee

The Educational Policy and Curriculum Committee is charged with making policy for schoolwide degrees in the FSPH and addressing policy pertinent to student affairs. All school policy is in accordance with Graduate Council regulations. In exercising its functions, the committee reports directly to the FEC. The associate dean for academic programs is an ex-officio member. The 2012-13 members are:
Wang, May (CHS, 2012-2014), chair; Rodriguez, Hector (HPM, 2012-2014); Collins, Michael (EHS, 2011-2013); Ramirez Kitchen, Christina (BIO, 2011-2013); Rimoin, Anne (EPI, 2011-2013); Armenian, Haroutune (associate dean for academic programs, ex-officio); Clark, David (assistant dean for student affairs, ex-officio); Snyder, Sophie (student representative, ex-officio)

Current assignments of the committee include:

- Continue adoption of competencies for core and departmental courses and programs when considering course approvals and program changes;
- Work jointly with the Evaluation Committee to specify the process by which competencies for DrPH degrees will be determined;
- Review and approve departmental proposals for department-specific MS and PhD competencies;
- Continue ongoing review of course actions and program changes, particularly as they relate to schoolwide (MPH and DrPH) degrees;
- Develop strategies to accommodate students in professional schools who also want an MPH (e.g., PRIME-MD students), articulated degree or other method; and
- Work with dean's office/student affairs/departments to establish best practices for graduate teaching.

Student Affairs Committee (EPCC Subcommittee)
The Student Affairs Committee is charged with representing the faculty on all matters pertaining to students and providing a liaison between the faculty, administration and students. The committee also determines allocation of schoolwide annual financial awards. The associate dean for academic programs is an ex-officio member. The 2012-13 members are: Von Ehrenstein, Ondine (CHS, 2011-2013), chair; Weiss, Robert (BIO, 2011-2013); Inkelas, Moira (HPM, 2012-2014); Detels, Roger (EPI, 2012-2014); Eckhert, Curtis (EHS, 2011-2013); Armenian, Haroutune (associate dean for academic programs, ex-officio); Clark, David (assistant dean student affairs, ex-officio); Huynh, Dan (student representative, ex-officio)

Current assignments of the committee include:

- Select students to receive schoolwide awards based on departmental nominations, administering requests for student travel funding, selecting the school's candidate for the Delta Omega Poster competition and reviewing special actions for admissions;
- Initiate regular meetings with representatives from PHSA to discuss all issues related to student affairs, such as advisement, recruitment and funding; and
- Prioritize funding for Health Resources and Services Administration (HRSA) public health training fellowships.

Undergraduate Programs Committee (EPCC Subcommittee)
The Undergraduate Programs Committee is charged with representing the faculty on all matters pertaining to undergraduate education within FSPH. Ex-officio members include the associate dean for academic programs and the assistant dean for student affairs. The 2012-13 members are:
Kagawa-Singer, Marjorie (CHS, 2012-2014), chair; Malmgren, Roberta (EPI, 2011-2013); Ponce, Ninez (HPM, 2012-2014); Que Hee, Shane (EHS, 2011-2013); Dabrowska, Dorota (BIO, 2011-2013); Clark, David (assistant dean for student affairs, ex-officio); Armenian, Haroutune (associate dean for academic programs, ex-officio)

Current assignments of the committee include:

- Set policy, monitor and evaluate schoolwide undergraduate programs in the FSPH in accordance with Undergraduate Council bylaws as specified in bylaw 65.1 of the Los Angeles Division. In exercising its functions under bylaw 65.1, the committee reports directly to the EPCC which, in turn, reports to the FEC;

- In discharging this duty, periodically review and recommend revisions in undergraduate programs, and set academic prerequisites for entry into undergraduate programs;
- Explore whether and how the FSPH might participate in a campus-wide undergraduate major in global health; and
- Serve as official committee for undergraduate minor.

Evaluation Committee
The Evaluation Committee is charged with evaluating the school regarding its mission and goals, and making recommendations to the dean and faculty concerning school responses to feedback received from internal (i.e., student) and external evaluations of the school. Membership includes the associate dean for academic programs (ex-officio), an alumni representative and a community representative. The 2012-13 members are:
Brookmeyer, Ronald (BIO, 2011-13), chair; Kominski, Gerald (HPM, 2011-2013); Zhang, Zuo-Feng (EPI, 2011-2013); Godwin, Hilary (EHS, 2011-2013); Bourque, Linda (CHS, 2011-2013); Strassburg, Marc (representative from state or county, LACDPH, 2011-2013); Kuo, Tony (representative from state or county, LACDPH, 2011-2013); Armenian, Haroutune (associate dean for academic programs, ex-officio); Clark, David (assistant dean for student affairs, ex-officio); Smith, Lisa (alumnus, 2010-2012); Nelson, Sandahl (student representative, ex-officio)

Current assignments of the committee include:
- Provide faculty input and help shape the self-study used for CEPH accreditation;
- Review results from student exit surveys.

International & Immigrant Health Committee
The International & Immigrant Health Committee is charged with encouraging instruction in international health, promoting department policies that meet the special needs of international students, and encouraging participation of faculty and students in health programs outside of the United States. Membership includes faculty with teaching or research expertise in global health. The associate dean for research serves as an ex-officio member. The 2012-13 members are:
Harrison, Gail (CHS, 2012-2014), co-chair; Vargas Bustamante, Arturo (HPM, 2012-2014); Gipson, Jessica (CHS, 2011-2013); Chang, Charlene (student representative, ex-officio)

Current assignments of the committee include:
- Identify opportunities for our graduates to work internationally, and support student and faculty research activities in international settings;
- Establish DrPH global health concentration; and
- Develop and sustain collaborations between the FSPH and other schools and entities both at UCLA and on other campuses that have global and immigrant health activities, interests and programs.

Academic Computing Committee
The Academic Computing Committee is charged with promoting knowledge, setting policy, coordinating use and facilitating communication about computers among faculty, students and administration. Ex-officio members include the manager of computer services, the associate dean for research and the associate dean for administration. The 2012-13 members are:
Li, Gang (BIO, 2011-2013), chair; Valentine, Jane (EHS, 2012-2014); Hussain, Shehnaz (EPI, 2011-2013); Kiser, Kathleen (associate dean for administration, ex-officio); Nakashima, Ed (ex-officio); Aralis, Hilary (student representative, ex-officio)

Current assignments of the committee include:

- Assess research computing needs across the school having to do with software access, data management, file sharing, and server systems, and identify and recommend schoolwide adoption of upgraded research computing technology; and
- Identify ongoing needs for instructional computing lab within the school and for student computing lab services provided through the Biomedical library.

Community & Alumni Relations Committee

The Community and Alumni Relations Committee is charged with promoting professional involvement of the faculty and students in the community. The assistant dean for communications serves as an ex-officio member. The 2012-13 members are:
Pelliccioni, Lori (HPM, 2012-14), chair; Prelip, Mike (CHS, 2012-2014); Shoaf, Kim (CHS, 2012-2014); Ganz, Patricia (HPM, 2012-2014); Senturk, Damla (BIO, 2011-2013); Wohl, Carla (assistant dean for external affairs, ex-officio); Shaw, Karin (alumni relations, development department, ex-officio); alumni/community representatives, TBD (ex-officio); Horino, Masako (student representative, ex-officio)

Current assignments of the committee include:

- Review and identify opportunities for public health practice training for students.
- Recruit alumni/community representatives to work with the committee;
- Work with dean's office to identify and select schoolwide educational activities throughout the year;
- Work with student organization (PHSA) in planning for Public Health Week activities, specifically to encourage alumni engagement in programs; and
- Consider and propose strategies for increasing alumni involvement in and support of school programs and development efforts.

Laboratory and Equipment Committee

The Equipment and Laboratory Committee is charged with promoting knowledge, setting policy, coordinating use, and facilitating communication among faculty, students and administration about non-computer equipment used in instruction and research. Members include faculty from departments with lab scientists (two each) and the associate dean for administration (ex-officio). The 2012-13 members are:
Clemens, John (EHS, 2011-2013), chair; Liu, Simin (EPI, 2011-2012); Zhu, Yifang (EHS, 2011-2013); Kiser, Kathleen (associate dean for administration, ex-officio); Yim, Jessica (student representative, ex-officio)

Current assignments of the committee include:

- Function as the official FSPH safety committee;
- Develop a FSPH injury and illness prevention plan;
- Review laboratory safety plan and make recommendations for implementation of laboratory safety procedures for the school; and
- Identify whether there are resources that could be more efficiently shared across laboratories and departments.

Research Committee

The Research Committee is charged with establishing schoolwide policy for the solicitation and dispersion of available research funds and for developing recommendations regarding the

school's research infrastructure. The associate dean for research serves as an ex-officio member. The 2012-13 members are:
Morisky, Donald (CHS, 2011-2013), chair; Bastani, Roshan (HPM, 2012-2014); Krause, Niklas (EHS, 2011-2013); Cheever Bonfire, Kathleen (EPI MSO, ex-officio); Kiser, Kathleen (associate dean for administration, ex-officio); Lang, Cathy (assistant director for research administration, ex-officio); Babadi, Ryan (student representative, ex-officio)

Current assignments of the committee include:

- Conduct an assessment of the school's research funding infrastructure, specifically linked to faculty procurement of external contracts and grants and their ongoing fiscal and administrative management;
- Based on findings and feedback from faculty and staff make policy and administrative recommendations regarding grants administration; and
- Explore opportunities for cross-departmental collaboration and efficiencies in regard to research administration.

1.5.b. Description of the school's governance and committee structure's roles and responsibilities relating to the following:

- general school policy development
- planning and evaluation
- budget and resource allocation
- student recruitment, admission and award of degree
- faculty recruitment, retention, promotion and tenure
- academic standards and policies, including curriculum development
- research and service expectations and policies

General School Policy Development
The UC has a strong tradition of shared governance, formulated by and closely safeguarded by the faculty. All FTE (state-supported tenure track) and in-residence faculty are members of the Academic Senate. The Academic Senate functions as the voice of the faculty in university governance. The senate advises the president and the chancellor on issues of academic policy, including budget matters, the administration of the libraries and the appointment and advancement of faculty members. In addition, the senate authorizes, approves and supervises all courses, and determines the conditions for admission, certificates and degrees. The senate conducts confidential peer reviews of faculty candidates for appointment and promotion.

Shared governance is also exercised within FSPH and is outlined in the school's bylaws [see resource file]. The FEC has primary responsibility for discussing and evaluating school policy and providing input to the dean on schoolwide issues. A summary of the discussions, decisions and issues arising in FEC meetings is conveyed to department faculty for discussion and consideration by their FEC representative.

The chair of the FEC convenes a full faculty meeting once a quarter to discuss administrative and academic matters of concern to the faculty as a whole. All faculty who are members of the Academic Senate are eligible to vote on issues related to the school using a confidential balloting process. Chairs of departments also hold faculty meetings on a regular basis to discuss departmental business, address faculty concerns and develop departmental policies.

The administrative arm of the school is the Dean's Council, consisting of the five department chairs, the associate and assistant deans and the chair of the FEC. The Dean's Council meets

monthly to review and discuss administrative and budgetary issues. A summary of the discussions, decisions and issues arising in the Dean's Council is conveyed to department faculty by the department chairs for discussion and consideration.

Planning
The FEC, Dean's Council and Evaluation Committee each contribute to planning. The Evaluation Committee reviews the school's adherence to its mission and its success in fulfilling its goals and meeting its objectives. The committee also makes recommendations to the dean concerning the school's response to feedback received from internal and external evaluations.

Budget and Resource Allocation
Budgetary policy and resource allocation are formed, reviewed and disseminated by the dean and the Dean's Council. Resource supply and distribution are discussed and studied by the Academic Computing Committee and the Equipment and Laboratory Committee, which, in turn, make recommendations to the dean. On an as-needed basis, ad hoc committees are developed to advise the dean on issues of schoolwide relevance, such as space.

Student Recruitment, Admission, and Award of Degrees
The EPCC and the Student Affairs Committee represent the faculty on all matters pertaining to students. These committees review proposals for new programs and proposals for changes in existing programs, and work in collaboration with the associate dean for academic programs and the assistant dean for student affairs. Recruitment is a coordinated effort at the school level (e.g., outreach at APHA and at universities and colleges in California and elsewhere) and by individual departments. Faculty members review applications for admission to their department, with the chair forwarding a recommendation on disposition to the associate dean for academic programs, who makes a recommendation to the Graduate Division. The Graduate Division then makes the formal determination of admission. The official awarding of degrees is completed by the UCLA Registrar's Office.

Academic Standards and Policies
The EPCC is charged with making policy for the schoolwide degrees in accordance with Graduate Council regulations, and with addressing policy pertinent to student affairs. The EPCC reports to the FEC and communicates directly with the administration and the faculty as a whole when necessary.

Faculty Recruitment, Retention, Promotion, and Tenure
Faculty recruitment, retention, promotion and tenure policies are established systemwide by the UC Academic Council. Search committees for faculty positions are appointed by the dean and operate in accordance with university guidelines. Search committees advertise for candidates, review applications, develop a short list of the most desirable applicants and invite these applicants for an interview. The interview includes a formal presentation by the candidate, as well as individual meetings with administrators, faculty and students. The search committee makes a recommendation to the department in which the new appointment will be made, and the department forwards a recommendation to the dean. Search committees have traditionally been charged with conducting searches for appointments to a specific department; however, the school has more recently conducted several successful searches for candidates with expertise in areas that cut across multiple departments. In those cases, the candidate's departmental affiliation is determined during the recruitment process.

Research and Service Expectations and Policies
The school's research administration and policies are guided by the university's Office of the Vice Chancellor for Research and the associated subdivisions, the Office of Research Administration and the Office of Intellectual Property and Industry Sponsored Research. The school's Research Committee is charged with examining schoolwide policies related to research administration, and developing recommendations based on faculty and staff concerns. The school's associate dean for research and the assistant director for research administration work with campus officials to facilitate research administration support for FSPH faculty and staff.

The Community and Alumni Relations Committee is charged with promoting professional involvement of the faculty and students in the community. Specifically, the committee forges and maintains relationships with local, national and international health organizations, and sponsors lecture series for students, faculty and alumni.

1.5.c. A copy of the school's bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the school.
The FSPH bylaws are included in the resource file.

1.5.d. Identification of the school faculty who hold membership on committees, through which faculty contribute to the activities of the university
See Appendix 1 for FSPH faculty university service.

1.5.e. Description of student roles in governance, including any formal student organizations.
Each FSPH schoolwide committee has student participation in an ex-officio capacity. Students are selected by the leadership of the Public Health Student Association (PHSA), attending all committee meetings and participating in committee discussions by offering input from the students' perspective. The leadership of PHSA is elected by a general vote of the FSPH student body and is charged with representing the student body within the school. In addition to selecting students to maintain representation on standing committees, the PHSA also provides monetary resources to student groups, provides programming on various topics, hosts social activities, and provides input to the school's leadership, departments and faculty as needed.

1.5.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
The criterion is fully met. The University of California has a very strong tradition of shared governance between the faculty and administration. The established processes allow participatory decision making, provide a great deal of transparency and ensure a high level of integrity in management.

Faculty from the FSPH are active participants of such shared governance both at the university level and within the school. The working relationship of the school's administration and the FEC and its subcommittees has been very productive. Faculty have a number of platforms to express opinions about academic and management concerns they may have. Students are very much engaged in the committee structure of the school.

1.6 Fiscal Resources

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

1.6.a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other entity within the university, and other policies that impact the fiscal resources available to the school.

The FSPH budgetary resources are comprised of state support, tuition, gifts and endowments, contracts and grants, indirect cost recovery (ICR) and donor funds.

State funds are allocated to the FSPH by the campus based on state-legislated appropriations to the UC system. Over the past several years the school has seen an effective budget reduction through a combination of increased campus fees and a reduction in state funding relative to salary and benefit costs. There has been an increase in employer-paid pension and benefits costs that are incrementally growing on an annual basis. More than 85% of the state funds received by the school are used for full-time, ladder-rank faculty salaries and benefits. The remaining funds cover minimal staff salaries.

Student tuition is provided in three forms. 1) Campus tuition and fees are paid by all students. The campus distributes a percentage of this tuition to each FSPH department in the form of block grants that are used to provide student financial aid. 2) Professional Differential Student Tuition (PDST) is an additional tuition paid by professional students (MPH, DrPH) and all of these funds are allocated directly to the school. Thirty-three percent is set aside for financial aid and the remaining revenue is used to provide student support such as practicum funding, library access, computer lab services and career counseling at the department and school levels. 3) The departments of Community Health Sciences and Health Policy and Management offer self-supporting degree executive-style education. Tuition is expected to cover all programmatic, administrative and overhead expenses. Any remaining balances are used to support student-related or one-time programmatic costs.

In 2012, the school received a gift from faculty member and public health leader Dr. Jonathan Fielding and his wife, Karin Fielding. The gift will ultimately have a value of $50 million. The capital will accumulate over the next 10-20 years. While extraordinarily generous – and having a tremendously important long-term value – the time over which the gift is made means that it does not affect the budget significantly over the foreseeable future.

Contracts and grants funding represents 71% of the school's revenues. These funds generate ICR that is used to support the school's infrastructure. The FSPH had been receiving 33-36% of indirect expenses generated in the previous year. In the 2011-12 fiscal year, the Board of Regents restructured the budget of the Office of the President, resulting in a campus tax levy. In FY 12/13, this tax (which had been previously absorbed by the campus) was allocated to each school and unit and the resulting cost was partially mitigated by an increase in ICR revenue. Future tax allocation methodology has yet to be decided.

The primary financial challenge has been the continuous erosion of state funds provided to the University of California and the related reductions of funds provided from UCLA to FSPH relative to salary and benefit costs of faculty. This reduction has created an increasing reliance on soft funding such as tuition, ICR and donor funds. The campus continues to charge fees related to campus central costs such as human resources, contracts and grants management, information technology and utilities. The departments and school continuously look for cost-

cutting options, increased donor funding and revenue-generating programs that will provide student-related support and services, as well as academic and research infrastructure.

1.6.b. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in a table format as appropriate to the school. See CEPH Data Template 1.6.1.

Table 1.2 Sources of Funds and Expenditures by Major Category, 2007-2012[1]

	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Revenue						
Tuition and Fees*	4,350,064	4,652,204	4,457,022	4,325,659	4,829,894	5,079,833
State Appropriation	11,481,120	11,568,525	10,340,257	11,817,469	12,038,789	14,417,776
Grants/Contracts	47,103,639	47,707,191	43,951,667	49,223,205	40,791,060	41,415,811
Indirect Cost Recovery	2,294,228	2,428,437	2,308,842	2,737,727	2,963,360	3,504,717
Sales and Services	1,785,301	1,494,360	1,405,145	1,363,462	1,477,917	1,248,799
Total Revenue	**67,014,352**	**67,850,717**	**62,462,933**	**69,467,522**	**62,101,020**	**65,666,936**
Expenditures						
Faculty Salaries	8,079,156	8,776,048	7,997,033	8,284,383	8,831,191	9,257,428
Staff Salaries	3,162,980	3,358,046	3,267,222	3,308,412	3,378,751	4,048,382
Benefits	1,888,151	2,042,142	2,157,989	2,561,124	3,205,660	3,707,897
Grants/Contracts	47,103,639	47,707,191	43,951,667	49,223,205	40,791,060	41,415,811
General Operating	1,486,636	1,503,688	1,284,724	1,070,144	1,234,890	1,425,658
Oper and Maint of Space	1,155,281	1,011,214	1,045,228	825,060	634,870	1,301,021
Campus Tax	-	-	-	-	-	875,005
Services	868,772	786,085	1,004,878	735,461	595,589	672,684
Student Support*	2,163,999	2,277,317	2,068,997	2,285,874	2,531,828	2,781,587
Travel	273,543	323,140	230,529	256,156	334,035	314,088
Total Expenses	**66,182,157**	**67,784,871**	**63,008,267**	**68,549,819**	**61,537,874**	**65,799,561**
Net Balance (Deficit)	**832,195**	**65,846**	**(545,334)**	**917,703**	**563,146**	**(132,625)**

[1] Table based on CEPH Template 1.6.1

FY 8/9 - increase in tuition due to increase in professional differential student fees
FY 9/10 - decrease in tuition due to reduced enrollment in MPHHP programs
FY 10/11 - decrease in tuition due to reduced enrollment in MPHHP programs

FY 11/12 - increase in tuition due to adjustment in total tuition, which increased PDST fees and reduced campus fees
FY 9/10 - drop in state appropriation due to furlough cuts
*Tuition numbers include block grants even though not reflected in the general ledger. The grant funding is held in Graduate Division but money is made available to the school for student grant support.

Revenue
As per University of California policy, there are two components to tuition paid by FSPH students: academic tuition and Professional Differential Student Tuition (PDST). All students pay the academic tuition, but only MPH and DrPH students pay the additional PDST. Our self-supporting degree students pay a separate tuition amount.

Over the past seven years, FSPH tuition revenue has fluctuated because of increases in PDST and reductions in our self-supporting executive education fees. Student enrollment also changed in executive programs. In 2011-12, the University of California Regents increased PDST and reduced appropriations to the school.

In 2010-11 the University of California's Office of the President initiated a furlough program that created a significant temporary drop in the school's funding from the state.

FSPH revenue has also been affected by the limited amount of indirect cost recovery (ICR) that is returned to the school. The university and campus retain approximately 66% of the ICR generated by the school; the school receives only one-third of the funding.

Expenses
The school's expenditures increase was primarily created by a marked increase in pension and employee benefits costs with no corresponding funding from the campus or university. Until 2008-09, all faculty benefits and pension costs were paid by the university. In 2009-10, the university began providing only a flat amount of support per year while mandating increased contributions by schools. In 2012-13, the rate paid by the school for salary pension costs was 10.63% due to an under-funded University of California pension system. It is anticipated that the rate will continue to increase annually, ultimately capping at 17.63%.

In 2012-13, the University of California began to assess all campuses with a tax to cover the expenses of the president's office. Each campus has handled this differently; UCLA chose to pass the predominant portion of the tax down to schools.

1.6.c. If the school is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by school of public health faculty who may have their primary appointment elsewhere.
Not applicable.

1.6.d. Identification of measurable objectives by which the school assesses the adequacy of its fiscal resources, along with data regarding the school's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 1.3 Outcome Measures for Fiscal Resources[1]

Outcome Measure	FY 10/11	FY 11/12	FY 12/13
Faculty Salary, Retirement and Benefits	$9.6 M	$10.3 M	$12.9 M
Faculty Salary Costs not Including Retirement and Benefits	$8.3 M	$8.8 M	$9.3 M
University Support for Faculty Salaries	$7.6 M	$7.7M	$8.2 M
Faculty Retirement and Benefits Costs	$1.3 M	$1.5 M	$3.6 M
University Support for Retirement and Benefits Costs	$1.3 M	$1.3 M	$1.3 M
Percent of Professional Student Fees Used for Financial Aid	33%	33%	33%
Annual Contracts and Grants Awards	$51 M	$47 M	$41 M
Annual Contracts and Grants Indirect Income Generated	$7.2 M	$7.8 M	$7.6 M
Annual Contracts and Grants Indirect Income Received (After Tax)	$2.4 M	$2.5 M	$2.4 M
Student Practicum Funding	$100,000	$100,000	$100,000
School Reserve Balance	$500,000	$500,000	0

[1]Based on CEPH Outcome Measures Template

1.6.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion has been met, with commentary. In spite of costs being shifted by the UC to the school, particularly in funding retirement and benefits, the school has been able to move forward through new revenue generated from research and professional student fees. However, current finances are threatened by rapidly rising benefits and retirement costs. To meet these costs will require additional revenue from a combination of state resources, the campus and new revenue-generating activities.

1.7 Faculty and Other Resources

The program shall have personnel and other resources adequate to fulfill its stated mission and goals and its instructional, research and service objectives.

1.7.a. A concise statement or chart defining the number (head count) of primary faculty in each of the five core public health knowledge areas employed by the school for each of the last three years.

Table 1.4 Head Count of Primary Faculty[1]

Department	2010	2011	2012
Biostatistics	10	11	11
Community Health Sciences	20	19	18
Environmental Health Sciences	11	13	11
Epidemiology	16	15	15
Health Policy and Management	22	22	21

[1]Based on CEPH Data Template 1.7.1

1.7.b. A table delineating the number of faculty, students and SFRs, organized by department or specialty area, or other organizational unit as appropriate to the school, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see) a CEPH Data Template 1.7.2nd include at least the following information: a) headcount of primary faculty (primary faculty are those with primary appointment in the school of public health), b) FTE conversion of faculty based on % time appointment to the school, c) headcount of other faculty (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All schools must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the school intends to include the contributions of other faculty in its FTE calculations.

Table 1.5 Faculty, Students and Student/Faculty Ratios by Department or Specialty Area[1]

2010-11	**HC Primary Faculty**	**FTE Primary Faculty**	**HC Other Faculty**	**FTE Other Faculty**	**HC Total Faculty**	**FTE Total Faculty**	**HC Students**	**FTE Students**	**SFR by Primary Faculty FTE**	**SFR by Total Faculty FTE**
Biostatistics	10	10	16	3.75	26	13.8	69	69	6.9	5
Community Health Sciences	20	19.50	20	1.5	40	21	196	196	10.1	9.3
Environmental Health Sciences	11	11.00	11	1.1	22	12.1	122	122	11.9	10.1
Epidemiology	16	16.00	27	7.7	43	23.7	109	109	6.8	4.6
Health Policy and Management	22	22.00	44	3.6	66	25.6	154	154	7	6
Total	**79**	**78.5**	**118**	**17.65**	**197**	**96.2**	**650**	**650**	**8.3**	**6.76**
2011-12	**HC Primary Faculty**	**FTE Primary Faculty**	**HC Other Faculty**	**FTE Other Faculty**	**HC Total Faculty**	**FTE Total Faculty**	**HC Students**	**FTE Students**	**SFR by Primary Faculty FTE**	**SFR by Total Faculty FTE**
Biostatistics	11	11.0	19	4	30	15	77	77	7	5.1
Community Health Sciences	19	18.50	22	1.3	41	19.8	202	202	10.9	10.2
Environmental Health Sciences	13	13.0	14	.6	27	13.6	87	87	6.7	6.4
Epidemiology	15	15.0	29	8.5	44	23.5	105	105	7	4.5
Health Policy and Management	22	22.0	45	3.4	67	25.4	133	133	6	5.2
Total	**80**	**79.5**	**129**	**17.8**	**209**	**97.3**	604	**604**	**7.6**	**6.2**

2012-13	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
Biostatistics	11	11.00	19	4.22	30	15.2	63	63	5.7	4.1
Community Health Sciences	18	17.50	31	1.30	49	18.8	183	183	10.5	9.7
Environmental Health Sciences	11	10.50	17	1.18	28	10	63	63	6	6.0
Epidemiology	15	14.00	37	8.73	52	22.7	109	109	7.8	4.8
Health Policy and Management	21	20.80	52	3.31	73	24.1	127	127	6.1	5.7
Total	**76**	**73.8**	**156**	**17.62**	**232**	**91.4**	545	**545**	**7.4**	**6**

[1]**Based on CEPH Data Template 1.7.2**

Key:

HC = Head Count

Primary = Full-time faculty who support the teaching programs—see CEPH FAQ on Required Faculty Resources for definition

FTE = Full-time equivalent

Other = Adjunct, part-time and secondary faculty

Total = Primary + Other

SFR = Student/Faculty Ratio

Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the school should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a (Template 4.1.1) and 4.1.b (Template 4.1.2).

The FTE for primary faculty is based on the percent of appointment. Full-time faculty in the regular professor (Academic Senate membership, tenure and tenure-track for the assistant rank) and in-residence (Academic Senate membership, with no security of employment) are employed at 100% effort. Primary faculty with split appointments (split between two different departments, in other schools) are indicated by less than 100%.

Other faculty are defined as those with “without salary” joint appointments, adjunct faculty with primary responsibilities outside the university, and emeriti faculty. The FTE is based on the weight the individual department confers on the following categories: teaching, service/committee, and collaboration (research).

1.7.c. A concise statement or chart defining the head count and FTE of non-faculty, non-student personnel (administration and staff).

Table 1.6 FSPH STAFF FTEs

	SCHOOL UNITS	ADMINISTRATIVE	EXTRAMURAL	TOTAL
	Biostatistics	3.65	2.00	5.65
	Community Health Sciences	5.35	12.80	18.15
	Environmental Health Sciences	6.00	6.38	12.38
	Epidemiology	3.50	25.08	28.58
	Health Policy and Management	6.75	11.58	18.33
	Centers	1.00	73.33	74.33
	Academic & Staff Human Resources	3.00		3.00
	Administration and Facilities	4.00		4.00
	External Affairs	6.00		6.00
	Finance	3.50		3.50
	Computer Services	2.50		2.50
	Grants Management	2.50		2.50
	Student Support	5.00		5.00
	TOTAL FSPH STAFF FTEs	52.75	131.17	183.92

1.7.d Description of the space available to the school for various purposes (offices, classrooms, common space for student use, etc.), by location.

FSPH SPACE (in square feet)

Table 1.7 Space by Purpose

Academic Offices	Other Academic, Administrative and Support Staff	Research Space	Research Laboratories	Support Services	Conference Rooms	Classrooms & Student Space	Total
22,559	16,157	44,004	24,835	5,624	2,307	6,764	122,250

Table 1.8 Space by Department

Biostatistics	Community Health Sciences	Environmental Health Sciences	Epidemiology	Health Policy and Management	Total
501	10,383	15,350	9,683	6,700	47,617

Table 1.9.Space by Center or Program

Center for Health Policy Research	PRC	Center for Healthier Children, Families and Communities	Center for Occupational and Environmental Health	Center for Public Health and Disasters	World Policy Analysis Center	Division of Cancer Prevention and Control Research	MACS Program	Global Biolab	Total
14,684	2,461	12,449	3,874	3,285	1,378	8,000	3,644	6,005	55,780

Table 1.10 Space by Location

FSPH Building	Other Campus Buildings	Offsite	Total
66,525	35,402	20,323	122,250

1.7.e. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.
The school's laboratory program occupies about 24,000 square feet. The laboratory space provides general-use and specialized facilities in support of the faculty's research and teaching interests.

The program's primary laboratories include:

- Air Pollution – laboratories and fieldwork staging areas for studies focusing on atmospheric chemistry and factors governing air pollution, including aerosol instrumentation, cascade impactors, bioaerosol equipment and particle counters, and chromatographic instrumentation. The school also has portable (field) instrumentation, including mobile laboratories for exposure assessment;

- BSL2+ Facility for HIV/AIDS – facility designed for research requiring a biosafety level 2+ containment facility;

- Bioassays – equipment for detecting and measuring DNA mutations and specialized parts of the genome itself and their biomarker products such as genetic, protein, lipid, sugar and metabolite biomarkers, including ultracentrifuges, polymerase chain reaction machines, autoclaves, gel electrophoresis and chromatographic instruments;

- Chromatography – facilities for quantification and characterization of environmental compounds having a wide range of polarities, including instrumentation such as gas chromatograph-detectors (mass spectrometers, electron capture, flame photometric, and flame ionization), high-performance liquid chromatographs with specialized detectors (ultraviolet, fluorescence, ion, electrochemical, and supercritical fluid) for organic molecules and biomarkers, and atomic absorption and graphite furnace spectrometers;

- Environmental Biology – laboratory and fieldwork staging area for studies in restoration of degraded habitats in coastal environments using portable, chromatographic, and spectrophotometric instrumentation and aquaria;

- Germ Cell Toxicology – laboratories for human germ cell biomarker studies and sperm cytogenetics that use techniques such as the Comet assay, gel electrophoresis, and immunoassays;

- Global Bio Lab at UCLA – this state-of-the-art facility is our latest investment in laboratory space and equipment. The 6,000-square-foot laboratory, located in the CNSI building, was created to provide space for FSPH faculty and campus partners who work on infectious diseases, and is designed to BSL3 specifications. The facility includes automated systems for accessing, biobanking, and whole genome sequencing. A new automated system for extraction and screening of infectious disease samples is scheduled to arrive in summer 2013;

- Industrial Hygiene – laboratories that include aerosol and gases/vapors generation instrumentation with personal, area, and direct reading devices for assessment of the occupational environment, including portable air sampling pumps and sampling equipment, area air samplers, organic vapor analyzers, portable mass spectrometer,

reflectance infrared spectrophotometers for surface analysis, and ASTM permeation cells for glove permeation studies;

- Inductively Coupled Plasma-Mass Spectrometer (ICP-MS) – this facility was created to further the research of FSPH, campus and UC system programs. ICP-MS allows multi-elemental analysis of a sample at the ppt level. The spectrometer is linked to gas chromatograph, liquid chromatograph and capillary electrophoresis separation systems. These sample introduction systems allow the analysis of specific compounds resolved from biological and environmental mixtures;

- Occupational Ergonomics and Safety - laboratories that include equipment needed for exposure assessment of physical load and evaluation of hand-tool and workstation design through task simulation and biomechanical modeling with such instrumentation as force platforms, hand dynamometers and goniometers;

- Toxicology – laboratories for studying the relationship of chemical and material exposures to adverse biological outcomes both using in-vitro assays and animal systems;

- Trace Elements – laboratory for studies on why certain chemicals behave as nutrients but become toxic at different concentrations;

- Water Quality – laboratories for studies on organics, metals and odoriferous chemicals affecting water quality making heavy use of chromatographic instrumentation and human sniffing panels.

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

The school has successfully partnered with the Biomedical Library so that students would not only have access to state-of-the-art computer resources, but also would have the opportunity to work in an environment with other professional school students. The Biomedical Library has an internal unit dedicated to providing information technology services – the Technology and Learning Center (TLC). The TLC provides computer support and audiovisual support. In particular, the TLC provides support and maintenance of the computer lab used by the schools of medicine, nursing, and public health.

In the TLC, students are given a specific password and use that to log in to the system. Software that is available for students includes SAS, STATA and SPSS. Other general software available includes Microsoft Office 2010, Microsoft Internet Explorer and related browser plug-ins, Microsoft Windows Media Player, Real Player, QuickTime Player, Adobe Reader and EndNote bibliographic software.

The TLC is available for student use during the same hours that the Biomedical Library is open. The Biomedical Library hours are typically from 7:30 AM to 11:00 PM weekdays during school sessions, and for limited hours during the weekends. The Biomedical Library has a full-time staff dedicated to assisting students in resolving computing problems. Other services include:

- Printing using purchased “debit” cards
- Laptops that can be borrowed for use in the facility
- Access to computer ports throughout the library
- Headphones that can be checked out from the lab assistant

- File storage is provided to all users, or students can bring their own
- Scanning equipment – plus Photoshop, Adobe Acrobat, and Omnipage Pro OCR is available
- Group computing rooms are available for groups of two or more to log in and study around a computer and discuss materials and assignments as a group
- A/V equipment is available to play materials, which are checked out from the Biomedical Library's main circulation desk

The PHSA maintains a student lounge with four PCs running Microsoft Windows. This lounge is available during normal school hours and physical access to the room is controlled via a Bruincard reader.

For faculty teaching needs, the school has a computer lab comprised of 23 student PCs and an instructor PC. Each PC utilizes Microsoft Windows and has a copy of Office 2010, STATA, SAS, SPSS, WinBugs, ArcGIS, Acrobat Reader, Adobe Creative Suite, Audacity, CuteFTP and R. In addition, the usual suite of utility software such as Internet Explorer, Mozilla Firefox, Quicktime and Windows Media Player is also available to students. A class file server is available for student and instructor use at all times. Logon access to the PCs is controlled via a standard logon for both students and instructors. The computing lab is also equipped with a projector that is integrated with the instructor PC's monitor and a sound system.

Access to campus wireless is available on all eight floors of FSPH. Access to campus wireless is controlled via Bruin On Line (BOL) ID login, with one wireless channel being available to visitors who do not have a BOL ID logon.

A secondary venue for computer-based examination sessions for students of partner schools is the Biomedical TLC Facility. This facility offers a location where a large number of students can sit down simultaneously at computers connected to the Internet. During exams, students are provided with similar computers with predictable functionality to make sure that there is fairness, consistency, reliability and security in the administration of the exam.

In addition, the Department of Biostatistics has established a small computer lab consisting of five PCs and associated printers. This lab is utilized specifically by Biostatistics students for completing their research work as graduate student researchers or to work on their dissertations. Access to this lab is via a punch-code lock and is available 24 hours a day, seven days a week.

FSPH administrative staff use up-to-date Windows-based PCs. Additional servers available for staff use include a separate finance and database server and multiple school Web servers.

FSPH faculty, staff and students located in the UCLA Community Health Sciences (CHS) building are connected via a centralized Cisco network that is based on the same design used in the Ronald Reagan Hospital. All systems on the internal CHS network are behind a Mednet firewall and utilize a gigabit fiber optic connection to the Mednet network. Internal and external networks for public health are maintained by FSPH Information services and Medical Information Technology Services (MITS).

In addition to the FSPH offices located in the CHS building, there are several external offices for public health. These include the following:

- UCLA Center for Health Policy and Research (CHPR), which supports approximately 90 desktop users with several servers. This facility is connected directly to campus via dedicated gigabit fiber optic lines;
- World Policy Analysis Center (WPAC), which supports up to 10 users along with database, file and Web servers and is connected to campus via dedicated gigabit fiber optic lines; and
- Center for Public Health and Disasters (CPHD), which supports approximately 25 desktop users along with several servers and is connected to campus via wireless microwave transmitter.

1.7.g. A concise description of library/information resources available for school use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.
Collectively, the 13 UCLA libraries contain more than 8 million volumes and 94,000 serial periodicals. The collections are broad in scope and designed to support the teaching, research and patient-care-related needs of its primary clientele. In addition, the library is a resource for the health, life sciences and psychology communities. Access to information in the UCLA Library collections is greatly facilitated by the UCLA Library Catalog. The library catalog contains records for books, journals, audiovisuals and other materials cataloged by the library, with links to full text resources when available. It also shows the circulation status of materials. Users may view borrowing records, place document delivery orders, renew items, place holds and request materials from the remote storage facility. The UCLA Library has negotiated contracts for a large number of electronic resources.

The California Digital Library (CDL) provides access to scholarly materials, databases of journal article abstracts and citations, electronic journals, publishing tools and reference databases for the UC community. The CDL pursues technological innovations that enhance services for accessing, sharing, manipulating and integrating scholarly content in all forms. UC e-Links provides a way to easily move from an article or book citation in an article database to full text content of the item, or, for print materials, to automatically look for a UC library location of the item. UC faculty, students and staff can enter requests through the UC Melvyl Catalog and journal article databases for materials. Items not available at a user's home campus are delivered via interlibrary loan. Interlibrary loan agreements with other UC and other libraries ensure fast and efficient service for users. EScholarship is a new initiative providing access to digital texts and monographs, including UC Press titles. This free, open-access repository infrastructure supports the full range of scholarly output, from pre-publication materials to journals and peer-reviewed series.

The Biomedical Library is open 95.5 hours per week during regular academic sessions and 107 hours per week during examination periods. It contains more than 643,000 volumes and 4,400 current journal subscriptions, has an extensive audiovisual and microcomputer software collection, and houses 896 reader stations. The Third Floor Graduate Reading Room is open 24 hours a day, seven days a week. When the library is closed, students from the schools of medicine, dentistry, nursing, public health and the life sciences divisions of the College of Letters and Science gain access to this area from the Center for the Health Sciences with a card reader.

In addition to the extensive collection at the Biomedical Library, the FSPH also has access to a team of three librarians who serve as liaisons to the school. These liaison librarians provide support for both faculty and students, allowing both to better meet their own professional goals.

The liaison librarians are always available to meet with faculty to discuss appropriate search strategies for faculty research. This includes selection of alternative and sometimes unusual resources, as well as instruction in effective use of both traditional and non-traditional information resources. The librarians are also available to provide unique instruction to specific classes in order to aid students in meeting class objectives. In addition to this group instruction, liaison librarians are available to consult with students on search strategies for specific assignments. Instruction to students is provided within the context of the UCLA Library's overall Information Literacy Program.

Because many public health topics and issues are so related to other disciplines, the liaison librarians have formed partnerships with other campus libraries in order to provide faculty and students the best access to the wide variety of resources they need. Due to student need for access to data sets, the liaison librarians also collaborate with the Institute for Social Science Research Data Archives on an ongoing basis. All of these interdisciplinary partnerships add to the richness of the information available to the FSPH.

1.7.h. A concise statement of any other resources not mentioned above, if applicable.
All students, faculty and staff have access to many resources that are available at the university level. These resources include academic support services, student finances, recreational facilities, medical and psychological services, various student groups, employee benefits, family resources and online help sites across the entire UCLA campus. Links to a few of these resources specific to each group can be found at the following sites:

Students – http://www.ucla.edu/students/current-students
Graduate student services-http://www.gdnet.ucla.edu/current.html
Faculty - http://www.ucla.edu/faculty
Staff - http://www.ucla.edu/staff

1.7.i. Identification of measurable objectives through which the school assesses the adequacy of its resources, along with data regarding the school's performance against those measures for each of the last three years.
As part of the student exit survey, graduating students evaluated their satisfaction with six aspects of the facilities (percentage of very satisfied or satisfied for the 2012-13 graduating class are in parentheses): adequacy of computer facilities (73.8%); hours of availability of computer facilities (74.3%); adequacy of library facilities (75.8%); adequacy of lab facilities (44.4%); student lounge-type space (27.3%); and desk, office or other individual study space (32.9%).

Table 1.11 Student Satisfaction with School Resources Based on Student Exit Survey

Percentage of Satisfied or Very Satisfied Responses	2010-11	2011-12	2012-13
Adequacy of computer facilities	79	79.6	73.8
Hours of availability of computer facilities	73.7	78.2	74.3
Adequacy of library facilities	76.5	84.9	75.8
Adequacy of lab facilities	63	59.1	44.4
Student lounge-type space	29.8	40	27.3
Desk, office or other individual study space	46.9	40.4	32.9

Summary Data from Graduating Student Survey

1.7.j. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met. The FSPH has been able to provide students an appropriate complement of faculty. The school provides good library and information technology resources; however, current space constraints limit student space availability. The school has gone to the UCLA campus leadership to request additional space.

1.8 Diversity

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

1.8.a. A written plan and/or policies demonstrating systematic incorporation of diversity within the school. Required elements include the following:

1.8.a.i. Description of the school's underrepresented populations, including a rationale for the designation.
The definition of underrepresented populations at UCLA is set by the university and Graduate Division. Due to the current populations at UCLA, the university defines underrepresented minority to include domestic Native American/American Indian/Alaskan Native, African American/Black, Chicano/Mexican American, Latino/Other Hispanic, and Filipino/Filipino-American students. The Graduate Division aligns these designations with federal guidelines followed by agencies like the National Science Foundation and others, and current population distributions at UCLA.

1.8.a.ii. A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.
The FSPH shares UCLA's overarching goals:

- Increase the recruitment, retention and representation of underrepresented groups to the faculty, students and staff to a level that at least reflects the appropriate relevant pool of availability for the target population;
- Foster a campus climate that respects differences and encourages inclusiveness;
- Enhance and increase academic and research programs that address issues of diversity; and
- Build and strengthen partnerships with diverse communities and community organizations to support diversity in the university and external communities.

This fits within the university-wide vision:

University of California Diversity Statement

Adopted by the Assembly of the Academic Senate May 10, 2006
Endorsed by the President of the University of California June 30, 2006

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups. The knowledge that UC is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the university's achievement of excellence. Diversity can enhance the ability of the university to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

1.8.a.iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.

The FSPH follows all policies and procedures supporting a climate free of harassment and discrimination that have been set forth by the UC System and UCLA. With respect to harassment and discrimination, several policies are in existence: The University of California Policy on Sexual Harassment and the UCLA Student and Faculty Codes of Conduct, which clearly define policies and procedures surrounding issues of both discrimination and harassment. All newly matriculated students to FSPH are provided these policies during orientation and given information on individuals to contact in case of problems. These individuals include all of the departmental student affairs offices, any staff member in the FSPH central student affairs office, the CHS ombudsperson, and the UCLA Dean of Students office. Each reported case is taken seriously, investigated and resolved to its fullest potential.

1.8.a.iv. Policies that support a climate for working and learning in a diverse setting.

FSPH adheres to the Principles of Community as set forth by UCLA, which guides our policies and procedures for an inclusive community. Following the statement of principles, policies are listed (italicized portion) that are in place to implement these guiding principles.

UCLA Principles of Community

The University of California, Los Angeles (UCLA) is an institution that is firmly rooted in its land-grant mission of teaching, research, and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration and staff. These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

We believe that diversity is critical to maintaining excellence in all of our endeavors.

We seek to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.
We are committed to ensuring freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.
We value differences as well as commonalities and promote respect in personal interactions.
We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.
We strive to build a community of learning and fairness marked by mutual respect.
We do not tolerate acts of discrimination, harassment, profiling or other harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin, among other personal characteristics. Such acts are in violation of UCLA's Principles of Community and subject to sanctions according to campus policies governing the conduct of students, staff and faculty.
We acknowledge that modern societies carry historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, and religion, and we seek to promote awareness and understanding through education and research and to mediate and resolve conflicts that arise from these biases in our communities.

The "Principles of Community" statement was developed by the Chancellor's Advisory Group on Diversity, a committee chaired by the chancellor and representing the administration, graduate-undergraduate students, staff and the Academic Senate leadership. The intent of the statement is to affirm the unique value of each member of the UCLA community.

In every attempt to promote an open, honest community with freedom to express views and opinions in all venues, the University of California and UCLA have adopted a variety of policies. As stated in the previous section, the UCLA Student and Faculty Conduct Codes clearly discuss the policies of free speech and of threatening behaviors and language. The policies clearly delineate the processes of bringing forth a complaint, the adjudication of said complaint, and resolution of the issue. (Please see resource file 1.8.a.iii for the policy.)

Training is provided bi-annually for appropriate parties and is mandated by the university and school. Faculty and supervisory staff are required to complete an online course on sexual harassment. All faculty and staff are required to complete an ethical issues course. Each online course is monitored for completion by the Human Resources Office.

1.8.a.v. Policies and plans to develop, review and maintain curricula and other opportunities, including service learning, that address and build competency in diversity and cultural considerations.

In addition to the major concern and focus about diversity at the university level, the FSPH supports a culture and reality of diversity throughout its academic programs. Such diversity is evidenced by:

a) The backgrounds of the students. The FSPH has one of the most multiethnic and multicultural student bodies on campus;
b) The curriculum of the school exposes the students to a culturally and geographically diverse set of topical and problem-solving situations in many courses. Respecting diversity in our professional and educational environment is a core value that cuts across all disciplines; and

c) The field practice exposure that students get through their placements with various projects and within different agencies and organizations allows students to be engaged in problem solving in the culturally and ethnically very diverse environment of LA and surrounding communities.

To evaluate the effectiveness of courses in disseminating appropriate materials on diversity and working in a diverse setting, these courses' learning objectives are linked to the cultural competencies adopted by FSPH for each department/school. Each objective is weighted to the corresponding competency. A review of the effectiveness of diversity training in the curricula is completed at the departmental level (the relevant committee within each department overseeing curriculum) and at the school level by the Evaluation Committee and the EPCC. FSPH currently offers 149 courses addressing the issues of health disparities.

Students are also surveyed upon the completion of their degree and specifically asked questions regarding the accuracy and sensitivity in covering topics of race/ethnicity, international issues and political and/or methodologically sensitive issues. This data is disseminated for review and appropriate action to the department chairs and the Evaluation Committee.

1.8.a.vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.
A strong commitment to recruiting, developing, promoting and retaining a diverse faculty is ever present within the FSPH. For example, each academic search committee is charged by the dean with actively eliciting applications from faculty from underrepresented minority communities, as well as from faculty possessing a strong commitment to issues faced by underrepresented minorities.

At the FSPH, full searches are required for all Academic Senate faculty positions (ladder and in-residence positions), including placement of recruitment advertisements, which must include the statement: The University of California is an Equal Opportunity/Affirmative Action Employer. Women and underrepresented minorities are encouraged to apply.

The dean charges search committees, and each has a designated chair. In the diversity folder of the resource file is a sample of a standard email from the dean that provides faculty search committees policies and guidelines that emphasize practices that will ensure diversity and transparency in the recruitment process.

FSPH follows faculty recruitment guidelines set forth by the UCLA Office of Diversity and Faculty Development. There is a detailed "search toolkit" that is used by search committees: https://faculty.diversity.ucla.edu/resources-for/search-committees/search-toolkit/2FacultySearchToolkitPrintVersion.pdf

As stated in the mission statement of the Office for Diversity & Faculty Development, it "provides academic leadership for achieving and sustaining faculty diversity as an indispensable element of UCLA's academic excellence."
It seeks to:

- Create a climate that is welcoming and inclusive;

- Build partnerships with the academic leadership of the campus and the relevant committees and offices;
- Make resources available to promote faculty development and diversity;
- Identify and address non-salary issues in individual recruitment and retention cases (child care, housing, schooling, partner employment, etc.); and
- Make information available across campus to increase awareness and understanding about developing a culture of inclusiveness.

1.8.a.vii. Policies and plans to recruit, develop, promote and retain a diverse staff.
FSPH is as committed to recruiting, developing and retaining a diverse staff as it is to achieving diversity in its student body and faculty. Our key strategies include: maintaining a vigorous and effective staff recruitment program to achieve diversity and ensure compliance with guidelines as a federal contractor; providing development opportunities at all staff levels in support of career advancement; and creating a welcoming and respectful work environment in regard to differences based on race, ethnicity, national origin, economic background, gender, age, disability, sexual orientation and other personal characteristics.

1.8.a.viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.
The FSPH has always maintained a strong commitment to ensuring that its student body reflects the diversity of the larger community. In particular, we have endeavored to train members of underrepresented and disadvantaged groups. Our record in this area shows the FSPH consistently enrolling among the largest proportions of underrepresented students of any of our comparison schools of public health in the continental United States, (see Table 1.12 below) based on annual data collected by ASPH. Due to federal and state law, we are unable to establish quantitative goals for diversity. Therefore, we challenge ourselves to create a student body that reflects the community in which we are located.

Table 1.12 Ethnic Diversity as Percentage of Student Body Among Comparison Schools of Public Health (2010-11 academic year)[1]

University	Hispanic/ Latino	American Indian/ Alaska Native	Asian/ API	Black/ African-American	White	Other/ Unknown	Total
University of Michigan	3.5	0.4	15.3	8.4	65.4	7.0	100.0
University of Washington	5.8	1.1	14.5	2.6	69.1	6.9	100.0
University of North Carolina - Chapel Hill	3.5	0.4	6.7	7.9	68.0	13.5	100.0
University of Minnesota	2.6	0.8	9.9	4.6	45.5	36.6	100.0
University of California - Berkeley	13.2	1.3	19.3	4.6	46.9	14.7	100.0
University of California - Los Angeles	12.7	0.5	30.9	8.4	42.4	5.1	100.0

[1] data derived from 2010 ASPH Annual Report

Each year the admissions staff participates in approximately 70 recruiting events across the nation. Nearly 75% of those are at institutions with high percentages of underrepresented

minorities. Specific outreach is made to undergraduate and graduate student organizations with high percentages of underrepresented minority community members, and professional associations whose membership reflects that community as well.

The FSPH also engages in a variety of pipeline projects geared for students from underrepresented communities with an interest in public health and the health professions. FSPH currently has direct mentoring relationships with two local high schools, has ongoing relationships with eight UCLA undergraduate student organizations, and serves as the home for the freestanding minor in public health for undergraduate students.

FSPH also maintains a very heavy recruiting and outreach schedule of activities with the California State University system of campuses and the Los Angeles Community College system. These multi-campus systems have a high percentage of students from underrepresented minority communities and provide a direct feeder for the FSPH.

During the admission process our commitment to the recruitment of underrepresented and disadvantaged groups has been reflected in the procedures the FSPH has employed in support of its own and the university's diversity goals. We are aware that circumstances in the background of some disadvantaged applicants may contribute to grade-point averages in prior schooling or GRE scores that are not indicative of true scholastic potential. In such cases, special effort is made to weigh other factors in admission, and to recommend a curriculum for admitted students that permits them to remedy specific deficiencies. Any recommendation of admission for an applicant with a grade point average below university requirements must be accompanied by a justification letter from the department, endorsed by the associate dean for academic programs (see 1.8.a.vi in the resource file for the Guidelines for Evaluating Contributions to Diversity for Graduate Admissions). Each year the UCLA Graduate Admissions Office hosts a conference on admissions for all the faculty departmental admissions chairs and student affairs officers to review these policies and procedures and to share best practices across the campus.

The FSPH has received grants from The California Endowment and The California Wellness Foundation to support several activities related to creating a more diverse public health workforce, including funding for: (1) stipends to recruit students committed to working in underserved areas and with underserved populations, (2) students to provide mentorship to our own FSPH minors and two local high schools in underserved areas of Los Angeles, (3) support of the FSPH Students of Color for Public Health, and (4) the annual Public Health Week event sponsored by the Students of Color for Public Health. These funds and activities are important for creating events that sponsor openness and community for the entire school, while at the same time offering a space for ethnic and diverse communities to meet. The Queers for Public Health is another group designed to promote lesbian, gay, bisexual and transgendered (LGBT) students' issues within the school and UCLA campus.

Retention and graduation rates for students from underrepresented communities is consistent with the rates of retention and graduation for all students within FSPH.

1.8.a.ix. Regular evaluation of the effectiveness of the above-listed measures.
Many evaluation mechanisms, whether at the department, school, university or UC-system level, are in place to evaluate the effectiveness of the above measures. Annual reports are submitted to the Graduate Division, university, schoolwide faculty committees or other appropriate body regarding all achievements in the areas of diversity. The annual student satisfaction survey, completed by all graduating students, is another mechanism utilized.

Table 1.13 Satisfaction with Diversity in the Academic Settings Based on Student Exit Survey

Accuracy and sensitivity in covering issues of race/ethnicity in the U.S.

	2010-11 (n= 207)	2011-12 (n=226)	2012-13 (n=199)
Very Satisfied	29.5%	30.5%	26.8%
Satisfied	38.2%	43.8%	38.4%
Neutral	24.2%	20.8%	23.2%
Dissatisfied	6.3%	4.9%	7.6%
Very Dissatisfied	1.8%	0.0%	4.0%
TOTALS	100.0%	100.0%	100.0%

Accuracy and sensitivity in covering international issues

	2010-11 (n= 207)	2011-12 (n=226)	2012-13 (n=199)
Very Satisfied	18.8%	18.6%	15.2%
Satisfied	38.2%	40.7%	37.4%
Neutral	30.0%	31.4%	34.3%
Dissatisfied	10.6%	8.0%	11.6%
Very Dissatisfied	2.4%	1.3%	1.5%
TOTALS	100.0%	100.0%	100.0%

1.8.b. Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.
The FSPH commitment to diversity is apparent in a variety of settings at the school. As described, FSPH has mechanisms in place to prioritize recruitment and retention of a diverse faculty and student body. We solicit feedback to ensure we are creating an environment that welcomes diversity.

We continue to increase the number of applicants and enrolled students from underrepresented communities. Various student groups continue to work to further the campus climate issues for underrepresented minority communities. During the AY 2010-11 a new group, referenced in 1.8.a.viii**,** called Queers for Public Health, was formed to offer support to LGBT students as well as provide lectures and workshops on issues relevant to the LGBT community. Students also worked with the school's administration to create a lactation station for new mothers on our campus.

Our annual survey shows an overall positive response about the school's environment regarding diversity and sensitivities (see Table 1.13).

Academically, we continue to offer a variety of courses that address the issues of health disparities and working in underserved communities. Some course offerings focus solely on issues of health disparities and underserved communities, while other courses discuss the topics within the context of the course materials. While the majority of these are housed within the Departments of Community Health Sciences and Health Policy and Management, all

departments in FSPH offer courses addressing the issues of health disparities. The number of course offerings per department are Biostatistics (7), Community Health Sciences (80), Environmental Health Sciences (10), Epidemiology (15), Health Policy and Management (30) and general public health (7), for a total schoolwide offering of 149 courses that either focus on or have a strong component of topics addressing the issues of health disparities and working in underserved communities. (An entire list of courses offered can be found in Appendix 2.)

1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.
UCLA has a unit run by the vice provost for diversity and development that develops and monitors diversity-related policies and issues on campus. This office engages feedback on diversity from students, faculty, alumni and other constituencies through meetings, surveys and requests for feedback on policy recommendations.

On an operational level, the vice provost's office also oversees the hiring, promotion and retention of faculty members with regard to diversity.

The entire UC system is currently engaged in a campus-climate survey that has been sent to every UC student, faculty and staff member.

UCLA's diversity plan is part of the UCLA Strategic plan, titled: "Transforming UCLA for the Twenty-first Century." In addition to the above mechanisms for input, a draft of the strategic plan was shared with the campus community, external groups and alumni in order to invite their comments.

In addition to implementing the campus-wide diversity plan and interacting with the vice provost for diversity and development, at the FSPH we continuously solicit feedback from faculty, students and staff through surveys, discussions with the faculty and its leadership, and during interactions with the student body and its leadership.

1.8.d. Description of how the plan or policies are monitored, how the plan is used by the school and how often the plan is reviewed.
The school has embraced the UC and UCLA commitment to diversity. Annually we provide reports on diversity of faculty, students and staff to UCLA's administration and to the Association of Schools of Public Health. This provides an opportunity for administration and members of the Dean's Council to measure and evaluate how well we are adhering to the plan. The Human Resources Office is responsible for compiling data on diversity of faculty and staff – providing this information as needed to requesting agencies, including Campus Human Resources, the chancellor's office and Office of the President. Recruitment advertisements carry required language that UCLA is an Equal Opportunity/Affirmative Action Employer.

1.8.e. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the school must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the school's definition of under-represented populations in Criterion 1.8.a.

Table 1.14 Diversity Outcomes for Faculty, Students and Staff[1]

Category/Definition	Method of Collection	Data Source	2010-11	2011-12	2012-13
Current Students[2]					
African American/Black	Self-Reported	Admission Forms	47	44	38
Chicano/Mexican American, Latino/Other Hispanic	Self-Reported	Admission Forms	71	84	77
Native American/American Indian/Alaskan Native	Self-Reported	Admission Forms	3	6	4
International	Self-Reported	Admission Forms	86	79	66
Women/Men	Self-Reported	Admission Forms	461/182	481/182	447/158
Current Faculty					
Women/Men	Self-Reported	Human Resources	38/33	39/35	40/36
African American/Black	Self-Reported	Human Resources	4	4	4
Chicano/Mexican American, Latino/Other Hispanic	Self-Reported	Human Resources	4	4	4
Current Staff					
Women/Men	Self-Reported	Human Resources	157/52	171/54	193/69
African American/Black	Self-Reported	Human Resources	26	28	28
Chicano/Mexican American, Latino/Other Hispanic	Self-Reported	Human Resources	29	31	34

[1] Based on CEPH Template 1.8.1

[2] consistent with applicable state and federal laws, the FSPH does not set demographic targets in admissions, but instead strives, using legally compliant means, to achieve a critical mass of students from diverse backgrounds.

Table 1.15 Demographic Characteristics of Applied, Accepted and Enrolled Students (by years of application)

		2010-11		2011-12		2012-13	
Race/Ethnicity		M	F	M	F	M	F
African American	Applied	9	66	19	51	15	48
	Accepted	4	19	7	18	3	13
	Enrolled	2	7	6	10	2	8
Caucasian	Applied	80	307	78	297	66	212
	Accepted	60	120	53	182	39	115
	Enrolled	27	57	18	57	20	61
Hispanic/Latino	Applied	32	82	29	92	33	103
	Accepted	20	39	25	52	15	39
	Enrolled	10	19	8	23	4	16
Asian/Pacific Islander	Applied	74	239	67	231	56	153
	Accepted	37	108	37	128	34	67
	Enrolled	19	56	19	52	18	37
Native American/	Applied	3	4	5	0	1	1
Alaskan Native	Accepted	3	1	2	0	0	1
	Enrolled	1	0	1	0	0	1
Unknown/Other	Applied	9	37	22	67	52	207
	Accepted	2	16	13	48	26	122
	Enrolled	0	0	2	8	3	7
International	Applied	85	163	90	190	91	191
	Accepted	13	50	28	74	26	62
	Enrolled	6	23	7	9	4	18

Table 1.16 Demographic Characteristics of Enrolled Students (by academic year)

	2010-11		2011-12		2012-13	
Race/Ethnicity						
African American	**47**	**7.3%**	**44**	**6.6%**	**38**	**6.3%**
Caucasian	**236**	**36.7%**	**225**	**33.9%**	**218**	**36.1%**
Hispanic/Latino	**71**	**11.0%**	**84**	**12.7%**	**77**	**12.7%**
Asian/Pacific Islander	**172**	**26.7%**	**183**	**27.6%**	**166**	**27.5%**
Native American/ Alaskan Native	**3**	**0.4%**	**6**	**0.9%**	**4**	**0.6%**
Unknown/Other	**28**	**4.5%**	**42**	**6.4%**	**36**	**5.9%**
International	**86**	**13.4%**	**79**	**11.9%**	**66**	**10.9%**
TOTAL	**643**	**100.0%**	**663**	**100.0%**	**605**	**100.0%**
Gender						
Male	**182**	**28.3%**	**182**	**27.5%**	**158**	**26.1%**
Female	**461**	**71.7%**	**481**	**72.5%**	**447**	**73.9%**
TOTAL	**643**	**100.0%**	**663**	**100.0%**	**605**	**100.0%**
Country of Origin						
U.S.	**557**	**86.6%**	**584**	**88.0%**	**539**	**89.0%**
International	**86**	**13.4%**	**79**	**12.0%**	**66**	**11.0%**
TOTAL	**643**	**100.0%**	**663**	**100.0%**	**605**	**100.0%**

1.8.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is fully met. The FSPH continues to provide an environment that supports and values cultural and ethnic diversity as evidenced by its curricular emphases and its diverse faculty and student body. The school makes a strong effort at facilitating recruitment and support of faculty, staff and students from the many minorities that form its natural constituency.

2.0 Instructional Programs

2.1 Degree Offerings

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

2.1.a. An instructional matrix presenting all of the school's degree programs and areas of specialization. If multiple areas of specialization are available within departments or academic units shown on the matrix, these should be included. The matrix should distinguish between public health professional degrees, other professional degrees and academic degrees at the graduate level, and should distinguish baccalaureate public health degrees from other baccalaureate degrees. The matrix must identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

Table 2.1 Instructional Matrix – Degrees and Specializations[1]

Specialization/Concentration/Focus Area	Academic Degree[2]	Professional Degrees
Master's Degrees		
Biostatistics	MS	MPH
Community Health Sciences	MS	MPH
Master of Public Health for Health Professionals (MPH-HP)	N/A	MPH
Environmental Health Sciences	MS	MPH
Epidemiology	MS	MPH
Health Policy and Management	MS	MPH
Executive Master of Public Health (EMPH)	N/A	MPH
Doctoral Degrees		
Biostatistics	PhD	DrPH
Community Health Sciences	PhD	DrPH
Environmental Health Sciences	PhD	DrPH
Environmental Sciences and Engineering	DEnv[3]	N/A
Molecular Toxicology	PhD	N/A

Specialization/Concentration/Focus Area	Academic Degree[2]	Professional Degrees
Epidemiology	PhD	DrPH
Health Policy and Management	PhD	DrPH
Joint Degrees		
	Degree	Departments
Law (JD)	MPH/JD	ALL
Medicine (MD)	MPH/MD	CHS, EHS, EPI, HPM
Latin American Studies (MA)	MPH/MA	CHS, EHS, EPI, HPM
Islamic Studies (MA)	MPH/MA	CHS, EHS, EPI, HPM
Urban and Regional Planning (MURP)	MPH/MURP	EHS
Social Welfare (MSW)	MPH/MSW	CHS
African Studies (MA)	MPH/MA	CHS
Asian American Studies (MA)	MPH/MA	CHS
Public Policy (MPP)	MPH/MPP	HPM
Business (MBA)	MPH/MBA	HPM

[1] Based on CEPH Data Template 2.1.1
[2] Joint degrees" are synonymous, for these purposes, with dual degrees, combined degree programs, concurrent degrees, etc.
[3] At the start of fall 2012, the DEnv (Doctor of Environmental Science and Engineering) is managed by the Institute of the Environment and Sustainability.

2.1.b. The school bulletin or other official publication, which describes all degree programs identified in the instructional matrix, including a list of required courses and their course descriptions. The school bulletin or other official publication may be online, with appropriate links noted.

The official publication for all academic requirements is housed within the UCLA Registrar's Office and can be accessed via its website (please see below). Course requirements and course descriptions can also be located in the students' handbooks for each department, located in the accreditation resource file. For a printout of the program requirements for the various degrees in the FSPH, please refer to Appendix 3.

Program Requirements: http://grad.ucla.edu/departments.html
Joint Degree Program Requirements: http://www.gdnet.ucla.edu/gasaa/pgmrq/pubhlth.asp
Course Descriptions: http://www.registrar.ucla.edu/schedule/catsel.aspx

2.1.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is fully met. The school offers professional degrees at both the master's and doctoral levels in all five core areas of public health. Also, the FSPH offers academic degrees in

these same five areas, again at both the master's (MS) and doctoral (PhD) levels. Executive MPH programs are offered for health professionals by the departments of Community Health Sciences and Health Policy and Management. The school also provides a number of joint MPH degree programs with other academic units of UCLA, as well as an interdepartmental PhD in Molecular Toxicology.

2.2 Program Length

An MPH degree program or equivalent professional master's degree must be at least 42 semester-credit units in length.

2.2.a. Definition of a credit with regard to classroom/contact hours.
The value of a course is one unit for three hours' work per week per term on the part of a student, or the equivalent [Senate Regulation 760]. UCLA is on the quarter system, with three quarters per academic year of 10 weeks in length per quarter. A full course involves an average of 12 hours of work in class and outside class per week, and is commonly four units. Depending on number of hours required, a course may be two to four units.

2.2.b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the school or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

Table 2.2 Academic Credits Required for Graduation[1]

	Academic Degree	**Professional Degree**
Master's Degrees	MS	MPH
Biostatistics	58	58
Community Health Sciences	60	60
Environmental Health Sciences	60	62
Epidemiology	56	68
Health Policy and Management	74 (58 1-YR)[2]	88 (56 1-YR)[3]
Doctoral Degrees	PhD	DrPH
Biostatistics	88	110
Community Health Sciences	48	48
Environmental Health Sciences	42	42
Environmental Science and Engineering	46	NA
Molecular Toxicology	59	NA
Epidemiology	72	72
Health Policy and Management	72	84

	Academic Degree	Professional Degree
Joint Degrees	Offered By Departments	Units Required
Law (MPH/JD)	All	Variable[4]
Medicine (MPH/MD)	CHS, EHS, EPI, HPM	Variable[5]
Latin American Studies (MPH/MA)	CHS, EHS, EPI, HPM	Variable[6]
Islamic Studies (MPH/MA)	CHS, EHS, EPI, HPM	Variable[7]
Urban and Regional Planning (MPH/MURP)	EHS	48 w/ 18 shared
Social Welfare (MPH/MSW)	CHS	52 w/ 8 cross-listed
African Studies (MPH/MA)	CHS	52 w/ 8 cross-listed
Asian American Studies (MPH/MA)	CHS	48 w/ 12 cross-listed
Public Policy (MPH/MPP)	HPM	56
Business (MPH/MBA)	HPM	56

[1] Based on CEPH Data Template 2.1.1
[2] MS in Health Policy and Management (one-year postdoctoral)
[3] MPH Program is Health Services Organization (one-year postdoctoral)
[4] Law (MPH/JD): Biostats - 58, CHS - 60, EHS - 58, EPI - 68, HPM - 56
[5] Medicine (MPH/MD): CHS - 60, EHS - 62, EPI - 56, HPM - 60
[6] Latin American Studies (MPH/MA): CHS - 60, EHS - 62, EPI - 56, HPM - 60
[7] Islamic Studies (MPH/MA): CHS - 60, EHS - 62, EPI - 68, HPM - 60

2.2.c. Information about the number of professional public health master's degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.
All public health master's degrees awarded by the FSPH are awarded upon completion of at least 56 units (based on the quarter system).

2.2.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is fully met. The university and the school have clear definitions of credit hours as well as all degree programs offered by FSPH that comply with the guidelines of CEPH.

2.3 Public Health Core Knowledge

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

2.3.a. Identification of the means by which the school assures that all graduate professional degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program. See CEPH Data Template 2.3.1.
Students in the MPH degree programs are required to take and pass core courses in all five departmental areas of knowledge to ensure a broad understanding of the public health field.

These include:

- *Introduction to Biostatistics (Biostat 100A)* - Introduction to methods and concepts of statistical analysis.
- *Introduction to Community Health Sciences (CHS 100)* - Development of a broad appreciation of psychosocial factors as they affect health and their implications for public health.
- *Introduction to Environmental Health (EHS 100)* - Broad coverage of environmental health, including sanitary principles and chronic and acute health effects of environmental contaminants.
- *Principles of Epidemiology (Epi 100)* - Introduction to epidemiology, including factors governing health and disease in populations.
- *Health Policy and Management (HPM100)* - Structure and function of the U.S. health care system; issues and forces shaping its future.

Students in the DrPH program are required to complete the MPH, or a master's degree in an appropriately related field.

Each core course may be waived via blue petition if the student has taken a similar college-level course and passes the waiver examination. Students may substitute the core sequence for majors in departments outside their own for the department's 100-level course (e.g., a Community Health Sciences major who takes Biostatistics 201A and 201B). Students must file a blue petition for the substitution.

2.3.b. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is fully met. Students are required to fulfill the minimum educational exposure requirement in all five core areas of public health for all professional degrees. Most students will go beyond taking only a single course in some of these required knowledge and competency areas.

2.4 Practical Skills

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

2.4.a. Description of the school's policies and procedures regarding practice experiences, including the following:
– selection of sites
– methods for approving preceptors
– opportunities for orientation and support for preceptors
– approaches for faculty supervision of students
– means of evaluating student performance
– means of evaluating practice placement sites and preceptor qualifications
– criteria for waiving, altering or reducing the experience, if applicable

Practical experiences for students vary by department. Information on how each department approaches this training is outlined below.

Biostatistics

How sites are selected

Clients seeking statistical support come to the Biostatistical Consulting Clinic voluntarily.

Methods for approving preceptors

Due to the nature of the consulting clinic, the faculty serve as preceptors.

Opportunities for orientation and support for preceptors

The clients are informed about the involvement of biostatistics graduate students in their projects for training while they obtain free statistical support from the students.

Approaches for faculty supervision of students

Students have initial discussions with clients about the background and the need for statistical support when they come to the Biostatistical Consulting Clinic during the consultation sessions held each quarter. The students then discuss the project with fellow students and faculty in the discussion sessions, and obtain agreeable solutions to the statistical analysis for the clients. The students present and explain the statistical solutions to the clients. Occasionally, the clients participate in discussion sessions so that students can fully understand the project and the need for statistical analysis while the clients can also fully understand the statistical approach used in their projects. At the end of quarter, each student writes a report of the project he/she has worked on during the quarter.

Means of evaluating practice placement sites and preceptor qualifications

The department conducts evaluations of the consulting clinic.

Community Health Sciences

How sites are selected

The faculty director decides on preceptor and fieldwork appropriateness, looking for agencies with resources to support a student and a site that matches the student's interest.

Methods for approving preceptors

Preceptors need to have a graduate degree in public health and a minimum of three years of full-time postgraduate work experience. The faculty director reviews the CVs of preceptors that do not meet these requirements and approves them on a case-by-case basis. Preceptors must also be willing to serve as a mentor to the student intern.

Opportunities for orientation and support for preceptors

The faculty director offers one-on-one support to preceptors as needed.

Approaches for faculty supervision of students
1) Faculty works with each student to identify, apply and select experience;
2) Faculty works with students as they develop scope of work with preceptor prior to beginning of field experience;
3) Faculty approves scope of work;
4) Student submits weekly logs to faculty and faculty reviews progress, successes, challenges;
5) Faculty conducts site visits for some sites;
6) Faculty reviews preceptor's evaluation; and
7) Faculty reviews final report and work products.

Means of evaluating practice placement sites and preceptor qualifications
The faculty director reviews the site's organizational capacity to support students, approves the potential preceptor's CV, and reviews each student's weekly log and evaluation of the field experience.

Criteria for waiving, altering or reducing the experience, if applicable
All students in CHS are required to complete the field experience; there are no exceptions.

Environmental Health Sciences

How sites are selected
An internship solicitation letter goes out to approximately 200 contacts in January. Organizations that want to post an opportunity fill out an internship form that is posted on the FSPH Job Bank. Students apply directly to positions after consultation with their faculty advisor and the internship coordinator. The employer selects the student. Students also have the option to find an internship on their own. Once the student has been hired, the internship approval form is due, which outlines the internship duties. The student, the preceptor and the faculty advisor all sign the form, which is then filed with the internship coordinator.

Methods for approving preceptors
The internship coordinator reviews the internship opportunity and approval form to determine if the preceptor meets basic requirements such as a master's degree or higher in the field and/or extensive field experience. The faculty advisor makes the final decision on whether or not to approve a preceptor or internship.

Opportunities for orientation and support for preceptors
The internship coordinator is available for consultation with the preceptor if issues arise. The EHS internship handbook is sent to organizations along with the internship solicitation letter.

Approaches for faculty supervision of students
The student's faculty advisor must approve all aspects of the internship via the internship approval form, the interim report, and the final report. Students are advised by faculty and the internship coordinator before, during and after the internship.

Means of evaluating practice placement sites and preceptor qualifications
Students complete evaluation forms after the internship is complete. Preceptor qualifications are determined via the internship opportunity form.

Criteria for waiving, altering or reducing the experience, if applicable
Students in EHS with at least 12 months of prior relevant work experience may request to waive out of the internship requirement. To do this, the student needs to have the MPH internship approval form signed by the field mentor or supervisor, the student's faculty advisor, and the department chair in order to make sure the work experience was relevant. Once approved, the student will write a project summary paper based on his or her previous work experience, attach it to the MPH Final Report form and gather the appropriate approval signatures.

Epidemiology

How sites are selected

The internship coordinator contacts organizations early in the winter quarter to request student internship opportunities. The Epidemiology Internship Handbook is sent out with the internship solicitation in early winter quarter. Interested organizations fill out an internship opportunity form, and positions are posted on a password-protected website for students to view. Students are also able to pursue opportunities on their own. Students apply for positions after consultation with their faculty advisor and the internship coordinator. The organization typically conducts interviews and makes an offer. After an internship has been accepted, the student fills out an internship approval form that lists the duties that will be performed during the internship, which is then signed by the faculty advisor and the preceptor. The internship coordinator keeps the internship approval form on file.

Methods for approving preceptors

The internship coordinator ensures that the preceptor has a master's degree or higher in the field or extensive field experience; this information is obtained from the internship opportunity form and the internship approval form. Ultimately, the faculty advisor makes the final decision on whether or not to approve a preceptor or internship.

Opportunities for orientation and support for preceptors

The internship coordinator is available for consultation with the preceptor if problems occur during the course of the internship.

Approaches for faculty supervision of students

A student's faculty advisor must approve all aspects of the internship via the internship approval form, the intermediate progress assessment, and the MPH final report. Students are advised by faculty and the internship coordinator before, during and after the internship.

Means of evaluating practice placement sites and preceptor qualifications

Students complete evaluation forms after the internship is complete.

Criteria for waiving, altering or reducing the experience, if applicable

EPI MPH students have been able to choose to complete their field experience requirement (EPI 400) by completing an internship, analyzing existing data, doing original research or conducting a literature review. Effective in 2012-13, in order to satisfy EPI 400, all MPH students will do a culminating project requiring a publishable short manuscript that includes data analysis and interpretation (original research), a literature review/meta-analysis, or a (NIH-style) short research proposal (similar to R03 or R21); students will complete such a project via an internship. Faculty advisors will work closely with the students to ensure a high-quality final report that has real-world relevance and adheres to professional standards of a publishable manuscript or research proposal.

Health Policy and Management

How sites are selected

A call for internship sites is distributed to more than 300 contacts in the field or students may identify their own opportunity. Organizations interested in a UCLA MPH Health Policy and Management student complete an organizational registration form and submit to the department. Opportunities are posted online where students apply directly. The site then selects the student who is the most appropriate fit. All sites and summer work projects must be approved by the program director before they are posted for the students.

Methods for approving preceptors

The program director (faculty title) approves all preceptors. Preceptors must meet several standards, such as having a master's degree and a minimum of five years of post-master's experience, or having a bachelor's degree with 10 years of experience in a related field. New preceptors must submit a resume.

Opportunities for orientation and support for preceptors

The program director holds an annual student preceptor “bootcamp.” In addition, the program director is available during the summer for any issues that may arise.

Approaches for faculty supervision of students

The program director is available for consultation, and HPM faculty are available for students who may have particular questions related to faculty expertise during their field studies.

Means of evaluating practice placement sites and preceptor qualifications

During the summer, the program director conducts site visits with the students and their preceptors to assess the quality of the projects, as well as the supervision and mentoring. A survey is sent out to all students after completion of summer field studies.

Criteria for waiving, altering or reducing the experience, if applicable

For the one-year postdoctoral program, students must have six months of directly related health policy and management full-time work in order to waive the requirement. For all other programs, there is no waiver permitted.

2.4.b. Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

For a list of agencies and preceptors, please see Appendix 4.

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

Table 2.3 Number of Students Receiving a Waiver of Practice Experience

Department	2009-10	2010-11	2011-12	2012-13
Biostatistics	n/a	n/a	n/a	
Community Health Sciences	0	0	0	
Environmental Health Sciences	0	4	0	
Epidemiology	n/a	n/a	n/a	
Health Policy and Management	0	0	0	

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

Not applicable: Currently there are no programs in preventive medicine, occupational medicine, aerospace medicine and/or general preventive medicine within the FSPH.

2.4.e. Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The FSPH provides a rich array of practice sites and opportunities, with appropriate oversight of the experience, through selected preceptors and faculty mentors. Administratively, the school provides internship coordinators who assure that the practice experiences are well matched to the needs of the students and are effectively and efficiently handled.

2.5 Culminating Experience

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

2.5.a. Identification of the culminating experience required for each professional public health and other professional degree program. If this is common across the school's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.
Culminating experiences are defined at the departmental level in accordance with university policy. Students in most departments earning an MPH degree must pass a comprehensive examination within their department. Students who fail may retake the exam once. The aim of the examination, as a culminating experience, is to assess the student's ability to select theories, methods and techniques from across the content matter of a field, integrate and synthesize knowledge, and apply it to the solution of public health problems. In departments without an exam, the culminating experience is fieldwork. For students earning the DrPH degree, a dissertation and a final oral examination are required.

The comprehensive examinations are administered at the departmental level by the faculty. While there are minor differences between the departments, typically the comprehensive examinations are developed and scored by a selected set of departmental faculty. The rubric for scoring the exam is typically a High Pass, Pass, Low Pass or Fail. Depending on the department, the exams are either in an essay format that is a take-home exam or a standard exam with multiple choice/problem sets that is taken at a set time in a classroom. Students can take the exam twice. If they fail the exam the second time the student would not earn his or her degree. It is the responsibility of the department to create exams that allow the assessment of achieving competencies. Faculty are responsible for ensuring that competencies are met as they review exams and thesis/dissertations. Please see the resource file for examples of the comprehensive examination.

Table 2.4 Culminating Experiences for All Degree Programs

Academic Program	Written Comprehensive Exam	Oral Exam	Fieldwork Internship	Dissertation
Biostatistics				
MPH	X			
DrPH	X	X		X
Community Health Sciences				
MPH	X			
DrPH	X	X		X
Environmental Health Sciences				
MPH			X	
DrPH	X	X		X
Molecular Toxicology PhD	X	X		X
Epidemiology				
MPH	X			
DrPH	X	X		X
Health Policy and Management				
MPH			X	
DrPH	X	X		X

* CHS MS has the option of Comprehensive Exam and Report OR Master's Thesis
** EHS MS has the option of Comprehensive Exam OR Master's Thesis
*** EPI MS has the option of Comprehensive Exam and Report OR Master's Thesis

2.5.b. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. All professional degree programs require a comprehensive evaluation of the graduates for their competence in integrating know-how from the various core areas of public health.

2.6 Required Competencies

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelor's, master's and doctoral).

2.6.a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the school (e.g., one set each for BSPH, MPH and DrPH).
Schoolwide MPH competencies were adopted by the FSPH from the ASPH Education Committee Master's Degree in Public Health Core Competency Development Project (Version 2.3, May 2007).

Schoolwide Competencies for All MPH Degree Students

Communication and Informatics
The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process and present information to different audiences in person, through information technologies or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Describe how the public health information infrastructure is used to collect, process, maintain and disseminate data.
2. Describe how societal, organizational and individual factors influence and are influenced by public health communications.
3. Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
4. Apply theory and strategy-based communication principles across different settings and audiences.
5. Apply legal and ethical principles to the use of information technology and resources in public health settings.
6. Collaborate with communication and informatics specialists in the process of design, implementation and evaluation of public health programs.
7. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
8. Use information technology to access, evaluate and interpret public health data.
9. Use informatics methods and resources as strategic tools to promote public health.
10. Use informatics and communication methods to advocate for community public health programs and policies.

Diversity and Culture
The ability to interact with both diverse individuals and communities to produce or affect an intended public health outcome.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Describe the roles of, history, power, privilege and structural inequality in producing health disparities.

2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
3. Explain why cultural competence alone cannot address health disparity.
4. Discuss the importance and characteristics of a sustainable diverse public health workforce.
5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
6. Apply the principles of community-based participatory research to improve health in diverse populations.
7. Differentiate among availability, acceptability and accessibility of health care across diverse populations.
8. Differentiate among linguistic competence, cultural competency and health literacy in public health practice.
9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Leadership

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Describe the attributes of leadership in public health.
2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
3. Articulate an achievable mission, set of core values and vision.
4. Engage in dialogue and learning from others to advance public health goals.
5. Demonstrate team building, negotiation and conflict management skills.
6. Demonstrate transparency, integrity and honesty in all actions.
7. Use collaborative methods for achieving organizational and community health goals.
8. Apply social justice and human rights principles when addressing community needs.
9. Develop strategies to motivate others for collaborative problem solving, decision making and evaluation.

Public Health Biology

The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Specify the role of the immune system in population health.
2. Describe how behavior alters human biology.
3. Identify the ethical, social and legal issues implied by public health biology.
4. Explain the biological and molecular basis of public health.
5. Explain the role of biology in the ecological model of population-based health.
6. Explain how genetics and genomics affect disease processes and public health policy and practice.
7. Articulate how biological, chemical and physical agents affect human health.
8. Apply biological principles to development and implementation of disease prevention, control or management programs.
9. Apply evidence-based biological and molecular concepts to inform public health laws, policies and regulations.
10. Integrate general biological and molecular concepts into public health.

Professionalism

The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and commit to personal and institutional development.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
2. Apply basic principles of ethical analysis (e.g., the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
4. Apply the core functions of assessment, policy development and assurance in the analysis of public health problems and their solutions.
5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
6. Analyze determinants of health and disease using an ecological framework.
7. Analyze the potential effects of legal and regulatory environments on the conduct of ethical public health research and practice.
8. Distinguish between population and individual ethical considerations in relation to the benefits, costs and burdens of public health programs.
9. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g., researchers, practitioners, agencies and organizations).
11. Value commitment to lifelong learning and professional service, including active participation in professional organizations.

Program Planning

The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.
2. Describe the tasks necessary to ensure that program implementation occurs as intended.
3. Explain how the findings of a program evaluation can be used.
4. Explain the contribution of logic models in program development, implementation and evaluation.
5. Differentiate among goals, measurable objectives, related activities and expected outcomes for a public health program.
6. Differentiate the purposes of formative, process and outcome evaluation.
7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations and appropriate uses, with emphases on reliability and validity.
8. Prepare a program budget with justification.
9. In collaboration with others, prioritize individual, organizational and community concerns and resources for public health programs.
10. Assess evaluation reports in relation to their quality, utility and impact on public health.

Systems Thinking

The ability to recognize system-level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities and environments.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to:

1. Identify characteristics of a system.
2. Identify unintended consequences produced by changes made to a public health system.
3. Provide examples of feedback loops and “stocks and flows” within a public health system.
4. Explain how systems (e.g., individuals, social networks, organizations and communities) may be viewed as systems within systems in the analysis of public health problems.
5. Explain how systems models can be tested and validated.

6. Explain how the contexts of gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems.
7. Illustrate how changes in public health systems (including input, processes and output) can be measured.
8. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
10. Analyze the impact of global trends and interdependencies on public health-related problems and systems.
11. Assess strengths and weaknesses of applying the systems approach to public health problems.

Biostatistics

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies: Upon graduation a student with an MPH should be able to:

1. Describe the roles biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Apply descriptive techniques commonly used to summarize public health data.
6. Apply common statistical methods for inference.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
9. Interpret results of statistical analyses found in public health studies.
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Community Health Sciences

The community health sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contribute to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies: Upon graduation a student with an MPH should be able to:

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect the health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset of and solution to public health problems.
7. Describe the merits of social and behavioral science interventions and policies.

8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Environmental Health Sciences

Environmental health sciences represent the study of environmental factors, including biological, physical and chemical factors that affect the health of a community.

Competencies: Upon graduation a student with an MPH should be able to:

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
4. Specify current environmental risk assessment methods.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
8. Develop a testable model of environmental insult.

Epidemiology

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Competencies: Upon graduation a student with an MPH should be able to:

1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures.
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.

Health Policy and Management

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services, including the costs, financing, organization, outcomes and accessibility of care.

Competencies: Upon graduation a student with an MPH should be able to:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

Schoolwide Competencies for All DrPH Degree Students

Advocacy

The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus-building.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Present positions on health issues, law and policy.
2. Influence health policy and program decision-making based on scientific evidence, stakeholder input and public opinion data.
3. Utilize consensus-building, negotiation and conflict avoidance and resolution techniques.
4. Analyze the impact of legislation, judicial opinions, regulations and policies on population health.
5. Establish goals, timelines, funding alternatives and strategies for influencing policy initiatives.
6. Design action plans for building public and political support for programs and policies.
7. Develop evidence-based strategies for changing health law and policy.

Communication

The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Discuss the inter-relationships between health communication and marketing.
2. Explain communication program proposals and evaluations to lay, professional and policy audiences.
3. Employ evidence-based communication program models for disseminating research and evaluation outcomes.
4. Guide an organization in setting communication goals, objectives and priorities.
5. Create informational and persuasive communications.
6. Integrate health literacy concepts in all communication and marketing initiatives.
7. Develop formative and outcome evaluation plans for communication and marketing efforts.
8. Prepare dissemination plans for communication programs and evaluations.
9. Propose recommendations for improving communication processes.

Community/Cultural Orientation

The ability to communicate and interact with people across diverse communities and cultures for development of programs, policies and research.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Develop collaborative partnerships with communities, policymakers and other relevant groups.
2. Engage communities in creating evidence-based, culturally competent programs.
3. Conduct community-based participatory intervention and research projects.
4. Design action plans for enhancing community and population-based health.
5. Assess cultural, environmental and social justice influences on the health of communities.
6. Implement culturally and linguistically appropriate programs, services and research.

Critical Analysis

The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies and systems promoting population health.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies and systems.
2. Interpret quantitative and qualitative data following current scientific standards.
3. Design needs and resource assessments for communities and populations.
4. Develop health surveillance systems to monitor population health, health equity and public health services.
5. Synthesize information from multiple sources for research and practice.
6. Evaluate the performance and impact of health programs, policies and systems.
7. Weigh risks, benefits and unintended consequences of research and practice.

Leadership

The ability to create and communicate a shared vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Communicate an organization's mission, shared vision and values to stakeholders.
2. Develop teams for implementing health initiatives.
3. Collaborate with diverse groups.
4. Influence others to achieve high standards of performance and accountability.
5. Guide organizational decision-making and planning based on internal and external environmental research.
6. Prepare professional plans incorporating lifelong learning, mentoring and continued career progression strategies.
7. Create a shared vision.
8. Develop capacity-building strategies at the individual, organizational and community levels.
9. Demonstrate a commitment to personal and professional values.

Management

The ability to provide fiscally responsible strategic and operational guidance within both public and private health organizations for achieving individual and community health and wellness.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Implement strategic planning processes.
2. Apply principles of human resource management.
3. Use informatics principles in the design and implementation of information systems.
4. Align policies and procedures with regulatory and statutory requirements.
5. Deploy quality improvement methods.
6. Organize the work environment with defined lines of responsibility, authority, communication and governance.
7. Develop financial and business plans for health programs and services.
8. Establish a network of relationships, including internal and external collaborators.
9. Evaluate organizational performance in relation to strategic and defined goals.

Professionalism and Ethics

The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.

Competencies: Upon graduation a student with a DrPH should be able to:

1. Manage potential conflicts of interest encountered by practitioners, researchers and organizations.

2. Differentiate among the administrative, legal, ethical and quality assurance dimensions of research and practice.
3. Design strategies for resolving ethical concerns in research, law and regulations.
4. Develop tools that protect the privacy of individuals and communities involved in health programs, policies and research.
5. Prepare criteria for which the protection of the public welfare may transcend the right to individual autonomy.
6. Assess ethical considerations in developing communications and promotional initiatives.
7. Demonstrate cultural sensitivity in ethical discourse and analysis.

2.6.b. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the school) identified in the instructional matrix. The school must identify competencies for all degrees, including graduate public health professional degrees, graduate academic degrees, graduate other professional degrees, as well as baccalaureate public health degrees and other bachelor's degrees.

Each department within FSPH follows a set of competencies for each of the academic degree offerings in addition to those competencies for each of the professional degree offerings (please refer to section 2.6.a for the professional degree competencies). Due to the length of the documentation requested, the listing of all of the competencies for each master's and doctoral degree by department are listed in Appendix 5.

2.6.c. A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a. and 2.6.b are met. If these are common across the school, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree and concentration.
Exposure to the various competencies outlined in Criteria 2.6.a and 2.6.b is achieved through a variety of courses and experiences for each criteria. For example, the schoolwide cross-cutting competency #4 in Communications and Informatics (apply theory and strategy-based communication principles across the different setting and audiences) is fulfilled by the following courses:

Biostatistics 200B and 410
Community Health Sciences 100, 179, 195, 271, 282, 283, 288, 292 and M218
Environmental Health Sciences 200C
Epidemiology 227, 413 and M218
Health Policy and Management 249R

For an exhaustive list of each competency and the corresponding related courses, please see the matrix Template 2.6.c in the resource file.

2.6.d. An analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

Each department utilizes the data to analyze the curriculum for any necessary changes. For example, the EHS departmental curriculum committee, consisting of both faculty and students,

meets to address matters such as ensuring that the courses offered remain current by examining course offerings, course content, program requirements, etc. One example of changes to the curriculum made by an EHS faculty member was to create a course entitled "Public Health 475: Pedagogy: Essential Skills and Innovative Strategies." This course is designed for doctoral students within the school as an interactive seminar with focus on developing teaching materials for a course and acquisition of skills and tools that will help students to become successful and innovative instructors. The course focuses on active learning methodologies and competencies-based approach to instruction. The development of this course fills a gap in competency instruction based on analysis of SPHweb data. Please see Appendix 5 for the complete course outline, syllabus and competency listing.

2.6.e. Description of the manner in which competencies are developed, used and made available to students.

Beginning during the AY 2008-09, the FSPH participated in a lengthy process to determine and implement a competencies-based approached to the curriculum. The EPCC and the Evaluation Committee, in conjunction with the individual departments, created a set of competencies for the variety of degrees. These were adopted by the FEC in spring 2010 (for the MPH competencies), spring 2011 (for the DrPH competencies) and spring 2011 and 2012 (for the MS and PhD competencies).

Background on SPHweb

Since the last accreditation cycle, a major focus within FSPH has been to transition to a competencies-based model for our degree programs. This goal was accomplished through the following steps:

- Competencies were adopted for the schoolwide MPH program through a series of joint meetings between the EPCC and the Evaluation Committee, in consultation with the individual departments (AY 2008-09 and AY 2009-10);
- A system (SPHweb) was developed (AY 2009-10) and implemented (AY 2010-11 and 2011-12) for tracking which courses address which programmatic competencies and assessing whether courses are successful in meeting these objectives via end-of-quarter student evaluations;
- Faculty were trained in the development of learning objectives and how to explicitly link these to programmatic competencies (AY 2010-11);
- Syllabi that include learning objectives linked to all competencies for all courses were solicited from faculty and this information was entered into SPHweb (starting AY 2010-11 and ongoing);
- SPHweb system for collecting end-of-quarter course evaluations from students was piloted (AY 2009-2010) and then phased in (AY 2010-2011, AY 2011-12); during this period, standard UCLA Scantron evaluations were also collected;
- Competencies were adopted for the schoolwide DrPH program through a series of joint meetings between the EPCC and the Evaluation Committee, in consultation with the individual departments (AY 2010-11) and added to SPHweb;
- Competencies were adopted for the individual departmental MS and PhD programs (AY 2010-11 and AY 2011-12) and added to SPHweb; and
- SPHweb was fully implemented as the sole method for obtaining end-of-quarter course evaluations for all courses in FSPH (AY 2012-13).

During the initial phases of adoption of the competencies-based model for our degree programs (AY 2008-09 and AY 2009-10), the EPCC and Evaluation Committee had several joint meetings to discuss not only what competencies should be adopted, but also how the school could evaluate whether our students were acquiring those competencies. At that time, standard student course evaluations at UCLA were performed using Scantron forms and only addressed

standard items (e.g., effectiveness and organization of the instructor(s) in delivering the course material) but did not address whether courses succeeded (at least in the students' opinions) in providing students with the opportunity to learn the objectives for that course and/or make progress toward programmatic competencies.

After exploring a number of different options, the committees recommended adaptation of a system that had been developed by faculty and staff in the Electrical Engineering Department in the UCLA School of Engineering ("EEweb"). The EEweb system had been developed to meet assessment requirements for accreditation by the Accreditation Board for Engineering and Technology (ABET) and was subsequently adopted by the entire UCLA School of Engineering.

This system had several desirable features:

- The platform could be readily adapted to allow competencies for each of the degree programs within FSPH to be listed on drop-down menus and correlated to learning objectives for individual courses; this information, along with other public course information, could be made available through a public portal (now https://portal.ph.ucla.edu/sphweb/index.php) to all students and faculty;
- The School of Engineering had already worked out an agreement with the UCLA Registrar's office by which enrollment data for courses could be used to populate the website in real time, so that only those students enrolled in a specific course would be able to access the secure course website and provide end-of-quarter evaluations;
- Students and faculty could access their own courses (and in the case of faculty, end-of-quarter evaluations from prior quarters) through a secure website that is linked to UCLA's standard authentication system; and
- The system had a built-in mechanism for generating reports for administrators that could be used either to see evaluations for individual faculty or courses (e.g., for department chairs conducting internal reviews) or across a particular program (e.g., for the dean's office conducting reviews of programs or for accreditation purposes).

FSPH hired the original programmer from engineering to adapt EEweb to the specific needs of the FSPH; the new system that was created is called SPHweb. In this system, faculty are asked to provide learning objectives for each course and to indicate how each of these learning objectives help to provide students with opportunities to acquire programmatic competencies. At the end of the quarter, students complete an online evaluation that asks them to rate not only the standard items that were on the old UCLA Scantron evaluations (e.g., effectiveness and organization of the instructor(s) in delivering the course material on a Likert scale from 1 to 5), but also how well the students feel that the course helped them achieve the learning objectives specified by the instructor (also on a Likert scale from 1 to 5); they are also asked to provide open-ended comments on the instructor's performance and the course overall. Based on the average student scores for each learning objective and the information provided by the instructor prior to the course about how the course learning objectives are linked to programmatic competencies, SPHweb offers a measure of the contribution of each course toward meeting the programmatic competencies. A summary of student scores and comments for each course is made available to each instructor and the instructor's chair after all final grades are submitted for the course. Within SPHweb, these scores are summed up to yield matrices of how courses taken by students within a particular degree program contribute to the development of competencies and can be used by the EPCC and administration to assess whether there are gaps in the curriculum as a whole that need to be addressed. Likewise, faculty and department chairs can use individual reports for instructors and courses to identify areas for improvement.

Over the last four years, SPHweb was systematically developed, piloted and implemented within the school. This process has included the development and adoption of competencies for each of the degree programs within the school, training the faculty on the competency model and how to develop course learning objectives that are linked to programmatic competencies, collecting syllabi from each of the faculty that list course learning objectives linked to programmatic competencies, pilot testing of the SPHweb system (which was used to obtain feedback and improve the system) and full implementation of the system.

Examples of SPHweb reviews, including competencies, can be found in Appendix 6.

2.6.f. Description of the manner in which the school periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

As degrees are granted by departments, departments are responsible for the periodic assessment of practice and research needs in influencing the modification of competencies. Each department uses a variety of mechanisms to gather the necessary information that is used during faculty discussions about competencies. Many FSPH instructors are drawn from the practice community and are chosen because of their leadership and innovation in practice. Many departments utilize advisory councils/groups to discuss department strategy in light of evolving needs within the practice community. In addition, individual faculty members consult with industry, converse informally with industry and policy leaders and stay current through specialty journals and other means.

2.6.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. Since the previous accreditation review, the FSPH has developed a comprehensive online system that links competency lists to objectives for all courses and uses these lists as part of the course evaluation system. New courses are not approved by the EPCC without well-defined educational objectives linked to broader as well as course-specific competencies.

2.7 Assessment Procedures

There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice or research, as applicable, and in culminating experiences.

Monitoring and evaluating of student progress takes place at three levels: the class/field experience, the department and the school. Competency in each class is signified by a letter grade, which is achieved by completing coursework, examinations, projects and papers. The specific combination of these assessment devices varies from class to class; however, all courses have an objective means of evaluation. Likewise, the field placement experience culminates with a report from the assigned preceptor and from the individual student, with the latter being evaluated by an advisor or field placement supervisor.

At the department level, each student works with an academic advisor, who monitors the student's progress in meeting specific degree requirements and accomplishing the goals of the programs. Academic advisors are provided quarterly reports of any advisee who falls below the acceptable level, and are asked to meet with the student to create an action plan to support his or her successful achievement.

To ensure the successful attainment of competencies, the SPHweb course evaluation system was designed with a component that directly correlates competencies with learning objectives that are clearly defined within each course syllabus. Faculty design course materials, projects, experiences and exams to complete each of the course learning objectives, which, by design, offers opportunities for students to attain the set competencies. For example, if a faculty advisor and student notice a deficiency and a student needs to gain expertise in a certain competency, the student refers to the chart during course selection/registration.

Beyond the individual level, the department receives access to quarterly reports regarding the attainment of each competency at the population level. Annual reports can also be produced. In addition, reports can be examined at the schoolwide level to ensure that opportunities to achieve all competencies are available to FSPH students. SPHweb monitors all of the competencies for each academic/professional degree program. Departments also administer and evaluate the culminating experience, which most often is a comprehensive exam or paper for the master’s students, and a dissertation and oral exam for the dissertation at the doctoral level.

Schoolwide, monitoring of individual academic progress includes placing students on academic probation if their GPA falls below 3.0, monitoring progress to degree and verifying that students have satisfied the requirements of their degree program prior to graduation.

2.7.b. Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of the graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.

Table 2.5 Graduation Rates for MPH Students by Enrollment Year

Enrollment Year	2006	2007	2008	2009	2010	2011
% graduated within two years	80.6	81.5	90.4	85.0	85.4	92.5
% graduated within three years	91.8	91.8	97.1	94.4	99.3	
% graduated within four years	94.1	94.4	98.3	96.7		
% graduated within five years	94.1	96.4	98.3			

Table 2.6 Graduation Rates for MS Students by Enrollment Year

Enrollment Year	2006	2007	2008	2009	2010	2011
% graduated within two years	55.6	57.7	63.4	64.3	69.4	89.5
% graduated within three years	86.7	90.4	82.9	92.9	93.9	
% graduated within four years	91.1	96.2	90.2	95.2		
% graduated within five years	91.1	100.0	90.2			

Table 2.7 Graduation Rates for Doctoral Students Enrolled 2006-2012[1]

Degree Program	Number Enrolled	Number Graduated through 2013	Percentage Graduating within 7 years
Ph.D	291	78	69.2
DrPH	52	19	50.0

[1] Doctoral graduation rates were calculated using survival analysis statistical methods.

Table 2.8 Graduates' Employment

	Within One Year Post-Graduation:	2012 Spring Graduates' Percentage	2011 Spring Graduates' Percentage	2010 Spring Graduates' Percentage
All Degrees		(n=131)	(n=96)	(n=91)
	Employed	80.1	75.8	81.3
	Continued Education/Training	15.3	22.1	15.4
	Not Seeking Employment by Choice	1.5	0	1
	Not Employed	3	2.1	2.2
MPH		(n=73)	(n=63)	(n=46)
	Employed	82.2	77.8	73.9
	Continued Education/Training	11	20.6	23.9
	Not Seeking Employment by Choice	2.7	0	0
	Not Employed	4.1	1.6	2.2
MS		(n=17)	(n=7)	(n=8)
	Employed	70.6	42.9	75
	Continued Education/Training	29.4	42.9	25
	Not Seeking Employment by Choice	0	0	0
	Not Employed	0	14.3	0
DrPH		(n=8)	(n=6)	(n=5)
	Employed	88.9	100	80
	Continued Education/Training	11.1	0	0
	Not Seeking Employment by Choice	0	0	0
	Not Employed	0	0	20
PhD		(n=33)	(n=20)	(n=32)
	Employed	84.8	75	93.7
	Continued Education/Training	12.1	25	3.1
	Not Seeking Employment by Choice	3	0	3.1
	Not Employed	0	0	0

One outcome measure is the proportion of students enrolled in two-year programs who complete their degree within a set of allotted times. The university's time to degree for master's programs is five years. We calculated graduation rates based on data in Appendix 7 (CEPH template 2.7.1).

Of all MPH students who enrolled between 2006 and 2011, the two-year graduation rates were between 80.6% and 92.5% (Table 2.5). The five-year graduation rate among MPH students who enrolled between 2006 and 2008 were between 94.1 and 98.3% (Table 2.5).

Of all MS students who enrolled between 2006 and 2011, the two-year graduation rates were between 55.6% and 89.5% (Table 2.6). The five-year graduation rate among MS students who enrolled between 2006 and 2008 was between 90.2% and 100% (Table 2.6).

We estimated doctoral graduation rates using survival analysis statistical methods to account for varying follow-up by year of enrollment (Table 2.7). We estimate that 69.2% of all PhD students enrolled between 2006 and 2012 will graduate within seven years of matriculation. We estimate that 50% of all DrPH students enrolled between 2006 and 2012 will graduate within seven years of matriculation. The underlying data for the graduation rates in Tables 2.5-2.7 are given in Appendix 7.

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The school must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

A brief survey is administered to alumni to determine if they were employed one year post-graduation, continuing education/training, not seeking employment by choice or not employed. (See Appendix 8 for the complete survey tool.) The results of the most recent survey (which was administered in June 2013 and surveyed graduates from 2012, 2011 and 2010) are compiled in Table 2.8. The response rates by degree and schoolwide totals are listed below in Table 2.9 Please note that three subcategories had below a 30% response rate due to a lack of updated current contact information. The majority are graduates from the 2010 class. UCLA Alumni Affairs and the FSPH Alumni Office are investigating ways to contact these alumni and update all contact information for future surveys/outreach.

Table 2.9 Graduate Employment Data Response Rate

June 2013 Survey Date	Within One Year Post-Graduation:	2012 Spring Graduating Class	2011 Spring Graduating Class	2010 Spring Graduating Class
All Degrees				
	Number of Graduates	243	217	252
	Number of Survey Respondents	131	96	91
	Response Percentage	53.9	44.2	36.1
MPH				
	Number of Graduates	156	155	176
	Number of Survey Respondents	73	63	46
	Response Percentage	46.8	40.7	26.1
MS				
	Number of Graduates	45	36	35
	Number of Survey Respondents	17	7	8
	Response Percentage	37.8	19.4	22.9
DrPH				
	Number of Graduates	8	6	5
	Number of Survey Respondents	8	6	5
	Response Percentage	100.0	100.0	100.0
PhD				
	Number of Graduates	34	20	36
	Number of Survey Respondents	33	20	32
	Response Percentage	97.0	100.0	88.9

2.7.d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the school's graduates on these national examinations for each of the last three years.
FSPH students have participated in the optional CPH exam for the last three years. However, our response rate for students taking the exam is low as compared to the size of the FSPH. We continue to heavily market the test. To date, the following number of students took the test: 2010 (2), 2011 (2), 2012 (4), and 2013 (2). Our students have a 100% pass rate for the CPH test.

Other exams that have been taken by our students include the Certified Health Education Specialist Exam (CHES), for students and alumni of the Department of Community Health Sciences; and the Registered Environmental Health Specialists Exam (REHS), for students and alumni of the Department of Environmental Health Sciences. However, because these professional credentialing exams involve a series of steps beyond the control of the school, the FSPH has no means of acquiring information on successful certification unless informed by the graduate.

2.7.e. Data and analysis regarding the ability of the school's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessments may include key informant interviews, surveys, focus groups and documented discussions.
During the developmental stages of creating competencies for the school to assess learning outcomes, a series of four surveys was sent to alumni to determine which schoolwide cross-cutting competencies they thought were important, as well as what skills sets they, as our graduates, felt they were prepared with and what skill sets they were lacking when entering the professional workforce. The responses from alumni who are also hiring agents within their professional positions added a great deal of depth and breadth to these surveys, helping to guide the school in the development of our competencies-based model of education.

Please refer to the resource file for the full set of surveys and results.

As the cohort of students graduating in 2012 were the first to complete their training under the current competency and SPHweb assessment, the FSPH is now positioned to survey employers of our recent graduates. The school will utilize online surveys and focus group interviews with local governmental and community-based public health organizations, as well as organizations on the national and international levels, to assess competency strengths and weaknesses among our graduates. This feedback, along with students' self-reporting via SPHweb, will then be forwarded to the appropriate FSPH faculty committees, such as the EPCC, to be used in assessing the current academic offerings and any proposed changes.

2.7.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
The criterion is met. The school is attentive to the trajectory of its students while they are working on their degree programs. Further, and since our previous accreditation review, the FSPH has established a career development office to facilitate employment opportunities for its graduates. Also, through its alumni relations office, the school assesses the job environment through surveys as well as focus groups of alumni.

2.8 Other Graduate Professional Degrees

Not applicable.

2.9 Bachelor's Degrees in Public Health

The FSPH does not offer bachelor's degrees in public health. Since 2003, the FSPH has offered a minor in public health to undergraduate students at UCLA. Each year, approximately 25 new students join the program and complete seven courses (one public health survey course, five introductory public health courses and one elective course within public health). The minor is a highly sought program with four times as many applicants as positions available. The public health minor also consists of one of the most diverse student populations within a minor at UCLA. A detailed description of the public health minor can be found in the resource file.

2.10 Other Bachelor's Degrees

Not applicable.

2.11 Academic Degrees

If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

2.11.a. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Table 2.10 All Academic Degree Programs, by Degree and Area of Specialization

	Academic
Bachelor's Degrees	NA
Master's Degrees	
Biostatistics	MS
Community Health Sciences	MS
Environmental Health Sciences	MS
Environmental Science and Engineering	NA
Molecular Toxicology	NA
Epidemiology	MS
Health Policy and Management	MS
Doctoral Degrees	
Biostatistics	PhD
Community Health Sciences	PhD
Environmental Health Sciences	PhD
Environmental Science and Engineering	DEnv (2010-11, 2011-12)
Molecular Toxicology	PhD
Epidemiology	PhD
Health Policy and Management	PhD

2.11.b. Identification of the means by which the school assures that students in academic curricula acquire a public health orientation. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

All MS degrees require core Biostatistics courses (8-12 credit units). PhD students in Biostatistics take a specialized course for majors (16 credit units of coursework from other

departments). PhD students in Community Health Sciences, Environmental Health Sciences and Health Policy and Management require core courses in both Biostatistics and Epidemiology (for a minimum of 12-24 credit units). Students in all programs have ample opportunity and are encouraged by their advisors and other professors to take public health courses outside of their field.

Academic degree students acquire a broad public health orientation through their participation in schoolwide and doctoral seminars. Thesis topics must be directly relevant to public health applications.

2.11.c. Identification of the culminating experience required for each academic degree program. If this is common across the school's academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

Students earning an MS degree choose between a written comprehensive examination combined with an in-depth written report or, if available, a thesis option. Students who choose the combination exam/report must pass a written comprehensive exam in their major area of study and prepare an approved in-depth report. Students who choose a thesis must have it approved by a thesis committee. For students earning a PhD degree, a dissertation approved by a doctoral committee and a final oral examination (a defense of the dissertation) are required.

Table 2.11 Culminating Experiences for All Academic Degree Programs

Academic Program	Written Comprehensive Exam	Oral Exam	Master's Thesis or Paper	Dissertation
Biostatistics				
MS	X		X	
PhD	X	X		X
Community Health Sciences				
MS	X [1]		X [1]	
PhD	X	X		X
Environmental Health Sciences				
MS	X[2]		X[2]	
PhD	X	X		X
Molecular Toxicology PhD	X	X		X
Epidemiology				
MS	X[3]		X[3]	
PhD	X	X		X
Health Policy and Management				
MS			X	
PhD	X	X		X

[1] CHS MS has the option of Comprehensive Exam and Report OR Master's Thesis

[2] EHS MS has the option of Comprehensive Exam OR Master's Thesis

[3] EPI MS has the option of Comprehensive Exam and Report OR Master's Thesis

2.11.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is met. Degrees provide opportunities for exposure and coursework in the broader dimensions of public health. A comprehensive assessment of competence is required either through an exam, a culminating experience or a thesis for all degree programs.

2.12 Doctoral Degrees

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

2.12.a. Identification of all doctoral programs offered by the school, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose. If the school is a new applicant and has graduated from only one doctoral program, a description of plans and a timetable for graduating students from the other two doctoral programs must be presented, with university documentation supporting the school's projections.

Table 2.12 Doctoral Programs by Degree and Area of Specialization

	Academic	**Professional**
Doctoral Degrees		
Biostatistics	PhD	DrPH
Community Health Sciences	PhD	DrPH
Environmental Health Sciences	PhD	DrPH
Environmental Science and Engineering	DEnv (2010-11, 2011-12)	NA
Molecular Toxicology	PhD	NA
Epidemiology	PhD	DrPH
Health Policy and Management	PhD	DrPH

2.12.b. Description of specific support and resources available to doctoral students, including traineeships, mentorship opportunities, etc.
Support for doctoral students take many forms within the FSPH. Doctoral students are provided advice and mentoring through their faculty advisors and dissertation committee chairs and members. Students also receive informal mentoring from other departmental and school faculty and staff. Doctoral students are provided with many opportunities to present their current work through departmental seminars and roundtables. As previously mentioned, a course, PH 475, was designed specifically for doctoral students wishing to pursue teaching.

Doctoral students also receive funding packages that may include scholarships, Graduate Student Researcher (GSR) positions, Teaching Assistant (TA) positions, traineeships, and/or tuition remission. The average merit-based support package (which does not include loans) was $36,682, with 86.67% of FSPH doctoral students receiving support. The average total support package (does include loans) was $43,983, with 96% of all FSPH doctoral students receiving support. Please see the charts below for an overview of funding for FSPH students.

Travel and research support are provided by funding from the student's advisor, the department, the school and the university. For example, the school provides a small amount of funding to offset students attending national/regional conferences to present posters and/or workshop

sessions. Grant funding also assists students in research support and travel as the student works collaboratively with the PI on research projects.

In addition, a new doctoral student lounge is available for collaborating, studying and socializing.

Table 2.13 Doctoral Graduate Student Support: Merit Based (includes Graduate Div grants and fellowships, federal fellowships and traineeships, dept's gifts and endowments, private funding sources, GSR salary and TA salary)
% of All Eligible Students Receiving Aid and Per-Capita Supported Merit-Based Support

	2011-12		2010-11		2009-10		2008-09		2007-08	
UCLA CAMPUS TOTAL (includes Special Fee Program)	73.28%	$35,166	71.59%	$32,981	68.29%	$31,699	70.65%	$30,294	70.22%	$29,557
GRADUATE DIVISION TOTAL	91.92%	$38,075	89.75%	$35,692	86.98%	$33,796	90.25%	$32,213	90.25%	$31,444
HEALTH SCIENCES TOTAL	39.34%	$36,739	38.66%	$35,317	39.35%	$32,488	40.39%	$31,206	41.04%	$29,726
PUBLIC HEALTH	86.67%	$36,682	82.24%	$35,549	83.20%	$31,654	85.99%	$28,513	82.66%	$27,208
Biostatistics	100.00%	$42,725	100.00%	$39,581	100.00%	$38,292	94.74%	$35,435	100.00%	$33,812
Environmental Health Sciences	84.21%	$36,526	90.00%	$41,987	88.89%	$35,285	100.00%	$23,577	90.91%	$24,164
Epidemiology	92.45%	$27,977	90.38%	$31,792	87.27%	$31,635	89.66%	$33,286	79.31%	$28,471

	2011-12		2010-11		2009-10		2008-09		2007-08	
Health Policy and Management	82.05%	$45,536	93.94%	$42,995	81.82%	$39,739	87.10%	$32,671	90.91%	$30,698
Molecular Toxicology	100.00%	$42,725	100.00%	$43,075	90.00%	$41,026	100.00%	$35,251	100.00%	$33,905
Public Health (MPH, DrPH and CHS)	79.59%	$34,987	74.23%	$30,713	83.33%	$26,360	84.85%	$24,669	83.72%	$24,069

Table 2.14 Doctoral Graduate Student Support: All (includes all merit-based funding, other UCLA employment, loans, need-based financial support and other support)
% of All Eligible Students Receiving Aid and Per-Capita Support Amount

	2011-12		2010-11		2009-10		2008-09		2007-08	
UCLA CAMPUS TOTAL (includes Special Fee Program)	94.51%	$43,621	92.82%	$41,874	90.67%	$39,428	92.35%	$37,568	92.20%	$36,104
GRADUATE DIVISION TOTAL	95.35%	$41,264	93.39%	$38,894	90.73%	$38,408	93.27%	$35,540	93.68%	$34,479
HEALTH SCIENCES TOTAL	94.88%	$47,697	94.27%	$45,867	91.97%	$43,100	93.36%	$41,593	92.48%	$40,354
PUBLIC HEALTH	96.08%	$43,983	92.28%	$41,633	86.80%	$39,006	89.11%	$36,368	88.31%	$34,763

	2011-12		2010-11		2009-10		2008-09		2007-08	
Biostatistics	100.00%	$44,498	100.00%	$42,504	100.00%	$39,222	100.00%	$34,746	100.00%	$34,585
Environmental Health Sciences	100.00%	$49,776	90.00%	$47,880	88.89%	$42,146	100.00%	$37,775	100.00%	$27,183
Epidemiology	96.23%	$31,353	94.23%	$34,322	89.09%	$35,617	91.38%	$35,727	87.93%	$34,042
Health Policy and Management	92.31%	$48,723	93.94%	$49,761	84.85%	$46,255	90.32%	$46,044	93.94%	$40,936
Molecular Toxicology	100.00%	$46,730	100.00%	$46,018	90.00%	$44,020	100.00%	$37,079	100.00%	$37,103
Public Health (MPH, DrPH and CHS)	94.90%	$47,299	93.81%	$43,189	90.63%	$39,001	89.90%	$35,762	90.70%	$34,909

2.12.c. Data on student progression through each of the school's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.

Table 2.15 Doctoral Student Data on Degree Progression for 2010-11, 2011-12, 2012-13[1]

Doctoral Programs	BIO PhD	CHS PhD	EHS[2] PhD	EPI PhD	HPM PhD	BIO DrPH	CHS DrPH	EHS DrPh	EPI DrPh	HPM (HS) DrPH
Doctoral Student Data for AY 2010-11										
# newly admitted students	3	3	7	2	3	0	2	2	0	4
# currently enrolled	29	58	40	43	31	7	5	2	0	22
# advanced to candidacy during AY	7	9	8	16	7	1	0	0	0	3
# graduated	2	5	6	7	4	1	0	0	0	5
Doctoral Student Data for AY 2011-12										
# newly admitted students	6	1	7	3	4	1	0	1	1	0[3]
# currently enrolled	33	61	33	46	34	7	3	3	2	16
# advanced to candidacy during AY	2	9	6	10	7	0	0	0	0	6
# graduated	5	6	4	19	8	1	0	0	0	8
Doctoral Student Data for AY 2012-13										
# newly admitted students	2	2	4	7	10	0	0	0	1	0[3]
# currently enrolled	28	54	35	49	37	8	3	2	2	9
# advanced to candidacy during AY	7	11	8	11	8	2	0	1	0	5
# graduated	5	6	4	19	8	1	0	0	0	8

Note: UCLA Graduate Division monitors advancement to candidacy and not completion of coursework. Doctoral students cannot advance until proof of coursework completion.

[1] Based on CEPH Template 2.10.1

[2] Molecular Toxicology listed with EHS

[3] HPM closed admissions to the DrPH program beginning in fall 2011.

2.12.d. Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

Table 2.16 Doctoral-Specific Coursework

Department	Course #	PhD	DrPH	Course Title
BIO	250A	x	x	Linear Statistical Models
	250B	x	x	Linear Statistical Models
	245	x	x	Advanced Seminar: Biostatistics
	251	x	N/A	Multivariate Biostatistics
	255	x	N/A	Advanced Probability in Biostatistics
	409	x	x	Doctoral Statistical Consulting Seminar
	200B	x	N/A	Theoretical Statistics
	200C	x	N/A	Large Sample Theory, Including Resampling
CHS	270A	x	x	Foundations of Community Health Sciences[1]
	270B	x	x	Foundations of Community Health Sciences[1]
	286	x	x	Doctoral Roundtable in Community Health Sciences
EHS	296A	x	x	Research Topics in Environmental Health Sciences: Coastal Ecological Processes and Problems
	296B	x	x	Research Topics in Environmental Health Sciences: Teratogenesis
	296C	x	x	Research Topics in Environmental Health Sciences: Toxicology and Environmental Health Policy
	296D	x	x	Research Topics in Environmental Health Sciences: Economic Impacts of Contamination and Remediation of Coastal Waters
	296E	x	x	Research Topics in Environmental Health Sciences: Molecular Topics in Boron Biology
	296F	x	x	Research Topics in Environmental Health Sciences: Toxicology and Exposure Assessment of Toxic Chemicals
	296G	x	x	Research Topics in Environmental Health Sciences: Advances in Aerosol Technology
	296H	x	x	Research Topics in Environmental Health Sciences: Occupational and Environmental Exposure Assessment
	296I	x	x	Research Topics in Environmental Health Sciences: Industrial

Department	Course #	PhD	DrPH	Course Title
				and Environmental Hygiene
	296J	x	x	Research Topics in Environmental Health Sciences: Germ Cell Cytogenetic/Genetic Biomarkers
	296K	x	x	Research Topics in Environmental Health Sciences: Aquatic Chemistry
	296L	x	x	Research Topics in Environmental Health Sciences: Water Science and Health
	296M	x	x	Research Topics in Environmental Health Sciences: Experimental and Modeling Studies of Atmospheric Pollution
	296N	x	x	Research Topics in Environmental Health Sciences: Genetic Toxicology
	ESE 410A	x	x	Environmental Science and Engineering Workshop
MOLTOX	211A	x	N/A	Molecular Toxicology Seminar
	211B	x	N/A	Molecular Toxicology Seminar
	211C	x	N/A	Molecular Toxicology Seminar
	M241	x	N/A	Introduction to Chemical Pharmacology and Toxicology
	M242	x	N/A	Toxicodynamics
	M245	x	N/A	Laboratory in Toxicological Methods
	M246	x	N/A	Molecular Toxicology
	296A	x	N/A	Research Topics in Molecular Toxicology: Chemical Toxicology
	296B	x	N/A	Research Topics in Molecular Toxicology: Molecular Carcinogenesis
	296C	x	N/A	Research Topics in Molecular Toxicology: Teratogenesis
	296D	x	N/A	Research Topics in Molecular Toxicology: Molecular Topics in Boron Biology
	296E	x	N/A	Research Topics in Molecular Toxicology: Germ Cell Cytogenetic/Genetic Biomarkers
	296F	x	N/A	Research Topics in Molecular Toxicology: Genetic Toxicology
	296G	x	N/A	Research Topics in Molecular Toxicology: Laboratory Analysis
EPI	203	x	N/A	Topics in Theoretical Epidemiology

Department	Course #	PhD	DrPH	Course Title
	M204	x	N/A	Logic, Causation and Probability
	M211	x	N/A	Statistical Methods for Epidemiology
	292	x	N/A	Advanced Seminar: Epidemiology
HPM	225A	x	x	Health Services Research Design
	225B	x	x	Health Services Research Design
	226A	x	N/A	Readings in Health Services Research
	226B	x	N/A	Readings in Health Services Research
	227	x	x	Special Topics in Health Services: Current Research Issues
	237C	x	N/A	Issues in Health Services Methodologies
	M422	x	x	Practices of Evaluation in Health Services: Theory and Methodology

[1] Syllabi for CHS 270A and B can be found in the resource file. Classes are restricted to doctoral students.

2.12.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is met. Doctoral degrees provide specific coursework aimed at doctoral students.

2.13 Joint Degrees

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.13.a. Identification of joint degree programs offered by the school. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Table 2.17 Joint Degree Programs Offered by School

Joint Degrees	Degree	Departments
Law (JD)	MPH/JD	ALL
Medicine (MD)	MPH/MD	CHS, EHS, EPI, HPM
Latin American Studies (MA)	MPH/MA	CHS, EHS, EPI, HPM
Islamic Studies (MA)	MPH/MA	CHS, EHS, EPI, HPM
Urban and Regional Planning (MURP)	MPH/MURP	EHS only
Social Welfare (MSW)	MPH/MSW	CHS only
African Studies (MA)	MPH/MA	CHS only
Asian American Studies (MA)	MPH/MA	CHS only
Public Policy (MPP)	MPH/MPP	HPM only
Business (MBA)	MPH/MBA	HPM only

Table 2.18 Enrollment in Joint Degree Programs

Joint Degree Program	2010-11	2011-12	2012-13
Law (JD)	3	4	3
Medicine (MD)	2	11	8
Latin American Studies (MA)	3	3	0
Islamic Studies (MA)	0	0	0
Urban and Regional Planning (MURP)	N/A	0	3
Social Welfare (MSW)	10	8	10
African Studies (MA)	3	3	2
Asian American Studies (MA)	2	1	0
Public Policy (MPP)	2	1	2
Business (MBA)	5	4	7
TOTAL	30	35	35

2.13.b. A list and description of how each joint degree program differs from the standard degree program. The school must explain the rationale for any credit sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

The aim of these programs is to provide an integrated curriculum of greater breadth between the two disciplines. Applicants must apply to both departments separately, meet the admission requirements to both programs, and be admitted to both departments independently. Typically, students entering into joint programs reduce the time by one year – i.e., an MPH/MSW is completed in three years, an MD/MPH is completed in five years, etc.

The programs differ in that concurrent programs are designed to allow a specified amount of credit to apply toward both degrees, while articulated programs do not allow any credit overlap. The criteria for counting units are specified in the joint program proposal presented by both schools when designing the program for program approval. Required courses within each program still must be fulfilled. Any shared units are elective credit units. Proposals are approved first within FSPH faculty structure, and by the appropriate faculty structure within the partner school of the joint proposal, and then at the UCLA Academic Senate level. Degree progress/completion is first validated at the school level and then reaffirmed at the university level.

Concurrent Programs
African Studies, MA/Public Health, MPH - offered in Community Health Sciences.
Applicants are required to satisfy the admission requirements of both programs, and students must meet the requirements in both programs to be awarded the degrees. A maximum of eight units of coursework in public health can count toward both the MA degree in African Studies and the MPH degree.

Asian American Studies, MA/Public Health, MPH - offered in Community Health Sciences.
Students must complete the program requirements for both degrees. A maximum of 12 units of coursework in public health may be applied toward both the MA degree in Asian American Studies and the MPH degree.

Islamic Studies, MA/Public Health, MPH
Students must complete the program requirements for both degrees. A maximum of 12 units of coursework in public health may be applied toward both the MA degree in Islamic Studies and the MPH degree.

Law, JD/Public Health, MPH
The program comprises three years in the School of Law and one year in the School of Public Health.

Biostatistics requires a minimum of 58 quarter units in the school. A maximum of eight elective quarter units from law courses are allowed for concurrent credit toward the MPH degree; **Community Health Sciences** requires a minimum of 60 quarter units in the school and a maximum of eight elective quarter units from law courses; **Environmental Health Sciences** requires a minimum of 58 quarter units in the school and a maximum of eight elective quarter units from law courses; **Epidemiology** requires a minimum of 68 quarter units in the school and a maximum of eight elective quarter units from law courses; and **Health Policy and Management** requires a minimum of 56 units in the school and a maximum of 16 elective quarter units from credit toward the MPH degree.

Public Policy, MPP/Public Health, MPH - offered by Health Policy and Management.
The MPH/MPP program is a three-year concurrent program. Students generally begin with the first-year core courses in public policy. In the spring quarter of the first year, students begin taking the required HPM courses. For the remaining two years of the program, students take

both public policy and HPM courses, for a total of 68 units in public policy and 56 units in HPM. A total of 12 units of course overlap is allowed between the two programs.

Public Health MPH/Business MBA The concurrent MPH/MBA program is a three-year concurrent degree program. It requires a minimum of 52 units in the Fielding School of Public Health and a summer internship in a local health care organization.

Social Welfare, MSW/Public Health, MPH - offered by Community Health Sciences. Students in the three-year concurrent program complete their first-year curriculum in either social welfare or public health. During the second year, students complete the first-year core courses in the other department, along with certain electives. In the third year, students complete the advanced practice methods and field internship course sequences in social welfare, complete requirements and electives in public health, and meet remaining requirements for both programs. The MSW/MPH requires a minimum of 67 units of social welfare coursework and 52 units of public health coursework. The remaining nine units of the regular 76-unit requirement for the MSW degree are fulfilled through research and policy courses taken for the MPH degree and are applied toward the MSW program through a *pro forma* petition to the Graduate Division upon application for advancement to candidacy. A maximum of eight quarter units of social welfare coursework may be applied toward the MPH degree.

Urban Planning, MURP/Public Health, MPH - offered by Environmental Health Sciences. Concurrent students pursue studies in both schools/departments and, following three years of full-time study, earn both an MPH in EHS and the Master of Urban and Regional Planning (MURP). The concurrent degree program requires completion of 110 units, as opposed to 128 units if the two degree programs were completed sequentially. Students are required to complete 86 units of required courses, 20 units of urban planning electives (chosen from an approved list) and four units of EHS/public health electives. Concurrent degree program students are required to separately satisfy the capstone requirements for each program (i.e., the comprehensive examination option in public health). A total of 18 units of course overlap is allowed between the two programs.

Articulated Programs

Latin American Studies, MA/Public Health, MPH

The FSPH and the Latin American Studies Program have arranged an articulated degree program, organized to permit specializations within the MA and the MPH degrees, with the award of both degrees after approximately three years of graduate study. Qualified students apply to the graduate advisor of the Latin American Studies Program and to a relevant area of public health, such as (1) environmental and nutritional sciences; (2) epidemiology; (3) health education; or (4) population and family health.

Medicine, MD/Public Health, MPH

The program includes four years of medical school and one year plus one additional quarter in public health. The MD/MPH program, with a specialization in HPM, requires a minimum of 60 units in the school.

2.13.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is met. UCLA offers a vast number of opportunities for joint degree programs, emphasizing the multidisciplinary interfaces of public health.

2.14 Distance Education or Executive Degree Programs

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.14.a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The departments of Community Health Sciences and Health Policy and Management offer an "executive-style" track for the completion of an MPH degree from the FSPH. The Department of Community Health Sciences program is called the MPH-HP, the master's of public health for the health professions. The Department of Health Policy and Management program is called the EMPH, the executive master's of public health.

2.14.b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the school's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the school, and the manner in which it evaluates the educational outcomes, as well as the format and met.

In the fall of 1995, the school began offering a Master of Public Health for Health Professionals (MPH/HP) in Health Services Management (now named the EMPH in Health Policy and Management). A program in Community Health Sciences began in the fall of 1997. The decision to begin a degree-granting adult education program was prompted by ASPH, CEPH and PEW studies that target formal training for public health practitioners as a pressing public health need and an ethical responsibility of schools of public health.

Rapidly changing demographics, shifts in health care management and distribution, and cuts in federally funded health programs have led to an atmosphere demanding well-trained public health practitioners. The MPH/HP is a natural outgrowth of our mission to provide education and service to the profession and the community.

In addition to meeting needs external to the school, the EMPH and MPH/HP program returns both financial and intellectual benefits. In terms of intellectual benefits, the ongoing exposure to the concerns that face the EMPH and MPH/HP students enhances the school's ability to incorporate real-life public health examples into the curriculum, and aids in the development of effective responses to the health problems in our community. Income generation is increasingly important to the school as state resources dwindle; EMPH and MPH/HP are self-sustaining programs.

These "executive-style" programs follow the same academic rigor and requirements as our regular MPH, as approved by the Graduate Council, but structurally are taught in extensive weekend sessions during the academic year. Each program can be completed within two years. Each "executive-style" program has a departmental faculty member who serves as the program director and a staff member in charge of admission, all student support services and administrative services. Courses are taught by current FSPH faculty who also teach in the day program. Course offerings, academic rigor and teaching are constantly monitored by the program director and chair of the respective departments. All quarterly course evaluations and

review processes utilize the university course evaluation system to ensure educational outcomes and academic quality. Faculty in departments that are not currently offering an "executive-style" track have still committed themselves to teaching the core course requirements.

Each student is assigned a faculty advisor, whose duties are analogous to the MPH faculty advisors. Faculty advisors are available to EMPH and MPH/HP students in many ways, including flexible office hours, telephone and email. In addition, students are guided by mentors who are non-faculty colleagues in the health care field sharing similar interests. Students may also seek advice from the program director or the student affairs officer for the program. Students in the EMPH and MPH/HP program have the same privileges as regular students in regard to any school and university service or program.

Field study requirements have been altered slightly in recognition of students' work experience. Instead of a field study, students engage in a Master's Project, which involves using the methods learned in the program to tackle specific problems in the student's full-time job. The project is guided by the student's faculty advisor and, if the student wishes, his or her mentor. Projects culminate in a Master's Report, an in-depth written analysis of the project that is expected to demonstrate the student's ability to effectively diagnose and resolve a problem within his or her organization.

2.14.c. Description of the processes that the school uses to verify that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.
The FSPH does not currently offer distance or correspondence education.

2.14.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
The criterion is fully met. The school has successfully offered two "executive-style" MPH programs that have been very popular and have attracted a number of established health professionals who otherwise would not have had the opportunity of attaining such an education.

3.0 Creation, Application and Advancement of Knowledge

3.1 Research

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

3.1.a. Description of the school's research activities, including policies, procedures and practices that support research and scholarly activities.
Designing and implementing scholarly research are paramount goals of the UC system and the FSPH. School policies regarding research are reflective of the overriding statewide mandate of the UC, and are consistent with the UCLA campus' longstanding record of achievement in this area. Formal policies, informal norms and traditions all focus on creating an environment that facilitates outstanding performance in research. Research at the school strives to understand and design solutions to the evolving public health needs of our local, state, national and international communities.

Research is included in the University's Academic Personnel Manual's (APM) Criteria for Appointment, Promotion and Appraisal of all faculty members. The criteria states, "evidence of a productive and creative mind should be sought in the candidate's published research or recognized artistic production in original architectural or engineering designs, or the like. Publications in research and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance. Work in progress should be assessed whenever possible."

The school places a high priority on recruiting faculty members who have a demonstrated record or strong potential for conducting high-quality research. All faculty members are expected to be actively engaged in a program of research that, broadly conceived, supports the academic programs of the department and school. Additionally, they are expected to seek and obtain extramural funding to support their research. The selection of specific research topics is a faculty prerogative. Research productivity and creativity are explicit criteria for faculty advancement in the UC system. Faculty productivity in research is often assessed during merit or appointment review. Faculty who do not meet research requirements may not be eligible for merits or promotions. Faculty can meet with the department chair to discuss ways to improve research development. Faculty can also seek guidance from the associate dean for research and the assistant director for research administration, who can provide mentoring and resources to support research administration and proposal application submissions.

Aside from the support of department chairs, the dean's office and fellow colleagues, faculty can turn to other campus units, such as the UCLA Office of the Vice Chancellor for Research and the UCLA Office of Diversity & Faculty Development, for additional resources to support research development. For example, the Office of Diversity & Faculty Development administers the Council of Advisors Program, which matches experienced faculty member advisors with junior faculty. The assigned advisors are from outside the advisee's department. These campus units also provide regular newsletters for those interested in receiving targeted funding opportunities, as well as information regarding available workshops or resources related to research development (e.g., grant writing). The UCLA Library also provides information and consultation services regarding copyright, publishing, intellectual property, library resources,

research databases and research workshops (e.g., Data Management Planning Tool, Finding Funding for Research, NIH's Data Sharing Policy: How to Write a Data Sharing Plan).

Research programs are developed through the initiative of individual faculty members, often in collaboration with colleagues from within the FSPH, other UCLA schools and departments and other universities – nationally and internationally. Reflecting the broader public health mission of the school, our research also integrally involves local, state, federal and international agencies.

Research proposals are reviewed for compliance with UCLA regulations regarding the protection of human subjects, and school faculty routinely serve on this campus-wide committee. Proposals are also reviewed for adequacy of space and faculty time commitments, and budget feasibility by appropriate departmental, school and university officials who must sign a research authorization form. All proposals for extramural funding are forwarded to funding agencies by the UCLA Office of Research Administration (ORA), which ensures that each proposal complies with university requirements regarding budget, time and space commitment, human subjects protection, overhead rate, procedures for management of laboratory animals and other relevant research concerns.

The ORA prepares the initial paperwork when awards are received, and monitors compliance with contractual arrangements. The school's business office works closely with the department offices and research project staff to monitor spending, provide monthly balance sheets, hire staff and conduct other business related to research management. Each principal investigator is responsible for management of the research award, and for ensuring compliance with contractual arrangements and other specific requirements of the sponsoring agency, including the protection of human subjects.

Research funds received from governmental agencies and many private sources typically include the award of "overhead," or indirect costs. Currently these funds are allocated to the state legislature, for reallocation to the university and specific campus at their discretion. On average over the past three years, the school has received approximately 36% of the indirect-cost funds it generates. These funds are used to support research by covering needed administrative, facilities and other costs.

Reflecting the breadth of research undertaken by our faculty, the school supports a number of research centers that bring together individuals with common interests. These include: the Bixby Center on Population and Reproductive Health; the UCLA Center for Health Policy Research; Center for Healthier Children, Families, and Communities; Center for Occupational and Environmental Health; Center for Public Health and Disasters; Center for Cancer Prevention and Control Research; UCLA Kaiser Permanente Center for Health Equity; Center for Global and Immigrant Health; UCLA/RAND Prevention Research Center; Center for Health Advancement; the Center for Global Infectious Diseases; and the World Policy Analysis Center.

These centers are designed to create multidisciplinary research teams to address current public health issues. They bring faculty and students together across departmental, school and disciplinary boundaries and create an environment in which collaborative, cutting-edge research can occur. FSPH centers can also foster relationships between academia, community, governmental and private/non-profit organizations. For example, the FSPH received a $5.2 million gift to endow the UCLA Kaiser Permanente Center for Health Equity in 2011, to improve the health of underserved populations through research, community collaboration and leadership development. The partnership with Kaiser Permanente has opened doors for the

development of new research initiatives and collaborations between FSPH faculty and Kaiser Permanente health care providers and researchers.

The center structure is an evolving rather than static one, with new centers being created as needs emerge and others being closed when they no longer engage a critical mass of faculty or cease being active. Criteria for the creation and continuation of an official FSPH Research Center, as well as periodic center reviews, were established to ensure that centers are engaged in quality research that is compatible with the goals of the school. Center criteria include engagement in high-quality research that has an intellectual focus and furthers the research mission of the school; membership of FSPH faculty members substantively engaged in center research and membership that, ideally, spans multiple departments; and reasonable evidence that funding is sustainable for at least three to five years. In addition to the FSPH research centers, our faculty members have close ties with campus-wide centers such as the Institute for the Environment and the California Center for Population Research, as well as our ethnic studies centers including the Latin American Studies Center, the African Studies Center, the Asian American Studies Center and the Near Eastern Studies Center.

Additional collaboration among faculty and colleagues within UCLA and in other universities exists in the school's grant-funded center initiatives, such as the Southern California Education and Research Center, funded by the National Institute for Occupational Safety and Health; the Southwest Regional Public Health Training Center, funded by the Health Resources and Services Administration; and the UCLA-USC Center for Population Health & Health Disparities, funded by the National Heart, Lung and Blood Institute. These center initiatives are regularly evaluated by the sponsor funding agency through progress reports or site visits.

In 2001, an associate dean for research was appointed. Under this individual's leadership, aided by staff support, the school's research infrastructure was enhanced and initiatives were forged to facilitate and expand our extramural funding portfolio. These efforts include identifying funding opportunities for faculty, coordinating schoolwide or cross-departmental training in research grant applications, streamlining policies and procedures, and liaison functions to university administrative and fiscal offices. The associate dean for research also provided one-on-one support for junior faculty members on planning and preparation of successful grant applications. In 2007, a PhD-level support staff person was hired and later appointed as an academic administrator to serve as the assistant director for research administration. Providing management of all research-related activities at the school for the associate dean for research and the school's dean's office, this individual also provides support toward the writing, editing and preparation of large schoolwide grants and initiatives. Over the past three years, several schoolwide programs were funded, including the Burroughs Wellcome Fund UCLA Inter-School Program in Metabolic Diseases, the NIH/NHLBI Center for Population Health and Disparities, and the competitive renewal of the HRSA-funded Public Health Training Center. After building the office, the school's founding associate dean for research voluntarily stepped down from this position in 2012 to resume her full-time faculty status. A new associate dean for research, Zuo-Feng Zhang, began serving in 2013-2014.

The sustained focused investment in the school's research infrastructure has provided the continued success in extramural funding awarded to the school since our last accreditation (see Table 3.1 and Figure 3.1). It should be noted that increases or decreases of awards may be due to various factors, such as the timing of multiple-year awards received during the school's fiscal periods, or the availability of funding from federal sources. For example, our CDC-funded Southern California Education and Research Center should provide regular funding annually (approximately $1.4 million per year), and recently received a five-year renewal. However, in FY

2011-12, the award received was for both the current and following fiscal years. Thus, no funding was recorded for FY 2012-13 for this award. Such circumstances contribute to the fluctuations of funding from year to year. In September 2010, the school was also awarded $6,086,004 from the U.S. Army to fund the building of our High Speed, High Volume Laboratory Network for Infectious Disease. Building this lab was largely completed in 2012. Although there was a significant decrease in the amount of funding from extramural awards for FY 2012-13, it should be noted that the university campus as a whole also had a significant drop in funding from previous years – from $1,011,808,031 in 2011-12 to $893,603,316 in 2012-13.

Table 3.1 Research Activity from 2009-10 to 2012-13

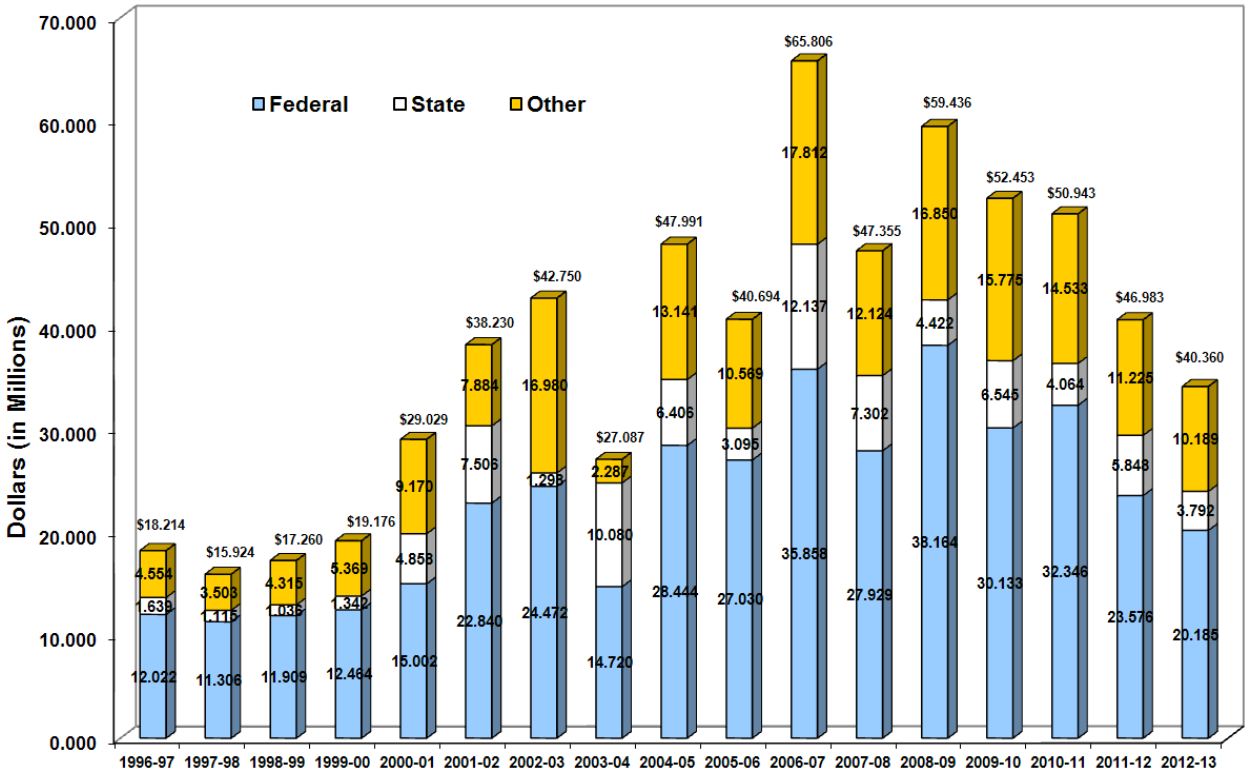
	2009-2010	2010-2011	2011-2012	2012-2013
Proposals Submitted[1]	174	161	207	217
Conversion Rate[1]	32	34	38	30.[3]
Principal Investigators[2]	64	60	65	62
Funds Awarded (millions)	$52.453	$50.943	$46.983	$40.360
Total Direct Cost Expenditures (millions)	$43.760	$38.790	$40.649	$34.165

[1] Data provided by UCLA Office of Research Administration (ORA) and is based on proposals received/processed by ORA, and then awarded following their receipt.

[2] Principal investigators who received a current award amount in the given year were counted for each fiscal year. Principal investigators include all faculty or researchers who have expenditures or awards, including non-primary faculty.

[3] Conversion rate as of September 2013. This value is underestimated, as submitted proposals toward the end of FY 2012-13 may not have been reviewed or awarded yet. Final conversion rate will not be available until 2014.

Figure 3.1 Contract and Grant Awards, 1996-97 to 2012-2013



3.1.b. Description of current research undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

Community-based, collaborative research is a high priority throughout the school. A major objective in our strategic plan is to establish and define a long-term commitment to enhance the health of Californians, in part through coordinated public health research efforts. Furthermore, we emphasize the integration of service and practice efforts with research. A large number of the service partnerships listed in Appendix 10 or Table 3.2 include a research component. Additionally, the school's interdisciplinary centers commonly employ community-based research in their efforts to reduce the prevalence of health disparities.

A few examples of formal research partnerships include: Los Angeles County Department of Public Health (intervention to increase HPV screening among ethnic minorities); Los Angeles Unified School District (evaluation/implementation of physical activity and filtered water programs); California Department of Health Care Services (evaluation of the Medi-Cal Coordinated Care Management Program); California Department of Public Health (hazard risk assessment for Bay Area health departments); First 5 California (state-wide collection of data related to children's health and well-being); California EPA Air Resources Board (evaluating street users' exposure to vehicular emissions; evaluating air pollution exposure in passenger vehicles and school buses); and Electric Power Research Institute (examining electric magnetic field and health effects).

Multiple formal research partnerships exist with community-based organizations through long-term multidisciplinary projects such as Bridging Community Strengths: An Evaluation of After-

School Programs; Community Research in Cancer (CORICA); and Healthy Passages: A Community Based Longitudinal Study of Adolescent Health.

The school is also home to the California Health Interview Survey (CHIS). This bi-annual telephone survey project, conducted in partnership with the California Department of Health Services and the Public Health Institute, provides statewide and local-level information on the health status of California residents. CHIS data are freely available and easy to access, giving health planners, policymakers, county governments, advocacy groups and communities an invaluable resource for their work in addressing the health and health care needs of California's diverse population.

The school also has many international-based research grants and partnerships. Examples of international collaborators and research topics include: the American University of Armenia – a follow-up study of cohort survivors of the 1988 earthquake in Armenia, focusing on long-term psychopathology and physical health; the University of San Carlos, Cebu Philippines – examining how couple dynamics, interaction and decision-making can affect fertility intentions and behaviors; China CDC – to develop, implement and evaluate tailored alcohol and HIV risk reduction interventions at alcohol-serving commercial sex establishments; Desmond Tutu HIV Center, University of Cape Town, South Africa – develop mathematical and simulation models to describe the potential impact of HIV prevention strategies for men who have sex with men in South Africa; University of Eastern Finland – to determine the effects of physical activity at work and during leisure on cardiovascular fitness, disease incidence and mortality; Kinshasa School of Public Health, DRC – to understand the epidemiology of human monkeypox in the Democratic Republic of the Congo.

3.1.c. A list of current research activity of all primary faculty identified in Criterion 4.1.a., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the school: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. See CEPH Data Template 3.1.1; only research funding should be reported here. Extramural funding for service or training/continuing education grants should be reported in Template 3.2.2 (funded service) or Template 3.3.1 (funded training/workforce development), respectively.

The table below provides information that summarizes the number of awards over the past three years, as well as the number of awards that are community-based and involve student participation. Please see Appendix 9 for the complete Table 3.2 based on Template 3.2.2 of all contract and grant awards. Only funds that are directly administered by the school are included in these tables. Many of our faculty members receive extramural funds administered by other units on campus that are not reflected in these numbers. The table also contains some principal investigators who are not members of the school's faculty, but are academic researchers working with faculty members, who are serving in a capacity other than principal investigator (e.g., co-investigator, mentor, statistician). Awards that are community-based are those with research that either takes place in community settings or involves community members and/or community organizations in roles other than study participants (e.g., involved in designing the study, participation in recruitment or data collection, etc.). Student participation may be underestimated, as the data collected reflects paid graduate student workers, and may not reflect student volunteers on these projects. Some training awards remain in this table because

they are either training programs that have a heavy emphasis on research, or evaluation components are still involved in the training program.

Table 3.2 Summary Information of Extramural Funds Generated in the Past Three Years[1]

	FY 2010-11	FY 2011-12	FY 2012-13
Total Dollars	$50,943,775	$46,982,851	$40,360,388
# Awards	161	226	227
# Awards with Student Participation	98 (60.9%)	137 (60.6%)	140 (61.7%)
# Awards Community-Based	56 (34.8%)	87 (38.5%)	92 (40.5%)

[1] Number of awards is counting all active contract and grants, including those with no new funding, but for which the project period has not ended.

Over the past three years, the FSPH has received 317 contract and grants, of which 120 (37.9%) are community-based and 186 (58.7%) include student participation. Student participation values are underestimated, as only funded students with graduate student researcher appointments were counted (e.g., does not include staff appointments or unfunded student work).

3.1.d. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school's performance against those measures for each of the last three years. For example, schools may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

Table 3.3 Outcome Measures for Research Activity[1]

Outcome Measure	FY 2010-11	FY 2011-12	FY 2012-13
Annual Contracts and Grants Awards	$51 M	$47 M	$40M
Conversion rate of number of proposals submitted and number of proposals awarded (data from ORA)	34	38	30[3]
Student participation on research projects	91 (61.1%)	96 (65.7%)	88 (59.5%)
Faculty publications – peer-reviewed articles, books, book chapters, and other (e.g., abstracts, book reviews, policy briefs) – by full-time ladder faculty	2010: 371 total 290 peer-reviewed articles, six books, 11 book chapters, 67 other	2011: 378 total 299 peer-reviewed articles, nine books, seven book chapters, 55 other	2012 352 total 342 peer-reviewed articles, eight books,18 book chapters, 64 other Partial 2013: 152 total 122 peer-reviewed articles, seven books, 14 book chapters, nine other
Awarded dollars per number of ladder-rank faculty FTE[2]	$842,046 (ranked third behind School of Medicine and Basic Biomedical Sciences)	$803,126 (ranked third behind School of Medicine and Basic Biomedical Sciences)	$689,921 (ranked third behind School of Medicine and School of Dentistry)[4]

[1] based on CEPH Outcome Measures Template
[2] FTE data provided by the UCLA Office of Analysis and Information Management. Awarded dollars information provided by the UCLA Office of Research Administration.
[3] Conversion rate as of September 2013. This value is underestimated as submitted proposals toward the end of FY 2012-13 may not have been reviewed or awarded yet. Final conversion rate will not be available until 2014.
[4] Preliminary results. Data uses FY 2011-12 FTE data for calculation.

The success of the research activity is evaluated according to publications and funded research. Measures include amount of extramural funding awarded, number of proposals submitted, number awarded and the resulting conversion rates of the submitted proposals to awards. These measures are recorded and generated from university-maintained databases. Fiscal award data received for the school reflects only those awards where the principal investigator's primary appointment is in the FSPH. The success of the research activity is also evaluated on the basis of scholarly publications of the faculty. Four measures are utilized, which include publications in refereed journals, books, book chapters and others. This data is obtained from the faculty via their submitted CVs. The productivity of faculty members in regard to publications is assessed on an individual basis during merit or appointment review. Faculty can discuss publication expectations with their respective department chairs. Since the last accreditation report, we have also monitored student participation on research projects. The funding of graduate student researcher positions was linked to specific awards, and a percentage of awards received that include funding for student participation can be measured. Discussion of student participation in research is provided in section 3.1.e.

As Table 3.1 shows, the conversion rate of submitted proposals to awarded proposals has remained relatively stable over the last few years. Although the actual award amount for fiscal year 2011-12 was lower than the previous year, there was a 4% increase in this conversion rate. Increases or decreases in awards may be due to various factors, such as the timing of multiple-year awards received during the school's fiscal periods, or the availability of funding from federal sources.

The data on publications is another illustration of faculty productivity over the last three years. The current primary faculty members at the school have published a total of 331 peer-reviewed journal articles in 2010, followed by 336 and 302 in years 2011 and 2012, respectively.

When comparing the success of research activity and awarded dollars with other UCLA campus units, it is important to examine the awarded dollars per number of ladder-rank faculty FTE at the campus unit. Comparing the ratio of dollars per faculty FTE, the FSPH has consistently ranked either second or third between the School of Medicine and Basic Biomedical Sciences units, and ahead of other units, such as Engineering & Applied Science, Education & Information Studies, School of Nursing and School of Dentistry.

3.1.e. Description of student involvement in research.
Faculty research is envisioned as contributing to science while simultaneously contributing to student (particularly doctoral) training in conceptualizing, implementing and analyzing a research question. Student involvement on funded faculty projects has increased over the years. Students are frequently employed as research assistants on funded faculty projects. For example, in the 2011-12 academic year, more than 163 students – 23 percent of the student body – were employed as graduate student researchers (GSRs). This provides a conservative estimate, as it does not include students who may have been hired as staff appointments, rather than graduate student appointments, as well as students who assist in unfunded work. Funded research projects indicating student participation are provided in the appended Table 3.2. Results show that more than 60% of the awards received in fiscal year 2011-12 include funding for student participation on research projects. In addition, many of our students are employed in research projects in other schools or off-campus, such as the School of Medicine or RAND. Students completing master's projects or doctoral dissertations may expand upon a portion of a faculty research project, or they may initiate a project of their own, in consultation with a faculty advisor. Most departments have doctoral seminars that provide students with a forum for exchanging ideas on research, with presentations given by both students and departmental faculty. Students are encouraged to attend discipline-appropriate professional meetings, and a small amount of travel money is available from the FSPH, UCLA Graduate Division and private donors. Thus far in 2012-13, 49 students have received funding from their departments to attend professional conferences. The awarded students came from all five departments. Additional funding from the Graduate Division (for 33 students in 2012-13) and private donors (for 12 students in 2011-2012) has also provided FSPH students conference travel funding. Finally, ongoing faculty research findings are frequently integrated into classroom presentations and provide students with firsthand knowledge of all aspects of the research experience.

3.1.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is fully met. The research program at the FSPH continues to address issues of primary importance in public health. Faculty and research centers have been very successful in attracting major funding for their investigations. Students are an integral part of the research process of the school and are supported at all levels of development and implementation as well during the genesis of scientific scholarship.

3.2 Service

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

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

From the FSPH Strategic Plan, the following are listed in the *Objectives for Achieving Excellence in Service.*

- Emphasize and promote the important role of service in achieving the school's mission;
- Expand the involvement of faculty, students and staff in community activities;
- Coordinate the school's service and practice efforts;
- Develop systems to track service activities; and
- Increase representation on committees of national agencies.

The FSPH faculty participates in various types of service activities. Many of these services may include a formal service contract or agreement. For example, our Center for Public Health and Disasters provides services, such as agency-specific trainings and hazard risk assessments. In the past three years, training activities have been provided to the Long Beach Public Health Department; the Washoe County, Nevada District Health Department; the Pasadena City Public Health Department; and the San Bernardino Public Health Department. The center is currently working with the California Department of Public Health to provide training in Economic Evaluation for Public Health Decision Making to a cadre of senior executives and managers in the department. In regard to hazard risk assessments, the center had a contract with the California Department of Public Health to conduct a hazard risk assessment for the San Francisco Bay Area. Assessing the risks associated with the hazards in a community is a vital part of planning for disasters.

Faculty at our UCLA Center for Health Policy Research (CHPR) also provide services to various agencies (e.g., health departments, insurance providers, academic institutions, etc.) in the areas of model building, technical assistance, expertise consulting and data estimates, to help them interpret and apply information related to health policy issues. Faculty from the center have contracted with organizations to develop survey instruments and provide technical assistance to developing sampling methods, ZIP code selection and methods of survey delivery. The center has also provided the service of producing customized, sub-county local health department data from its California Health Interview Survey (CHIS).

Service activities that may not involve formal agreements/contracts include activities such as faculty serving on external advisory boards, providing talks at special events or symposiums, consulting based on the faculty members' expertise, and assisting with survey development, evaluation and statistical analysis.

Faculty from the Department of Biostatistics are frequently approached by public health and medical researchers for help in designing studies and understanding their data. The faculty

provide statistical services, including consultation on survey design, data management, statistical analysis and interpretation of results.

Aside from the expert consultations, trainings, lectures and similar service activities that have already been mentioned in other centers or departments, the Environmental Health Sciences department has an Inductively Coupled Plasma Mass Spectrometry Facility. This facility provides the service of analyzing samples for various elements, as well as writing the analytical sections of grant applications that may involve this specialized type of analysis.

3.2.b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

Department Review Committees are responsible for judging merits and promotions with respect to the proposed rank and duties. The faculty member's record in the following areas is considered:

1 Teaching;
2 Research and other creative work;
3 Professional activities; and
4 University and public service.

Service is included in the University's Criteria for Appointment, Promotion and Appraisal of all faculty members. The criteria states: "Services by members of the faculty to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the university through participation in such activities as recruitment, retention, and mentoring of scholars and students."

As a component of the CEPH self-study process, we surveyed our faculty to gather their service activities. Of the 76 primary faculty listed in Table 4.1, 69 completed the survey, leading to a response rate of better than 90%. We utilized a survey tool that will facilitate updating this information annually.

3.2.c. A list of the school's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1.

For a list of service activities, see Appendix 10.

3.2.d. Identification of the measures by which the school may evaluate the success of its service efforts, along with data regarding the school's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

At the individual level, faculty service efforts are assessed during merit or appointment review. Faculty members who do not meet their service requirements can meet with the department chair to discuss ways to improve participation in these activities. Each of the service activities has its own measurements of success based on the deliverables and criteria set by the organizations requesting faculty participation.

At the school level, the faculty survey assessed faculty members' participation in volunteer service over the past three academic years. Faculty reported 89 volunteer service activities for 2010, 116 activities for 2011, 126 activities for 2012 and thus far, 97 activities for 2013. Overall, service activities have increased over the years. Please note that results for 2013 provide only a partial assessment of volunteer service activities that have taken place this year, since the faculty survey was completed by some faculty as early as February 2013.

Table 3.4 Outcome Measures for Faculty Volunteer Service[1]

Outcome Measure	2010-11	2011-12	2012-13
Faculty Volunteer Service	2010: 89 activities	2011: 116 activities	2012: 126 activities Partial 2013: 97 activities

[1] based on CEPH Outcome Measures Template

3.2.e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Students are involved in service-related activities to satisfy degree requirements, to achieve their professional goals, to collaborate with school faculty and as a means of paid employment. For example, the incoming students participate in the UCLA-wide Volunteer Day during the second day of orientation and go into the community for service projects at local elementary schools, non-profit organizations and parks. Additionally, many students participate as mentors to other FSPH students, the undergraduate UCLA students in the FSPH minor, and at local high schools where FSPH partners in pipeline programs. Student groups within FSPH also provide service in the community by hosting wellness and health fairs, facilitating health-related workshops and presentations, and completing service projects that are in line with the organization's goals, mission and values. A variety of methods are used to collect data on these service-related projects, including surveys of participants and analytic reports to philanthropic agencies that fund certain programs.

3.2.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. A spirit of voluntarism and service to the community is very characteristic of the FSPH faculty and students. As demonstrated from the list – although not complete – in Appendix 10, there is a very rich array of projects that faculty and students continue to contribute voluntarily. The Strategic Plan of the school further emphasizes such service engagement.

3.3 Workforce Development

The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

3.3.a. Description of the ways in which the school periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The continuing education programs listed on the following pages utilize several data collection methods to determine the needs of the communities they intend to serve. The types of assessments common to these programs include: querying alumni regarding work experiences and employment opportunities; creating professional advisory groups that meet two to four times a year to provide input to program directors; asking questions to adjunct faculty (who tend to be in the field); having program directors and administrators attend professional organization meetings to stay current on the needs of the field; convening students to get their input; sending out needs assessment surveys to professional associations; consulting with government agencies; and collecting survey data from continuing education course participants.

As an example, the Southwest Regional Public Health Training Center (SRPHTC) has developed knowledge-based need assessment instruments based on the Council on Linkages Core Competencies for Public Health Professionals. These assessments have been piloted and administered to the public health workforce in various county health departments. Specifically, SRPHTC has conducted key informant interviews and/or conducted an online needs assessment on perceived workforce competence for 24 California public health departments, 11 Utah local health departments, and all Nevada local health districts. An assessment has also been created for non-public health professionals working within public health agencies, and has been administered in Davis County, the City of Long Beach, and Los Angeles County. Results from these assessments have directly translated to the topics selected for training. For instance, as many of our current public health leaders will be at the retirement age within the next five years, a needs assessment conducted with the leadership of the public health agencies in California identified the need to build leadership skills among our public health workforce. Thus, SRPHTC developed an Emerging Leadership Workshop Series, consisting of in-person trainings on topics such as Understanding Public Health Systems and Change, Stakeholders and Strategic Partnerships, Effective Strategic Planning, Successful Grant Proposal Writing, and Effective Program Management.

Additionally, the SRPHTC is a key member of the California Public Health Alliance for Workforce Excellence (CPHAWE). The director of the SRPHTC, Dr. Kimberley Shoaf, chairs this organization that is comprised of academic institutions and local, state and tribal public health agencies and non-governmental organizations. The purpose of CPHAWE is to create and maintain excellence in the public health workforce in California through strategic planning and coordination with key partners and stakeholders. Through semi-annual meetings of the membership and coordination with the steering committee, SRPHTC and the Fielding School of Public Health routinely interact with workforce development leaders across the state of California.

Similarly, the Southern California NIOSH Education and Research Center (ERC) and its continuing education program conducts needs assessments, as well as regularly meeting with advisory committees, to determine and discuss community workforce training needs. The continuing education program has two advisory committees: Continuing Education/Outreach (CE/O) and Continuing Medical Education (CME). Committee membership consists of

specialists representing areas such as industrial hygiene, occupational health nursing, occupational safety, and hazardous substances, from various areas of northern and southern California, Arizona and Hawaii. In 2010, the Industrial Hygiene Student Association at UCLA conducted an extensive review of the ERC's Industrial Hygiene Program. The report on the study was very instructive for continuing education in that it emphasized a need for business management-related courses once students were out in the business world. As a result, a business management component is in development.

In addition to evaluation forms provided to all participants at the end of the courses, the ERC's continuing education program consults with government agencies such as the California Department of Public Health, Cal/OSHA, Cal/EPA and their equivalents in other Region IX states. Every other year, the center conducts a needs assessment survey of members of professional associations in Region IX. Sections of questions specifically address the needs of the occupational medicine and occupational health nursing community for Continuing Medical Education. In 2010, the SCERC conducted a needs assessment by requesting that occupational safety and health professionals in Region IX complete an online survey, of which 319 professionals responded. All survey results were discussed by the CME committee through email and conference calls, and are used for CME activity planning. The needs assessment showed that topics related to hazardous materials training are among the highest need for CE. Courses related to this topic, as well as other identified needed topic areas, were addressed in subsequent program activities and course schedules.

3.3.b. A list of the continuing education programs, other than certificate programs, offered by the school, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Template 3.3.1 (Optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Templates 3.1.1 (research) or 3.2.2 (funded service), respectively.

Table 3.5 Funded Training/Continuing Education Activity from 2009 to 2013[1]

Project Name	Principal Investigator & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2009-10	Amount 2010-11	Amount 2011-12	Community-Based Y/N	Student Participation Y/N	Distance Learning Format?	Number of participants 09-10	Number of participants 10-11	Number of participants 11-12	Number of participants 12-13 (if this can be determined)
Academic Community Collaborative in our Neighborhood Project (ACCION)	John Froines, Environmental Health Sciences	The California Endowment	6/1/09-6/30/11	366,120 (includes STIP)	326,649	39,470	0	Y	Y	N	60	175		
Assessment of Local Environmental Health Risk Training **(ALERT)**	Steve Wallace, Community Health Sciences	NIH/National Institute of Environmental Health Science	9/28/09 – 7/31/12	108,970	59,126	49,844	0	N	N	N	50	50		
Environmental Garment Care Project – Sustainable Technology and Policy Program	Peter Sinsheimer, Environmental Health Sciences	California Air Resources Board.	7/1/09 – 6/30/11 2/1/12 – 9/30/13	265,000 367,994	265,000 367,994			Y Y	N N	N N	178	29	42	120
Exposure Assessment Research Core, Environmental Exposures, Host Factors, and Human Disease	John Froines, Environmental Health Sciences	National Institute of Environmental Health Sciences	4/01/11-03/31/15	144,348			36,087	Y	Y	N	2 testimonies before state legislature (audience size unknown) 1 community presentation (50 ppl)	1 speech for Harbor Commisssion (City of L.A. appointed officials) 1 community presentation (50 ppl)	2 community presentation (100 ppl)	1 community presentation (50 ppl)

Project Name	Principal Investigator & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2009-10	Amount 2010-11	Amount 2011-12	Community-Based Y/N	Student Participation Y/N	Distance Learning Format?	Number of participants 09-10	Number of participants 10-11	Number of participants 11-12	Number of participants 12-13 (if this can be determined)
Global Women's Health and Empowerment Summer Institute	Paula Tavrow, Community Health Sciences	Gates Foundation Anonymous Donor	7/08-6/10 7/10-8/13	60,000 60,000	5,000 0	55,000 0	0 30,000	N	N	Y	None	21	16	16
Pacific Public Health Training Center	Kimberley Shoaf, DrPH, Community Health Sciences	HRSA	9/2005 – 9/2010	$2,325,000	$465,000			Y	Y	Y	486			
Southern California NIOSH Education and Research Center (ERC)	Niklas Krause, Environmental Health Sciences	NIOSH The Cal. Wellness Foundation Advanced Sterilizaton Products	2009-12 2009-2012 March 2012-March 2013	304,800 200,000 40,000	101,600 68,248 0	101,600 70,599 0	101,600 61,153 13,000	N N N	N N N	Some N Y	1,071 129 0	1,193 495 0	1,164 282 45	1164 (est) 293
Southwest Regional Public Health Training Center (SRPHTC)	Kimberley Shoaf, DrPH, Community Health Sciences	HRSA	9/2010 – 9/2015	$3,250,000		$650,000	$650,000	Y	Y	Y		477	479	509

Project Name	Principal Investigator & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2009-10	Amount 2010-11	Amount 2011-12	Community-Based Y/N	Student Participation Y/N	Distance Learning Format?	Number of participants 09-10	Number of participants 10-11	Number of participants 11-12	Number of participants 12-13 (if this can be determined)
Toxicologic Pathways of Rail Yard Emission Exposure on Non-Cancer Health Impacts	John Froines, Environmental Health Sciences	South Coast Air Quality Management District	9/1/2009 - 3/1/2012	620,480	280,872	339,608	0	Y	N	N	24	174	24	
UCLA Kaiser Permanente Center for Global Health Equity	Roshan Bastani, PhD & Antronette Yancey, MD, MPH	Kaiser Permanente – Community Benefit	Endowment received from Kaiser in 2009	$5.2M	Endowment	Endowment	Endowment	Y	Y & N	N	983	1912	1669	440
UCLA-Mexico/Columbia Collaborative Training & Research Program (Fogarty)	John Froines, Environmental Health Sciences	NIH/Fogarty International Center	5/1/07 – 2/29/12	827,305	63,500	87,250	87,250	N	Y	Y	12	12	16	

[1] Based on CEPH Data Template 3.1.1

Academic Community Collaborative in our Neighborhood Project (ACCION)
Funded by The California Endowment, ACCION is focused on building community capacity around issues of air pollution, pedestrian safety, built environment and walkability in the community of Boyle Heights. Through a partnership with two community-based organizations, Proyecto Pastoral and Union de Vecinos, the project is actively engaged in translating the science of air pollution and built environment impacts for use in policy change. Some of the projects that were conducted through ACCION include: local resident training on the Pedestrian Environmental Quality Index (PEQI) device that assessed the walkability factor in the community; community forums held to teach residents about environmental impacts in the local area; community exposure reduction plans developed publicly; and digital stories created by community members to give personal accounts of environmental exposure in Boyle Heights.

Environmental Garment Care Project: Non-Toxic Dry Cleaning Program (AB998)
Since 1998, Dr. Peter Sinsheimer, STPP's executive director, has spearheaded the Environmental Garment Care Demonstration Project to evaluate and promote viable environmentally benign alternatives. The demonstration project started in the Los Angeles region, resulting in the first scientific evaluation confirming wet cleaning as a viable substitute for PCE drycleaning. The project, which also showcases CO2, has expanded to cover all of California. In addition, the project initiated demonstration projects in other states, including Massachusetts, New Jersey and New York. This program uses the California Air Quality Management Districts' permit information for perchloroethylene.

Exposure Assessment Research Core (EARC), Environmental Exposures, Host Factors, and Human Disease
The EARC, led by Dr. John Froines, is part of the Southern California Environmental Health Sciences Center. The center is organized into an administrative core, four research cores, two facility cores and a community outreach and education core. This consortium of epidemiologists, statisticians, chemists, toxicologists and molecular biologists collaborate to create an interdisciplinary approach to the study and advancement of research in environmental health. Community members are invited to conferences and events to increase their understanding and awareness of the effects of the environment on human health and ways to reduce harmful exposures.

Global Women's Health and Empowerment Summer Institute
The Global Women's Health and Empowerment Summer Institute is an intensive four-unit interdisciplinary program offered by the University of California Global Health Institute, under the aegis of the Center of Expertise in Women's Health & Empowerment. The institute's main purpose is to provide post-undergraduate students interested in improving women's health and well-being with foundational knowledge and skills from several disciplines. Instructors are drawn from UCLA and UCSF. Upon completion of the WH&E Summer Institute, the goal is for students to be able to:

- Explain gender health disparities globally;
- Describe and apply interdisciplinary frameworks to women's health issues;
- Develop a grant proposal for advancing women's health and empowerment; and
- Identify various career paths and resources, and interact with potential mentors.

Pacific Public Health Training Center

This consortium includes three Public Health Training Centers serving California, Nevada, Utah, Hawaii and the Associated Pacific Territories. Each center provides face-to-face and online trainings, in addition to other activities, designed to strengthen the core competencies and capabilities of the public health workforce in the designated regions. UCLA is part of the Southwest Regional Public Health Training Center (see SRPHTC below).

Southern California NIOSH Education and Research Center

The Southern California NIOSH Education and Research Center (ERC) is one of 17 multidisciplinary centers in the U.S. supported by the National Institute for Occupational Safety and Health for education and research in the field of occupational health. The center supports graduate degree programs in occupational medicine at UCLA and UCI, as well as occupational health nursing and industrial hygiene at UCLA. For these programs the center provides student and infrastructure support. The center supports approximately 40 graduate students in the field of occupational health. It provides a focus for multidisciplinary research in the broad field of occupational health. It also supports a continuing education and outreach program, hazardous substance training for professionals and industrial hygiene students, and a pilot research training program for occupational safety and health trainees. The center is closely linked with the Center for Occupational and Environmental Health (COEH) at UCLA and UC Irvine.

Southwest Regional Public Health Training Center (SRPHTC)

This center was established in the fall of 2010 to enhance the competency of the public health workforce in California, Utah, and Nevada. It is a collaborative effort between the FSPH and the University of Utah's Division of Public Health. The programs offered include workshops and trainings for public health professionals in the region, an online learning management system, an emerging leader workshop series, an MPH field studies program, and collaborative projects that bridge public health practice and academia.

Toxicologic Pathways of Rail Yard Emission Exposure on Non-Cancer Health Impacts

Funded by the South Coast Air Quality Management District, this project focuses on sampling at the four most polluting rail yards in California. The samples were collected as a basis for determining toxicological impacts. This study is focused in the communities of Long Beach, Commerce and San Bernardino/Riverside. Early in the study, informational community meetings were held in each of the affected areas to make residents aware of the possible impacts of rail yard pollution. Throughout the sampling period, the outreach team maintained communication with the local environmental justice organization to share preliminary results, and additional community meetings were held to share the final results.

UCLA Kaiser Permanente Center for Health Equity

The UCLA Kaiser Permanente Center for Health Equity (formerly Center to Eliminate Health Disparities) is based in the FSPH and was established in 2004 to address the increasing disparities in health status and health care in the United States. The center conducts community-based participatory intervention research in health promotion and disease prevention to mitigate disparities. The center also facilitates community and academic partnerships in research, trains future leaders in health disparities research, provides technical assistance for implementing evidence-based programs that build on community needs and existing assets, and hosts annual community symposia on critical public health issues. This "center without walls" includes members from academia, government and private/non-profit organizations to enable more effective collaboration with community partners to reduce health disparities across the lifespan.

UCLA-Mexico/Colombia Collaborative Training & Research Program (Fogarty)
The Fogarty International Center of the National Institutes of Health (NIH) was developed to train foreign health scientists, clinicians, epidemiologists, toxicologists, engineers, industrial hygienists, chemists and allied health workers from developing countries and emerging democracies in both general environmental health and occupational health. UCLA COEH faculty member Dr. John Froines has been the principal investigator for the UCLA Fogarty ITREOH program working in Mexico since 1996. This program has provided funding for focus groups, webinars and conferences.

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

Table 3.6 Certificate Programs or Other Non-Degree Offerings (Continuing Education Activity from 2009 to 2013)

Project Name	Number of Participants 09-10	Number of Participants 10-11	Number of Participants 11-12	Number of Participants 12-13	Distance Learning Format? Y/N
Global Health Certificate	11	18	11	25	N
Certificate Program in Health Care Management and Leadership	37	23	47	22	A few classes are 50% class and 50% distance
Bixby Program in Population and Reproductive Health Certificate	5	5	3	4	N

Global Health Certificate
In conferring a Global Health Certificate, the FSPH recognizes a student's capability to work as a public health or health care professional with a global health perspective.

The Global Health Certificate is available only to students who are currently enrolled in study at UCLA. Thus, the admission requirement is that the student must be a degree-seeking graduate or professional student at UCLA. In order to receive the UCLA Center for Global and Immigrant Health Certificate in Global Health, a graduate or professional student needs to meet all of the following requirements:

- Completes Epi 273 and CHS 200;
- Completes at least 12 additional units with global health content;
- Completes an international experience; and
- Completes a departmental project on a global health topic – the project can be a class paper on a global health topic, a project used as the student's master thesis or doctoral thesis, or a poster presented in a conference.

Any student who has completed the above requirements can file the paperwork to receive the Global Health Certificate, which includes application and supporting documents (e.g., transcript), three weeks before graduation date. The application is reviewed by the Center for Global and Immigrant Health to ensure that the student has satisfactorily completed all the requirements. If all requirements have been met, then a certificate is issued. Center faculty and staff are also willing to meet with any student who is interested in receving the certificate, to check the progress and ensure that requirements will be met.

Bixby Program in Population and Reproductive Health Certificate

The Bixby Training Program awards certificates to graduating master's students at the UCLA Fielding School of Public Health who develop expertise in population and reproductive health. The certificate shows that the student has completed coursework and field work recommended by the Bixby Program and has developed competency in: population and reproductive health policies and programs; socioeconomic and behavioral factors; program design and evaluation; health education; and ethics and advocacy.

The Bixby Program in Population and Reproductive Health (PRH) will award certificates to any public health student who meets all of the following requirements:

- Fulfills at least eight out of 10 identified competencies. Students can develop a competency either by taking at least one course listed under that competency or through field work, Reproductive Health Interest Group participation, mentorship, or other work or academic experience;
- Completes at least six of the courses on the PRH matrix;
- Completes a 10-week field placement in PRH; and
- Completes a departmental project (e.g., CHS 211 A/B) on a PRH topic.

Any FSPH student who has completed the above requirements can apply for the certificate. Applicants will submit a copy of their current transcript and PRH matrix. Applicants must have a 3.0 GPA and have passed the PRH matrix courses with at least a B grade. Students' receipt of the certificate will be based on transcript and applications materials reviewed by Bixby Center leadership.

Certificate Program in Health Care Management and Leadership

The Department of Health Policy and Management, in partnership with UCLA Extension, offers a Certificate in Health Care Management and Leadership. This program targets health care professionals seeking to increase their management skills and others looking to transition into the health care industry. Certificate students must take six required courses and one elective. The required courses are: Introduction to the U.S. Health Care System, Introduction to Health Care Financial Management, Principles of Health Organization Management and Leadership, Strategy and Marketing for Health Organizations, Fundamentals of Health Law and Compliance, Quality Improvement and Performance Management, and Information Technology in Health Care Organizations. Certificate students have the option to take the elective in the Department of Health Policy and Management through concurrent enrollment; all other courses are taken through UCLA Extension.

Any student who has a bachelor's degree is eligible to be admitted into the Certificate Program in Healthcare Management and Leadership. During the application process, candidates must send proof of their undergraduate degree. Candidates without a degree may begin to take classes in the program, and based on their course grades, may petition for certificate enrollment. Certificate candidates must receive a grade of C or better to pass; those receiving a

C- or lower will be required to retake the course or consult with the program advisor to find a suitable substitute.

3.3.d. Description of the school's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The school uses a variety of methods to support the assessment of workforce training needs/competencies, the development of trainings, and the evaluation of continuing education trainings and workforce development strategies. The methods selected and used are dependent on the individual training programs.

The Southwest Regional Public Health Training Center (SRPHTC) is one example of a project that works with various academic institutions, practice agencies, associations, alliances and networks to assess workforce development priorities and continuing education goals and objectives. The SRPHTC is also in collaboration with the California-Nevada Public Health Training Center's San Diego State University and Loma Linda University in the development and implementation of a California statewide needs assessment. The knowledge-based needs assessment, based on the Council of Linkages Core Competencies, will assess the competencies of the public health workforce in the areas of Health Education, Environmental Health, and Epidemiology. Results from the needs assessment will help to prioritize training needs and guide the development of new continuing education courses.

Continuing education courses often include evaluations that are completed by trainees. For example, the SRPHTC has knowledge-based pre- and post-test assessments for each training in its Emerging Leader Workshop series, as well as a course evaluation, completed by training participants. Results from such evaluation assessments help to refine course content, as well as providing insights to the development of training courses in other areas.

Another survey developed by the school was sent to public health alumni and assessed the competencies they thought were most important and the skill sets that our recent graduates were most lacking when entering the professional workforce. The alumni, who were also hiring agents within their professional positions, provided much insight to this survey, which, in turn, helped to guide the school in the development of our competencies-based model of education.

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

Section 3.3.b provides the full list of continuing education programs offered by the school. This list provides several examples of the school's collaboration with various educational institutions or public health practice organizations in the efforts of offering continuing education. For example, the Southwest Regional Public Health Training Center is a collaborative effort between the FSPH and the University of Utah's Division of Public Health, and is one of the 38 Public Health Training Centers (PHTCs) that HRSA has funded nationally. The SRPHTC is also part of the consortium of the other two PHTCs serving California, Nevada, Hawaii, and the Associated Pacific Territories, which are led by San Diego State University Graduate School of Public Health, Loma Linda University School of Public Health, and the University of California, Berkeley School of Public Health. The SRPHTC also has a number of public health practice partners that provide insights to workforce development priorities and help to guide training goals and objectives. Examples of these collaborators include various state and county health departments, such as the California Department of Public Health and the County of Los Angeles Public Health; as well as the California Public Health Alliance for Workforce Excellence.

The Southern California NIOSH Education and Research Center (ERC) is one of 17 multidisciplinary centers in the United States supported by the National Institute for Occupational Safety and Health for education and research in the field of occupational health. It supports graduate degree programs in occupational medicine at UCLA and UC Irvine, and occupational health nursing and industrial hygiene at UCLA. In addition, two research training programs support pilot and doctoral research projects addressing research gaps identified by the National Occupational Research Agenda (NORA), and provide training and mentorship in the areas of occupational epidemiology and research on job stress and other work organization factors. The ERC also provides center-wide interdisciplinary occupational health practice training, including through work-site visits, workshops and clinical case conferences. The center collaborates with other schools at UCLA, as well as other institutions and organizations, to offer continuing education courses and conferences. Collaborations within the past and coming year include: OSHA Training Institute at UC San Diego – approximately 20 multi-day OSHA courses per year at various locations; American College of Occupational and Environmental Physicians (ACOEM) – American Occupational Health Conference; American Psychological Association/NIOSH – APA/NIOSH Conference on Work, Stress and Health 2013; University of California, San Francisco – Conference on Occupational Neurology; University of Illinois at Chicago School of Public Health ERC and Johns Hopkins University ERC – "Sustainable Environmental Planning" online course; Southwest Regional Public Health Training Center and County of San Bernardino – leadership training for public health nurses; Southwest Regional Public Health Training Center and County of Kings County – introduction to epidemiology.

The UCLA Labor Occupational Safety and Health Program (UCLA-LOSH), affiliated with the FSPH Center for Occupational & Environmental Health (COEH) and the UCLA Institute for Research on Labor and Employment, collaborates with workers, unions, community organizations, employers, academics, students, governmental representatives and health professionals to improve health and safety conditions for workers in Southern California. Their worker safety and health training programs include partner agencies, such as the Western Region Universities Consortium (UC Berkeley Labor Occupational Health Program, UC Davis Extension, Arizona State University, and the University of Washington), the State of California Commission on Health and Safety and Workers' Compensation, the Institute of Popular Education of Southern California, and the Koreatown Immigrant Worker Alliance.

3.3.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. The school is actively engaged in workforce development through a variety of continuing education programs. FSPH also offers special certificate programs to its students that are focused on developing competencies in important public health fields and that respond to the educational needs of the school's constituencies. Many of the continuing education courses and activities are interdisciplinary and are conducted by the school's centers as well as its departments, and result from collaborations and partnerships with agencies as well as organizations that are active within the community.

4.0 Faculty, Staff and Students

4.1 Faculty Qualifications

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the school's mission, goals and objectives.

4.1.a. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.
***Note: classification refers to alternative appointment categories that may be used at the institution.**

Table 4.1 Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area[1]

Primary faculty by background characteristics, 2012-13

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
BIOSTATISTICS								
BELIN, THOMAS R	Professor	Y	1.00	BS, MS, PhD	HARVARD U	Statistics	Missing Data; Cancer Control; Survey Inference	Basic Biostatistics; Causal Inference
BROOKMEYER, RONALD S	Professor	Y	1.00	BS, MS, PhD	U OF WISCONSIN MADISON	Statistics	Statistical Methods in Public Health; Survival Analysis; Infectious Disease Modeling	Statistical and Epidemiological Methods for HIV Research; Basic Biostatistics
CRESPI-CHUN, CATHERINE	Associate Professor	N	1.00	BA, MS, PhD	UC LOS ANGELES	Biostatistics	Correlated and Longitudinal Data; Trial Design; Cancer Prevention and Control	Applied Linear Regression
CUMBERLAND, WILLIAM G	Professor	Y	1.00	BS, MA, PhD	JOHNS HOPKINS U	Statistics	Sampling, Estimation and Modeling; Health Applications	Sampling; Linear Models
DABROWSKA, DOROTA M	Professor	Y	1.00	MA, PhD	UC BERKELEY	Statistics	Inference; Survival Analysis; Data Transformations	Survival and Stochastic Processes
KITCHEN, CHRISTINA M	Professor	Y	1.00	BA, MS, PhD	CALIFORNIA INST OF TECHNOLOGY	Statistics	Bayesian Phylogenetics; HIV Evolution and Pathogenesis	Distribution Free Methods
LI, GANG	Professor	Y	1.00	BA, MS, PhD	FLORIDA STATE U	Statistics	Survival Analysis; Nonparametric and Semiparametric Inference	Basic Biostatistics; Estimation
TELESCA, DONATELLO	Assistant Professor	N	1.00	BS, MS, PhD	U OF WASHINGTON	Statistics	Dependent Data and Nonparametrics	Biostatistics
WEISS, ROBERT ERIN	Professor	Y	1.00	Bmath, MS, PhD	U OF MINNESOTA	Statistics	Longitudinal Data; Bayesian Methods; Hierarchical Models	Multivariate Data; Bayesian Statistics
WONG, WENG KEE	Professor	Y	1.00	BS, MS, PhD	U OF MINNESOTA	Statistics	Optimal Design; Linear Models and Research in Rheumatology	Experimental Design

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
SENTURK, DAMLA	Assistant Professor in Residence	N	1.00	BS, MS, PhD	UC DAVIS	Statistics	Regression Model Building for Repeated Measures	Biostatistics
COMMUNITY HEALTH SCIENCES								
ANESHENSEL, CAROL S	Professor	Y	1.00	BA, MS, PhD	CORNELL U	Sociology	Mental Health; Data Analysis; Research Methods	Mental Health; Research Methods
BOURQUE, LINDA B	Professor	Y	1.00	BA, MA, PhD	DUKE U	Sociology	Social/Behavioral Aspects of Disasters; Intentional and Unintentional Injury	Advanced Social Research Methods
FORD, CHANDRA L	Assistant Professor	N	1.00	PhD, MPH, MLIS	U OF NORTH CAROLINA CHAPEL HILL	Community Health Sciences	Aging; Community Health; Infectious Diseases; Low-Income, Homeless and Marginalized Populations; Minority Health and Health Disparities; Violence	Health Disparities, Health Equity, and Sexual Minority Populations
GEE, GILBERT CHEE-LEUNG	Professor	Y	1.00	PhD	JOHNS HOPKINS U	Community Health Sciences	Migration and Immigrant Health; Minority Health and Health Disparities; Nutrition; Population Health; Social Determinants of Health	Influence of Social and Physical Environment on Racial Health Disparities; Writing for Publication in Public Health
GIPSON, JESSICA D	Assistant Professor	N	1.00	PhD, MPH	JOHNS HOPKINS U	Community Health Sciences	Family Health; Gender and Women's Health; Population Health; Social Determinants of Health	Program Planning, Research, and Evaluation in Community Health
GLIK, DEBORAH C	Professor	Y	1.00	BA, ScD	JOHNS HOPKINS U	Behavioral Sciences	Health Communication Planning and	Health Promotion; Education; Communication

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
							Evaluation	
GOLDSTEIN, MICHAEL S	Professor	Y	1.00	BA, MA, PhD	BROWN U	Sociology	CAM; Social Movements and Health	CAM
HARRISON, GAIL G	Professor	Y	1.00	BS, MNS, PhD	U OF ARIZONA	Phys Anthropol-ogy	Malnutrition; Intrnl Health; Nutrition Assessment	Nutrition and Chronic Disease
KAGAWA SINGER, MARJORIE	Professor	Y	.50	BS, MN, MA, PhD	UC LOS ANGELES	Anthropol-ogy	Health Disparities and Cultural Variation	Race and Ethnicity; Methodology
MORISKY, DONALD E.	Professor	Y	1.00	BS, MSPH, ScM, ScD	JOHNS HOPKINS U	Patient/Com Health	Planning/Evaluation Health Education Programs	Social and Behavioral Science
PEBLEY, ANNE R	Professor	Y	1.00	BA, MPS, PhD	CORNELL U	Sociology	Demographic/Popul-ation Policy/MCH	Maternal and Child Health; Population Policy
PRELIP, MICHAEL L	Adjunct Professor	N	1.00	BA, MPH, DPA	UC LOS ANGELES	Public Admin	Community Based Intervention; Health Communication	Program Planning, Research and Evaluation
SHOAF, KIMBERLY	Assoc Professor in Residence	N	1.00	EMT, BS, MPH, DrPH	UC LOS ANGELES	Public Health	Public Disasters and Emergencies	Emergency Public Health
SIEGEL, JUDITH M	Professor	Y	1.00	BA, MS, PhD, MdHyg	U OF WASHINGTON	Social Psychology	Stress/Coping; Worksite Health Promo; Soc Epi	Social Epidemiology; Behavior Change
UPCHURCH, DAWN M	Professor	Y	1.00	MD, MTOM LAc	JOHNS HOPKINS U	Community Health Sciences	Women's Health; Biosocial Models of Health; Altn Med	Women's Health Issues
VON EHRENSTEIN, ONDINE SOLV	Assistant Professor	N	1.00	PhD, MPH, MS	U OF BIFLEFELD	Community Health Sciences	Environmental Health, Genetics, Pregnancy Outcome, Preterm Birth, Gene-Environmental Interaction	Addressing Global Health Problems; Child and Reproductive Health in Communities
WALLACE, STEVEN P	Professor	Y	1.00	PhD	UC SAN FRANCISCO	Community Health Sciences	Access to Care; Gerontology; Minority Elderly; Immigrant Health	Aging; Health Policy
WANG, MAY-CHOO	Associate			DrPH	UC BERKELEY	Community	Children and Youth;	Social Determinants

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
	Professor	Y	1.00			Health Sciences	Community Health; Health Behaviors; Migration and Immigrant Health	of Nutrition and Health; Assessment of Family Nutrition
ENVIRONMENTAL HEALTH SCIENCES								
ALLARD, PATRICK	Assistant Professor	N	.50	PhD	McGILL UNIVERSITY	Environ-mental Health Sciences	Development of Qualitative Methodology; Environmental Health; Genetics	Environmental Health Sciences
AMBROSE, RICHARD	Professor	Y	1.00	BS, PhD	UC LOS ANGELES	Biology	Coastal Env Issues; Ecosystem Health/Restoration	Applied Ecology
COLLINS, MICHAEL D	Professor	Y	1.00	BS, MS, MSPH, PhD	U OF MISSOURI COLUMBIA	Civil Engineering	Teratogenesis	Fundamentals of Toxicology
ECKHERT, CURTIS D	Professor	Y	1.00	BS, MS, PhD	CORNELL U	Biochemical Nutrition	Chemical Concentration as Nutrients and Toxics	Environmental Health; Contaminants
GODWIN, HILARY	Professor	Y	1.00	PhD	STANFORD U	Environ-mental Health Sciences	Infectious Diseases, Health Education	Foundations of Environmental Health Sciences
JACKSON, RICHARD J	Professor	Y	1.00	MD, MPH, MS	UC SAN FRANCISCO	Environ-mental Health Sciences	Accidents and Injuries; Environmental Health; Health Behaviors; Health Promotion	Practical Applications in Environmental Health Sciences; Foundations of Environmental Health Sciences
KRAUSE, NIKLAS	Professor	Y	1.00	MD, PhD, MPH	U OF HAMBURG	Environ-mental Health Sciences	Aging; Cardiovascular Disease; Occupational Safety and Health	Occupational Epidemiology
QUE HEE, SHANE S	Professor	Y	1.00	BSc, MSc, PhD	U OF SASKATCH-EWAN	Chemistry/-Chem Eng	Sampling and Analysis Methods for Air, Water, Soil	Industrial/Environ-mental Hygiene
SUFFET, IRWIN	Professor	Y	1.00	BS, MS, PhD	RUTGERS STATE U	Environ-mental	Hazardous and Odorous Chemicals	Water Quality

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
						Science		
VALENTINE, JANE	Associate Professor	Y	1.00	BS, MS, PhD	U OF TEXAS	Environ-mental Health Sciences	Water Quality and Health	Aquatic Systems/Chemical Behavior
ZHU, YIFANG	Associate Professor	Y	1.00	PhD	UC LOS ANGELES	Environ-mental Health Sciences	Cardiovascular Disease; Environmental Health; Occupational Safety and Health; Respiratory Diseases	Exposure Assessment; Atmospheric Transport and Transformations of Airborne Chemicals
EPIDEMIOLOGY								
ARAH, ONYEBUCHI ANIWETA	Professor	Y	1.00	PhD, MPH, DSc, MSc, MD	U OF AMSTERDAM	Epidemiol-ogy	Cardiovascular Disease; Epidemiologic Methodology; Gender and Women's Health; Statistical Methodology	Topics in Theoretical Epidemiology, Logic, Causation, and Probability
ARMENIAN, HAROUTUNE	Professor in Residence	N	1.00	MD, MPH, DrPH	JOHNS HOPKINS U	Epidemiol-ogy	Disaster and Emergency Preparedness; Epidemiologic Methodology; Mental Health	Contemporary Health Issues
CLEMENS, JOHN	Professor	Y	1.00	MD	YALE U	Epidemiol-ogy	Infectious Diseases in Developing Countries	Epidemiology
COCHRAN, SUSAN D	Professor	Y	1.00	BA, MA, PhD, MS	UC LOS ANGELES	Clinical Psychology	Social Adversity and Health; Psychiatric Education	Psychiatric Epidemiology
DETELS,ROGER	Professor	Y	1.00	BA, MD, MS	NEW YORK U	Epidemiol-ogy	HIV/AIDS; Emerging Infections; Intnl Health	Seminars in HIV/AIDS
GORBACH, PAMINA M	Professor	Y	1.00	DrPH	U OF NORTH CAROLINA CHAPEL HILL	Epidemiol-ogy	Alcohol, Tobacco and Other Substance Use; Infectious Diseases	Methods in HIV/STI Epidemiology; Principles of Epidemiology
HUSSAIN, SHENAZ				PhD	U OF	Epidemiol-	Molecular	Epidemiology

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
	Assistant Professor in Residence	N	1.00		WASHINGTON	ogy	Epidemiology of Infection-Associated Cancers	
JAVANBAKHT, MARJAN	Associate Professor in Residence	N	1.00	PhD	UC LOS ANGELES	Epidemiol-ogy	Factors that Place People at Increased Risk for Sexually Transmitted Infections	Epidemiology
KHEIFETS, LEEKA I	Professor in Residence	N	1.00	BSE, MA, PhD	UC BERKELEY	Epidemiol-ogy	Intnl Health; Use of Epi for Evidence Based Policy	Environmental and Occupational Epidemiology
LIU, SIMIN	Professor	Y	1.00	MD, PhD	HARVARD U	Epidemiol-ogy	Uniting Molecular Genetics, Nutrition, Physiology and Clinical Medicine	Epidemiology
RIMOIN, ANNE W.	Professor	Y	1.00	BA, MPH, PhD	JOHNS HOPKINS U	International Health	Zoonotic Infections; Monkeypox; Disease Surveillance	Emerging Infectious Diseases
RITZ, BEATE R.	Professor	Y	1.00	MD, PhD, MPH	UC LOS ANGELES	Epidemiol-ogy	Aging; Environmental Health; Genetics; Neurodegenerative Disease	Advanced Seminar in HIV Prevention Research; Advanced Seminar: Epidemiology
SHAFIR, SHIRA CHANI	Assistant Adjunct Professor	N	1.00	PhD, MPH	UC LOS ANGELES	Epidemiol-ogy	Disaster Preparedness; Infectious Diseases	Foodborne Illnesses; Global Health and Tropical Medicine
ZHANG, ZUOFENG	Professor	Y	1.00	MD, MPH, PhD	STATE U OF NEW YORK AT BUFFALO MAIN CMP	Cancer Epidemiol-ogy	Cancer; Molecular Epi; Gene-Environ Interaction	Cancer and Nutritional Epidemiology
HEALTH POLICY AND MANAGEMENT								
BASTANI, ROSHAN	Professor	Y	1.00	BA, MPH, PhD	U OF HOUSTON	Social/-Health Policy	Detection and Prevention of Behaviors in Disease Control;	Cancer Prevention and Control
GANZ, PATRICIA A	Professor	Y	1.00	BA, MD	UC LOS ANGELES	Health Policy and Mgmt	Quality of Care; Outcomes; Cancer Survivorship	Public Health Ethics
GLENN-MALLOUK,	Assistant	N	1.00	BA, MS, PhD	CHICAGO	Clinical	Cancer Prevention	Health Policy and

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
BETH ANN	Adjunct Professor				MEDICAL SCH	Psychology	and Control	Management
HILBERMAN, DIANA W	Adjunct Professor	N	1.00	BA, MSP, MPH, DrPH	UC LOS ANGELES	Health Care Mgmt/Policy	Mgmt of Health Care Delivery Organizations	Health Care Organization and Management
INKELAS, MOIRA	Associate Professor	Y	1.00	BA, MPH, Mphil, PhD	RAND	Child/Family Health	Child Health/Chronic Conditions	Child Health
KOMINSKI, GERALD F	Professor	Y	1.00	BA, PhD	U OF PENNSYL-VANIA	Public Policy Analysis	Costs of Uninsured; Assesing Health Plan Performance; Medicare	Research Methods; Health Economics
MAXWELL, ANNETTE	Adjunct Professor	N	1.00	MS, DrPH	UC LOS ANGELES	Nutrition	Cancer Health Disparities	Cancer Prevention and Control
MCCARTHY, WILLIAM	Adjunct Professor	N	1.00	AB, MA, PhD	YALE U	Psychology	Health-Related Lifestyle Change	Cancer Prevention and Control
NEEDLEMAN, JACK	Professor	Y	1.00	BS, MA, PhD	HARVARD U	Health Policy and Mgmt	Impact of Markets and Public Policy on Quality/Access to Care	Health Policy Analysis
ORTEGA, ALEXANDER N.	Professor	Y	1.00	BA, MPH, PhD	U OF MICHIGAN	Epidemiol-ogical Sciences	Latino Health; Children's Health Services Research; Mental Health	Health Services Research Methods
POURAT, NADEREH	Adjunct Professor	N	1.00	BA, MPH, PhD	UC LOS ANGELES	Health Policy and Mgmt	Access to Medical and Dental Care	Health Services Organizations
PONCE, NINEZ A	Associate Professor	Y	.80	BS, MPP, DrPH	UC LOS ANGELES	Health Services	Societal and Health Care Market Sources of Health Disparities	Health Disparities
RICE, THOMAS H	Professor	Y	1.00	PhD	UC BERKELEY	Health Policy and Mgmt	Physician Payment; Medicare; Alternative Delivery Systems	Health Economics; Research Methods
RODRIGUEZ, HECTOR P	Associate Professor	Y	1.00	PhD	HARVARD U	Health Policy and Mgmt	Organizational Influences on Medical Care Quality and Public Health System Effectiveness	Health Services Organization and Management Theory
ROBY, DYLAN	Assistant			PhD	GEORGE	Health	Health Care	American Political

Department/Faculty Member	Title/ Academic Rank	Tenure Status	FTE or % time	Graduate Degrees Earned	Terminal Degree Institution	Terminal Disciplinary Area	Research Interests	Teaching Areas
	Adjunct Professor	N	1.00		WASHINGTON U	Policy and Mgmt	Affordability and Access to Care for Uninsured	Institutions and Health Policy
ROSENSTOCK, LINDA	Professor	Y	1.00	BA, MPH, MD	JOHNS HOPKINS U	Medicine	Public Health and Science Policy	Occupational Health/Health Public Policy
SCHWEITZER, STUART O	Professor	Y	1.00	BS, MA, PhD	UC BERKELEY	Economics	Pharmaceutical Economics and Policy; Genetics Policy	Pharmaceutical Economics and Policy
VRIESMAN, LEAH	Assistant Adjunct Professor	N	1.00	PhD	UC LOS ANGELES	Health Policy and Mgmt	Personal Health Records; Medical Travel; e-Health	Strategic Management of Health Service Organizations and Healthcare Marketing
VARGAS BUSTAMANTE, ARTURO	Assistant Professor	N	1.00	PhD	U C BERKELEY	Health Policy and Mgmt	Health Care Disparities; Health Policy in Developing Countries	Health Systems Organization and Financing
YANCEY, ANTRONETTE KAY	Professor	Y	1.00	BA, MPH, MD	DUKE U	Medicine	Chronic Disease Prevention and Health Promotion; Health Disparities	Obesity, Physical Activity and Nutrition
ZIMMERMAN, FREDERICK J	Professor	Y	1.00	PhD	U OF WISCONSIN MADISON	Health Policy and Mgmt	Effects of Early Media Exposure on Child Health and Development	Ethical Issues in Public Health; Determinants of Health

[1] Based on CEPH Data Template 4.1.1

4.1.b. If the school uses other faculty (adjunct, part-time, secondary appointments, etc.), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the school, e) gender, f) race, g) highest degree earned (optional: schools may also list all graduate degrees earned to more accurately reflect faculty expertise),h) disciplines in which listed degrees were earned and i) contributions to the school. See CEPH Data Template 4.1.2.
The table listing FSPH non-primary faculty can be found in Appendix 11. Regarding the FTE count for this table, in the UC system, only tenure-track faculty hold an FTE, and the FTE is counted in the faculty member's academic home department. Non-primary faculty include full-time tenured faculty with appointments in other schools on campus, in-residence faculty who are Academic Senate members but have no FTE because appointments in this series does not confer tenure, and adjunct appointees, who have neither Academic Senate standing nor tenure.

4.1.c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.
The integration of public health practice into the full range of faculty activities is an important and consciously held goal for the school. The school utilizes a number of different approaches to achieve this goal. All faculty are strongly encouraged to participate in community public health efforts as consultants, planners, evaluators or in other capacities. Community service and participation in public health practice are assessed each time a faculty member is considered for promotion or retention. Although the amount of faculty involvement in practice varies considerably, participation for the faculty as a whole is both extensive and significant, including service on government advisory groups, community-based NGOs and involvement in professional community outreach efforts.

Efforts to integrate community public health practice into the school's teaching and research functions are evident throughout the school. Each department is involved in community-based research, as described in 1.2.a.

In addition, there are a substantial number of adjunct faculty who are primarily practitioners. They bring a wealth of practical experience into their classroom teaching by utilizing examples from their professional practice. (See Appendix 11, column "Title and Current Employer.")

4.1.d. Identification of measurable objectives by which the school assesses the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years. See CEPH Outcome Measures Template.
In terms of training, all of our full-time faculty have earned doctoral degrees from some of the best universities in the world (see data in Table 4.1). Their areas of specialty have been either public health or other fields that are directly related to their current activities. The part-time faculty are similarly well qualified. Notwithstanding the faculty's excellent training, we believe that teaching, research and service, the three aspects of faculty performance that are reviewed in promotion assessments, are the most appropriate criteria for judging the qualifications of the faculty complement. Data relevant to each are considered here.

With regard to teaching, the mean rating of the instructor and of the course overall are presented for the School of Public Health for the academic years 2010-11, 2011-12 and 2012-

13. As can be seen, instructors and courses receive good ratings from students, averaging four or above on a five-point scale. Scores for the school are comparable to those for the campus and are consistent across the three years.

Table 4.2 FSPH Instructor and Course Ratings on a 1-5 Scale[1]

Term	Instructor Average	Course Average
Fall 2010	4	3.7
Winter 2011	4.3	3.9
Spring 2011	4.2	4
Fall 2011	4.1	3.6
Winter 2012	4.3	3.9
Spring 2012	4	3.8
Fall 2012	4.1	3.9
Winter 2013	4.1	4
Spring 2013	4.2	4

[1] 5-point scale: higher numbers indicate more favorable ratings

Data relevant to research is discussed in section #3 of this report. The data presented offer documentation of UCLA's strength in public health research. The empirical indicators attest to the productivity of the faculty (more than 1,000 peer-reviewed articles over the past three academic years) and the financial dimension of the research enterprise (with a three-year average of more than $50 million in research funds awarded). Furthermore, the list of recent awards shows that the school is heavily involved in research most relevant to enhancing the health of vulnerable groups and communities, which is a central mission of the school.

Data relevant to professional and community service are discussed throughout this report. An average of 40% of the school's contract and grant awards have been community-based over the past two years, with an average of 10% having international collaborations. All of these activities are consistent with the mission of the school.

4.1.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. The school's faculty provides a great variety of expertise, experience and engagement in the teaching, research and practice of public health. Based on available funding and specific needs of programs, the school reassesses on an annual basis its needs for new full-time faculty. Preliminary recommendations from the departments as to their needs are coordinated at the school level by the dean and the dean's council. A national search process is initiated and the best candidate is invited following detailed review and discussion at the departmental and school levels.

4.2 Faculty Policies and Procedures

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

Academic Personnel develops, implements and manages policies and procedures pertaining to the employment relationship between an academic appointee and the University of California. These policies and procedures are issued by the provost and executive vice president of academic affairs and published in the Academic Personnel Manual (APM). Details of what is included in the APM can be found here: http://www.ucop.edu/academic-personnel/academic-personnel-policy/index.html.

The University of California has systemwide policies that outline faculty rules and regulations regarding conduct, which are clearly listed in the faculty code of conduct. Please see item 4.2.a in the resource file

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

Enhancing the professional development of all faculty is a primary consideration in the school. This goal is congruent with priorities of the campus and the university, which make faculty development a systemwide priority. To this end, reviews of faculty performance with regard to research, teaching and community service are conducted in a manner that maximizes feedback to the individual. Redacted versions of all letters of evaluation and other commentary are available, and counseling sessions with department chairs, deans and other senior faculty are incorporated into the process.

Each department conducts a mentoring program for junior faculty. At the schoolwide level, the associate deans for academic programs and for research are available to meet with junior faculty to mentor them in the promotion and tenure process and in establishing an independent research agenda. The UCLA Office of Faculty Diversity and Development also provides a wide array of services, workshops and mentoring opportunities for any faculty members on campus. Participation in these activities is voluntary.

Assistant professors in the UC system are evaluated in their fourth year for the purpose of providing guidance in planning professional objectives and feedback on career trajectories. In addition to the redacted commentaries and counseling that the assistant professor receives as part of the fourth-year appraisal, he/she receives one of three dispositions regarding progress toward achieving tenure: favorable, with reservations or unfavorable.

The UCLA Office of Instructional Development (OID) supports the instructional mission of the university and enhances teaching and learning opportunities. Through grants, programs and services, OID promotes the effective use of current and emerging instructional methodologies and technologies. To assist with improving classroom performance, OID involves analysis of student feedback and videotaped teaching critiques. Participation in OID activities is voluntary, although chairs or the dean may recommend to a faculty person that he/she seek assistance from OID.

All faculty members have access to UCLA's state-of-the-art computer facilities. All newly appointed assistant professors are provided with computers and access to electronic services.

Sabbatical leave for one quarter with full pay is available to FTE faculty members after each nine quarters (three years) of service. Normally, faculty may take up to two consecutive quarters of leave with full pay, or three consecutive quarters with two-thirds pay, if the requisite quarters of service have been completed. Professors at all ranks, including assistant professor, are able to earn sabbatical leave. In general, obtaining sabbatical support requires submission of a prospectus specifying how the sabbatical will enhance professional development. In the school, the majority of faculty take advantage of this opportunity and sabbatical requests are routinely approved.

To supplement the programs described above, the FSPH has adopted special procedures to promote faculty career development for assistant and other newly hired professors during their early years at UCLA. These include reduced teaching loads, summer stipends and seed money for research support.

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

University faculty are reviewed on a regular basis, against department and UC systemwide criteria found in the APM and the UCLA CALL (a local procedures manual, implementing policies as stated in the APM).

The UC system utilizes two types of review processes: (1) merit increases within rank (e.g., steps within the assistant professor rank), and (2) promotion to a higher rank (e.g., from assistant to associate professor or to professor), or to professor VI or professor above scale (e.g., distinguished professor, above Step IX). Advancement to Step VI or above scale is based not only on performance since the last preceding advancement, but also on performance over the individual's academic career.

Newly appointed faculty at the assistant rank have eight years to be promoted to the rank of associate. They are subject to reappointment and renewal every two years; at four years, assistant professors undergo an appraisal process. After department faculty review and vote on the appraisal, it is submitted directly to the Academic Senate's Council on Academic Personnel (CAP). CAP is a reviewing agency and has no approval authority; CAP does, however, make recommendations and provides a report for use by deans and department chairs to evaluate the likely success of the assistant professor, noting areas that need improvement.

Associate professors are eligible for merits every two years; eligibility does not imply automatic advancement. Full professors are eligible for merits every three years, subject to the same review outlined above. Faculty also have the opportunity to accelerate these step increases by demonstrating exceptional performance.

The process begins when the school's Academic Personnel Office annually notifies the department chairs of upcoming reviews. The chair then informs the faculty member who is responsible for assembling a standardized data summary. The data summary lists all teaching, research and service activities *since the faculty member's last merit review.* The completed forms, along with student evaluations of teaching and other relevant personnel information such as copies of publications, research reports and a personal statement by the candidate, are assembled in a dossier, which is reviewed and voted on by the departmental faculty. The chair makes a recommendation regarding the personnel action to the dean, who has final authority on

all normal step increases and one-year accelerated step increases. Academic personnel under consideration for rank promotion, and professors under consideration for step promotion to professor VI or above scale, follow the above procedure and are further appraised by a review committee assigned by the University Academic Personnel Office. In addition, assistant professors are appraised by a review committee during their fourth year of service to gauge their progress toward a tenure appointment. Review committees utilize an extensive process of evaluation, which includes peer review of teaching, assessment of research excellence and determination of level and value of service. These campus-level reviews are conducted in addition to the reviews of the department and the dean, and their findings are summarized in written form and returned to the department chair. The school has the opportunity to rebut the response of the review committee, if it so wishes.

4.2.d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

At the end of the quarter, students complete an online evaluation that asks them not only to rate the standard items that were on the old UCLA Scantron evaluations (e.g., effectiveness and organization of the instructor(s) in delivering the course material on a Likert scale from 1 to 5), but also to judge how well they feel the course helped them achieve the learning objectives specified by the instructor (also on a Likert scale from 1 to 5) and to provide open-ended comments on the instructor's performance and the course overall. Based on the average student scores for each learning objective and the information provided by the instructor prior to the course about how the course learning objectives are linked to programmatic competencies, SPHweb gives a measure of the contribution of each course toward meeting the programmatic competencies. A summary of student scores and comments for each course is made available to the instructor and the instructor's chair after all final grades are submitted for the course. Within SPHweb, these scores are summed up to yield matrices of how courses taken by students within a particular degree program contribute to development of competencies and can be used by the EPCC and administration to assess whether there are gaps in the curriculum as a whole that need to be addressed. Likewise, individual faculty and department chairs can use individual reports for instructors and courses to identify areas for improvement in course content, teaching delivery and effectiveness to assist faculty at all levels in improving their teaching skills.

4.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met. The evaluation process effectively provides an opportunity for reviewing faculty contributions at the course, research and service level, as well as including findings as part of the process of merit and promotional reviews, which occur more frequently than in most universities in the United States**.**

4.3 Student Recruitment and Admissions

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

4.3.a. Description of the school's recruitment policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.
Recruitment for the FSPH is a joint effort of the central Student Affairs Office, the departmental faculty admissions committees and the departmental student affairs officers. Faculty, students and staff engage in efforts to promote FSPH programs as part of their participation in recruitment fairs, conferences and career days about the public health profession and other outreach activities. Student volunteers are integral in assisting with presentation to UCLA undergraduate association meetings and outreach to local high schools. Students are also integral in outreach activities at local and national conferences and meetings (including APHA). The central Student Affairs Office admission staff attend graduate and professional school information fairs throughout the U.S. In line with goals and objectives to maintain a high level of diversity, the staff utilize targeted outreach plans to include colleges and universities that are designated HBCUs (Historically Black Colleges and Universities), HSIs (Hispanic Serving Institutions) and other academic institutions with high diversity enrollment numbers.

Table 4.3 Admission Recruiting Activities

Recruiting Activities	Fall 2010 Entering Class	Fall 2011 Entering Class	Fall 2012 Entering Class	Fall 2013 Entering Class
Total Number of Events	45	50	45	76
Events at UCLA	14	23	21	19
Virtual Events	0	0	7	7
Out-of-State Events	11	10	9	37
Other Events	20	17	8	13
Number of Miles Traveled	36,000	43,000	44,000	100,000
Number of Initial Personal Contacts	2,000	2,500	1,900	2,475
Number of Mailings	4,000	4,000	4,000	4,000

The departmental faculty, student affairs officers and students are integral in actively recruiting applicants through Admitted Student Days or through telephone contact with applicants who have been offered admissions.

In line with state laws, specific target enrollment goals surrounding areas of diversity are prohibited. Therefore, our admissions staff is committed to a very broad range of outreach activities to continue to increase the number of qualified applications each year. With our target faculty/student ratio remaining constant and an annual increase in applications, the school continues to strive to be more selective in our admissions processes. The UCLA Graduate Division offers a training session each year for faculty admissions committee members on how to complete holistic application reviews and how to utilize graduate exam scores appropriately. The departmental student affairs officers also provide training to departmental admissions committees to educate them on our SOPHAS/WebAdmit online reviewer portals, etc.

The Fielding School has also been able to re-allocate financial aid resources to provide 23 two-year, $10,000 scholarship packages to incoming MPH students. Newly admitted students are provided an offer of admission with their financial support packages included to assist in making their decision to matriculate to FSPH. These financial aid offers have leveraged acceptance rates for those applicants at a higher rate than the general admitted student pool.

4.3.b. Statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.
The policy of the FSPH is to ensure entrance for the most qualified applicants without regard to gender, ethnicity, national origin, religion, sexual orientation or physical ability. Selection is based on promise of success in the proposed work, judged primarily from the applicant's previous record.

The admissions policies and procedures for the FSPH are directly in line with the Codification of Admissions Policies and Procedures for the University of California (please see the resource section). The specific admission requirements for each degree are described on the FSPH

website and through the Graduate Division website. In general, master's applicants must meet the university minimum requirement of holding an acceptable bachelor's degree, having earned a 3.0 GPA in upper-division coursework and/or prior graduate study. The average GPA of accepted applicants is significantly higher (see Table 4.6). Applicants must also perform satisfactorily on a recent Graduate Record Examination (GRE). The Medical College Admission Test (MCAT), Dental Admission Test (DAT) or Graduate Management Admission Test (GMAT) may be accepted in lieu of the GRE under certain circumstances. The candidates' prior program of study should include adequate preparation in mathematics, physical sciences, biological sciences and social sciences. For acceptance into the doctoral programs, applicants typically have a grade point average of 3.5 or above, though this is not required. Applicants must perform satisfactorily on a recent GRE.

International applicants from foreign countries must hold a bachelor's degree equivalent and demonstrate above-average scholarship at a university-level institution. Applicants are evaluated in terms of scholastic qualifications and formal preparation for the graduate field of study. In addition, applicants from non-English speaking countries who are accepted in the school must satisfactorily pass both the Test of English as a Foreign Language (TOEFL) and the UCLA English as a Second Language Placement Examination (ESLPE). Students who do not satisfactorily pass the ESLPE have the opportunity to improve their English comprehension skills by enrolling in the English as Second Language courses. Enrollment in the university is canceled for those who do not pass the ESLPE.

All applicants must complete both the UCLA Graduate Division application and the SOPHAS online application system. Once verified by SOPHAS, all applications are forwarded through the online reviewer portal to the central Student Affairs Office admissions staff for review and processing. Once verified by the central admissions staff, completed applications are forwarded to the departmental student affairs officers for processing and assignment to the appropriate faculty review committees. Each department in the school has either an admissions committee or a committee of the whole that reviews applications for admission and recommends an action. These committees forward their recommendations to the department chairs, who in turn forward recommendations to the central Student Affairs Office. The official decision letter subsequently comes from the UCLA Graduate Division.

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.

All recruitment materials are designed with the university's directive of "greening" the university. All materials are compact and direct applicants to the FSPH website for detailed information regarding our admissions procedures, academic offerings, program requirements, academic calendars, tuition/fees and academic policies (please see the resource file for examples of promotional materials). The appropriate websites are:

http://ph.ucla.edu/student-affairs/prospective-students
http://www.gdnet.ucla.edu/prospective.html
http://www.gdnet.ucla.edu/asis/stusup/index.html
http://www.gdnet.ucla.edu/asis/diversity/index.html
http://www.registrar.ucla.edu/fees/
http://www.registrar.ucla.edu/schedule/schedulehome.aspx
http://www.registrar.ucla.edu/calendar/
http://grad.ucla.edu/departments.html

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.4 Quantitative Information on Applicants, Acceptances, and Enrollments, 2010 to 2013[1]

		2010-11	2011-12	2012-13
BIO				
MPH	Applied	15	16	14
	Accepted	11	7	5
	Enrolled	5	3	3
MS	Applied	69	61	61
	Accepted	37	44	34
	Enrolled	14	12	10
DrPH	Applied	7	4	2
	Accepted	0	1	0
	Enrolled	0	1	0
PhD	Applied	65	65	57
	Accepted	11	11	7
	Enrolled	3	6	2
		2010-11	**2011-12**	**2012-13**
CHS				
MPH	Applied	355	335	332
	Accepted	116	209	136
	Enrolled	56	72	47
MS	Applied	4	13	11
	Accepted	4	9	4
	Enrolled	4	3	0
DrPH	Applied	13	17	17
	Accepted	4	0	1
	Enrolled	2	0	0
PhD	Applied	47	54	32
	Accepted	14	16	7
	Enrolled	3	1	2
MPH-HP	Applied	23	24	15
	Accepted	22	15	8
	Enrolled	11	8	6
		2010-11	**2011-12**	**2012-13**
EHS				
MPH	Applied	46	40	54
	Accepted	26	31	35
	Enrolled	13	5	11

		2010-11	2011-12	2012-13
MS	Applied	21	20	23
	Accepted	14	20	18
	Enrolled	7	4	3
DrPH	Applied	2	3	3
	Accepted	4	2	0
	Enrolled	2	1	
PhD	Applied	12	23	14
	Accepted	2	10	5
	Enrolled	1	4	1
		2010-11	**2011-12**	**2012-13**
ESE				
DEnv	Applied	10	16	N/A
	Accepted	4	4	N/A
	Enrolled	1	1	N/A
		2010-11	**2011-12**	**2012-13**
MOLTOX				
PhD	Applied	14	9	7
	Accepted	9	3	4
	Enrolled	4	2	3
		2010-11	**2011-12**	**2012-13**
EPI				
MPH	Applied	168	173	173
	Accepted	55	105	99
	Enrolled	26	23	25
MS	Applied	29	22	27
	Accepted	11	21	18
	Enrolled	7	5	6
DrPH	Applied	4	8	14
	Accepted	0	3	1
	Enrolled	0	1	1
PhD	Applied	43	56	67
	Accepted	4	19	17
	Enrolled	3	3	7
		2010-11	**2011-12**	**2012-13**
HPM				
MPH	Applied	155	171	175
	Accepted	58	87	89
	Enrolled	26	27	29
MS	Applied	17	24	38
	Accepted	26	17	20

		2010-11	2011-12	2012-13
	Enrolled	12	15	9
DrPH	Applied	13	9	0
	Accepted	8	1	0
	Enrolled	4	0	0
PhD	Applied	25	36	42
	Accepted	10	10	17
	Enrolled	3	4	10
EMPH	Applied	32	39	41
	Accepted	32	22	30
	Enrolled	20	19	24

[1] Based on CEPH Template 4.3.1

4.3.e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, by concentration, for each degree, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Table 4.5 Student Enrollment Data from 2010-11 to 2012-13[1]

	2010-11	2011-12	2012-13
Master's Degrees			
Biostatistics	33	38	27
Community Health Sciences	157	158	141
Environmental Health Sciences	47	30	26
Epidemiology	66	57	58
Health Policy and Management	114	122	126
Doctoral Degrees			
Biostatistics	36	39	36
Community Health Sciences	63	64	57
Environmental Health Sciences	44	22	22
Environmental Sciences and Engineering	18	21	N/A
Molecular Toxicology	13	14	15
Epidemiology	43	48	51

	2010-11	2011-12	2012-13
Health Policy and Management	53	50	43
Joint Degrees			
Second (non-public health) Area			
Law (JD)	3	4	3
Medicine (MD)	2	10	12
Latin American Studies (MA)	8	7	3
Islamic Studies (MA)	0	0	0
Urban and Regional Planning (MURP)	N/A	N/A	3
Social Welfare (MSW)	10	8	10
African Studies (MSW)	3	3	3
Asian American Studies (MA)	2	1	0
Public Policy (MPP)	2	1	2
Business (MBA)	5	4	7

[1]based on CEPH Data Template 4.3.2

4.3.f. Identification of measurable objectives by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years. See CEPH Outcome Measures Template.

The FSPH utilizes a holistic review of applications when making admissions decisions. While GPA and GRE scores are the most quantifiable measurements within the application, these two areas are weighted differently by different departments and faculty. Other areas within the application also are weighted very heavily. Specific and/or minimum GPA and GRE scores are not targeted during the admissions process. After the class matriculates, the data are compiled and used to provide an overview of successful applicants to the FSPH. The following data are for the total matriculating class each fall.

Table 4.6 Newly Enrolled Student GPA and GRE Scores

GPA	Fall 2010 Average	Fall 2011 Average	Fall 2012 Average
Biostatistics	3.63	3.36	3.19
Community Health Sciences	3.69	3.53	3.40
Environmental Health Sciences	3.33	3.5	3.43

GPA	Fall 2010 Average	Fall 2011 Average	Fall 2012 Average
Epidemiology	3.63	3.44	3.58
Health Policy and Management	3.63	3.47	3.63
TOTAL	3.58	3.46	3.45
GRE Verbal Percentile	**Fall 2010 Average**	**Fall 2011 Average**	**Fall 2012 Average**
Biostatistics	63	75	78
Community Health Sciences	71	75	73
Environmental Health Sciences	70	59	58
Epidemiology	64	72	70
Health Policy and Management	80	67	75
TOTAL	69.6	70	71
GRE Quantitative Percentile	**Fall 2010 Average**	**Fall 2011 Average**	**Fall 2012 Average**
Biostatistics	85	85	82
Community Health Sciences	57	61	52
Environmental Health Sciences	65	61	66
Epidemiology	74	77	82
Health Policy and Management	65	58	68
TOTAL	69.2	68	70

Also see the resource file for historical program profile reports.

4.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is fully met. The FSPH has a very dynamic recruitment process for new students. It invests important resources to maintain a very diverse and strong student body with a good representation of minority students.

4.4 Advising and Career Counseling

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

4.4.a. Description of the school's advising services for students in all degree programs, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.
The FSPH provides an extensive array of student advising and counseling services. Students have access to advising from three different sources within the FSPH: the staff of the Central Student Affairs Office, the student affairs officers (SAOs) in the respective departments and faculty members. Each department SAO distributes handbooks to the department's students for guidance through the program, with a supplement to the orientation handbooks published by the UCLA Graduate Division. (Please see the resource file for copies of handbooks.) Students also have access to advising services from the various units in the Graduate Division and the Office of the Registrar. Additionally, all FSPH students have access to campus-level services, such as the Career Center, the Office for Students with Disabilities, Student Psychological Services, the Office of Ombuds Services and the Ashe Student Health and Wellness Center. The Ashe Center provides a full range of medical services and also coordinates support groups and individualized counseling for students with special needs. These services are vital to ensuring that students have the opportunity to develop to their maximum potential.

At the beginning of each academic year, students are highly encouraged to attend a variety of orientation activities hosted by the university, the school and the departments. Topics covered at these sessions include welcome speeches by the university and FSPH leadership, logistics to accessing resources, social/networking activities, etc. The orientation schedule also includes a university-wide volunteer day in the local Los Angeles community.

Within the FSPH, academic advising is an important faculty responsibility and a major component of our educational mission. Entering students are assigned to a faculty member who serves as his/her academic advisor. To the extent possible, advisor assignments are made on the basis of common interests; however, students may change advisors if they so choose. The faculty and administration are committed to facilitating productive advising relationships. Students are highly encouraged and should meet with their advisors at least once per quarter to assess progress and plan coursework, fieldwork, and research endeavors. In addition to the academic advisor, the departments of Community Health Sciences, Environmental Health Sciences, Epidemiology and Health Policy and Management have field placement supervisors who offer special assistance in securing internships and field placement opportunities. If a student wishes to change advisors, the student must submit a blue petition signed by the department to the central Student Affairs Office.

At the departmental level, individual departments regularly offer seminars and roundtables dealing with job placements, the changing employment picture, current trends within the field, and leadership development. Typically, these seminar series are presented jointly by faculty and a range of outside experts.

4.4.b. Description of the school's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to specific needs in the school's student population.
The mission of the Career Services Office (CSO), since its creation in 2006, is to facilitate the career development process for FSPH students through individual counseling sessions,

workshops, employer presentations, career fairs and online job postings. Working with department internship coordinators, alumni and the public health community, the CSO continues to provide career-related services to both doctoral and master's students, and to strengthen partnerships between the school's students and representatives in public health agencies. In an effort to ensure its services continue to meet the needs of the student population, the CSO seeks feedback from graduating students via an annual exit survey.

Primary Services:

Career Counseling

The Career Services Office continues to maintain an open door policy in which students are welcome to drop in at any time or make appointments. The staff is also available for career counseling and resume clinics at events sponsored by various student groups. The number of individual appointments where students receive resume critiques and job search advice continues to grow (approximately 90 in-person sessions annually), while virtual counseling with students remains the largest point of student contact (approximately 360 sessions annually). The CSO utilizes social media outlets like Facebook and LinkedIn to communicate with and advertise to our students and alumni.

Workshops

Each year the workshop series starts with a CSO workshop during fall quarter. Students are provided with an overview of workshops offered annually. These workshops provide FSPH students with necessary tools to enhance their success in the job search process. Each year career development workshops on topics such as interviewing skills, networking, job search strategies and writing resumes and cover letters are provided. New workshops such as "Federal, NIH and ASPH Internship and Career Opportunities" and "Resume Tips for Federal Jobs" have been added to the workshop series in recent years. While attendance at individual workshops varies, the average attendance is 20 students.

During the 2010-2011 academic year, the office started providing mock interviews for students, each for approximately 30 minutes, with a 30-minute debriefing session immediately following. Students were provided constructive feedback on their presentation and content of answers to questions. Each year approximately 20-25 students participate in the mock interview process. As a result of the positive feedback on this service, it has become an annual component of the workshop series.

Career Fairs

The annual career fair is held in conjunction with National Public Health Week activities at the FSPH. The event features participation from FSPH staff, students and alumni. Typically there are 18-22 recruiters and student attendance over the three-year period has varied from 80 to 100. Representatives were present from organizations such as the American Lung Association, CA Regional Water Quality Board, COPE Health Solutions, Kaiser Permanente, SCAN Health Plan, LA County Sheriff's Department, Health Net, Venice Family Clinic and the LA County Department of Public Health, to name a few. Some of the new organizations in attendance were CA Department of Health Care Services, Molina Healthcare, Coalition for Clean Air and UC Davis' LabAspire Program. After each career fair, the career services staff conducts a survey of all student participants. Results from the career fair surveys indicate on a consistent basis that at least 95% of the students felt they received information that is likely to benefit their job search activities.

In the fall quarter of 2012, at the request of students, the CSO held an additional “mini” career fair. Eleven organizations participated and approximately 60 students and alumni attended. Following positive feedback, the fall “mini” career fair has been added to future annual workshops.

Job Postings
Redesigning our online database and transitioning it to our own server is a continuing project. In the near future the job bank will be used for not only posting local, national and international jobs, internships and fellowships, but also as a place to collect student resumes and connect students with potential employers. The job bank is a valuable tool to increase resource availability to our current students as well as to alumni.

The usage of our internal online database for job and internship postings continues to increase dramatically each year.

Employer Presentations
Career services as well as various student groups and departmental associations within FSPH and across UCLA’s campus either had one-time events or monthly speaker series where professionals from the community provided information to our students. On average, two sessions per month were offered, giving students the opportunity to interact directly with employers and other professionals. Some of the organizations represented were Deloitte Consulting, Global Health Fellows Program, Price Waterhouse Coopers, Blue Shield, Environmental Protection Agency, Office of Environmental Health Hazard Assessment and the LA County Department of Public Health.

Internships
Since its first year, the CSO has disseminated information to students about internships, fellowships and post-master’s and postdoctoral fellowships. Each of the five departments within the school remains the primary contact for students in the internship process, and the CSO continues to offer its assistance.

Externships
During the 2011-2012 academic year, a new program was piloted to provide students with opportunities to get an insider’s view of a career path they would like to explore by shadowing an alumnus. Although similar in concept to a traditional internship, the externship is not for academic credit and is a non-paid, short-term experience (three to five days) for students in the MPH program during spring break. The program enabled students to reaffirm their interests in specific functions and/or fields of public health while making networking connections with alumni and others. Projects and activities during the externship included alumni shadowing, career consulting and information sharing, networking and project-based learning.

The FSPH received a strong response from the alumni community, with many offerings of externships covering many areas of public health, in many geographical locations.
Nineteen students responded and were asked to review the alumni listings and rank their top choices for externship sites. Students selected their sites based on the opportunities within the externship, the location and the time commitment involved. All 19 of the students were matched with their top choice.

Alumni hosts and students were surveyed after the externships were completed. Results indicated that 87.5% of alumni would be likely to participate again next year, and the remaining 12.5% indicated they would participate if their schedule permitted. 88.9% of students said they

would recommend the program to other students. Given the very positive response to the program, it has become an annual service of the CSO.

Annual Placement Data

The follow-up one-year post graduation employment survey provides detailed information about the employment status one-year post-graduation and shows that schoolwide, 95.4% of the 2012 graduates were employed or continuing education/training. This compares to 97.9% for 2011 graduates and 96.7% for 2010 graduates. For the doctoral cohorts, 97.6% of the 2012 graduates were employed or continuing education/training. This compares to 100% for 2011 graduates and 94.6% for 2010 graduates. Please refer to Tables 2.8 and 2.9 for further data about employment status and survey response rates.

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

In the exit survey for graduating students, we ask a series of questions about advising and counseling services. Data from our 2010-11, 2011-12, and 2012-13 exit surveys show that students are largely satisfied/neutral with these aspects of our program.

Satisfaction with Career Advising based on Graduating Student Survey

Table 4.7 Satisfaction with Central Career Services Office Based on Graduating Student Survey

	2010-11 (n= 205)	2011-12 (n=224)	2012-13 (n=199)
Very Satisfied	10.7%	12.10%	10.1%
Satisfied	26.3%	24.10%	24.2%
Neutral	45.4%	44.60%	43.4%
Dissatisfied	9.3%	5.40%	9.1%
Very Dissatisfied	4.4%	1.80%	4.0%

Table 4.8 Satisfaction with Career Counseling by Faculty Academic Advisors Based on Graduating Student Survey

	2010-11 (n= 205)	**2011-12 (n=226)**	**2012-13 (n=199)**
Very Satisfied	4.4%	12.8%	10.1%
Satisfied	23.9%	24.8%	18.7%
Neutral	35.1%	34.5%	35.4%
Dissatisfied	23.4%	19.9%	19.9%
Very Dissatisfied	13.2%	8.0%	13.1%

Table 4.9 Satisfaction with Advisor's General Advice and Support Office Based on Graduating Student Survey

	2010-11 (n= 205)	2011-12 (n=226)	2012-13 (n=199)
Very Satisfied	19.0%	19.9%	22.7%
Satisfied	36.1%	43.4%	40.4%
Neutral	25.4%	20.8%	22.7%
Dissatisfied	15.1%	10.6%	7.6%
Very Dissatisfied	4.4%	5.3%	6.6%

4.4.d. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

At times, the need arises for students to express concern or file a complaint or grievance regarding academic, policy or personal issues. Students are made aware of the avenues possible to them via email, their student handbooks, the website and during orientation. There are a wide variety of mechanisms to enable students to make anonymous complaints if they desire, to work directly with a staff member if needed, or to connect with fellow students. Most student complaints are handled well before they reach the formal complaint stage.

Common means for students to provide feedback and suggestions include:

- Connect directly with a student representative, their academic advisor, their departmental student affairs officers or the central Student Affairs Office staff;
- Respond to department and schoolwide surveys, exit interviews and focus groups;
- Attend the dean's meeting with student organization leaders;
- Attend the monthly informal coffees with the assistant dean for student affairs; and/or
- Meet with the Center for Health Sciences ombudsperson.

The Student Grievance Procedure is the formal mechanism within the FSPH and the university for reviewing student grievances after all efforts between the parties involved have proved unsuccessful.

If a student has concerns regarding a faculty or staff member, the first recourse for the student is to go directly to the persons involved with the conflict to resolve the matter informally. However, if the student feels uncomfortable approaching that particular faculty member or staff, the student has the option to use resources such as the departmental student affairs staff, department chair, assistant dean for student affairs, associate dean for academic programs, and/or associate dean for administration. Procedures and remedies at the departmental level should be exhausted before appealing the case. If the issue is not resolved at this level, the student may choose to file a formal complaint.

The primary intent of the formal procedures is to provide a means for dealing with particular kinds of student grievances. The types of appeals that typically go through this procedure are:

- All aspects of the degree involving grading and evaluation;
- Unjustified denial of student access to data or misappropriation of student data;
- Professional misconduct toward students; and/or
- Unfair, discriminating or intimidating treatment of students.

Students have access to resources regarding the appeals process through these websites:
http://www.studentgroups.ucla.edu/dos/
http://www.studentgroups.ucla.edu/dos/students/integrity/
http://www.studentgroups.ucla.edu/dos/students/conduct/

Should the parties involved be unable to resolve the situation at the school level, students can proceed with their formal complaint to the university by talking directly to the UCLA Dean of Students Office or the UCLA Graduate Division Student Affairs Office.

These offices all lie outside the domain of the FSPH, which allows students to provide more honest and anonymous feedback about their concerns.

There have been no formal complaints submitted during the accreditation time frame at hand.

4.4.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met, with commentary. The school and the university provide a full array of options for students to get their concerns heard and followed up. The majority of the students are satisfied with the advising support they receive from faculty and student affairs officers. However, there is less satisfaction with career counseling by academic advisors. As a result, we are putting together a new group of faculty and staff to see what improvements can be made in career counseling.

Since our last CEPH accreditation review, the FSPH has established a program of career counseling. Yet, graduating student survey results continue to show a large percentage of students reporting a "neutral" on the services provided for career counseling.