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| **California State University, Fresno****College of Health and Human Services** **Department of Public Health** **Department/Program Assessment Coordinators [i]: Drs. Perez and Zografos**  |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of the Master of Public Health (MPH) program is to promote, preserve, and restore health. This is accomplished by educating graduate students to be effective leaders and competent practitioners at the local, national, and international levels. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html

1. Acquiring Specialized Knowledge

2. Improving Intellectual Knowledge

3. Applying Knowledge

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

The program learning outcomes and related student learning outcomes for the MPH program are based on the foundational public health knowledge (template D1), foundational competencies (template D2-2), and concentration competencies (template D4-1) developed by the Council of Education for Public Health Professionals (CEPH) accrediting body.

* + 1. **To prepare graduate students with advanced disciplinary knowledge related to the field of public health.**
			1. Explain public health history, philosophy and values.
			2. Explain the critical importance of evidence in advancing public health knowledge.
			3. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
		2. **To prepare graduate students for analytical skill attainment.**
			1. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
			2. Interpret results of data analysis for public health research, policy or practice.
		3. **To prepare graduate students with research methods skill attainment.**
			1. Select quantitative and qualitative data collection methods appropriate for a given public health context.
			2. Apply principles of research ethics.
		4. **To prepare graduate students for policy development/program planning skill attainment.**
			1. Assess population needs, assets, and capacities that affect communities’ health.
			2. Design a population-based policy, program, project or intervention.
			3. Select methods to evaluate public health programs.
		5. **To prepare graduate students for communication (written and oral) skill attainment.**
			1. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
			2. Select communication strategies for different audiences and sectors.
			3. Communicate audience-appropriate public health content, both in writing and through oral presentation.
		6. **To prepare graduate students for cultural competency skill attainment.**
			1. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
			2. Describe the importance of cultural competence in communicating public health content.

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

|  | **1.a** | **1.b** | **1.c** | **2.a** | **2.b** | **3.a** | **3.b** | **4.a** | **4.b** | **4.c** | **5.a** | **5.b** | **5.c** | **6.a** | **6.b** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **I, or D or M** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **PH 208** | I | I | I |  | I |  | I | I | I | I |  | I | I | I | I |
| **PH 210** | I | I |  |  |  |  |  |  |  |  | I |  | D |  |  |
| **PH 202** |  |  |  | I, D |  |  |  |  |  |  |  |  |  |  |  |
| **PH 209** |  |  |  |  | I | I |  |  |  |  |  |  |  |  |  |
| **PH 206** |  |  |  |  | D, M |  |  |  |  |  |  |  |  |  |  |
| **PH 280** |  |  |  |  |  | D, M | D, M |  |  |  |  |  |  |  |  |
| **PH 203** |  |  | D, M |  |  |  |  |  | D |  | D, M | D |  |  |  |
| **PH 213** |  |  |  |  |  |  |  |  |  | D |  |  |  |  |  |
| **PH 223** | D |  |  |  |  |  |  |  |  |  |  |  |  |  | D, M |
| **PH 225I** |  |  |  |  |  |  |  | D, M | M |  |  |  |  | D |  |
| **PH 225II** | M |  |  | M |  |  |  |  |  | M |  | D, M | M | M |  |
| **PH 253** |  | D, M |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **PH 285F** |  |  |  |  |  |  |  |  |  |  |  | D |  |  |  |
| **PH 297** |  |  |  |  |  |  |  |  |  |  |  |  | M |  |  |
| **PH 298** |  | M |  | M | M | M | M |  |  |  |  | M |  |  | M |
| **PH 299** |  | M |  | M | M | M | M |  |  |  |  | M |  |  | M |

**PH 208:** Health Promotion

**PH 210:** Introduction to Health Policy

**PH 202:** Advanced Public Health Statistics

**PH 209:** Advanced Concepts in Epidemiology

**PH 206:** Environment and Occupational Health

**PH 280:** Seminar in Techniques of Health Research

**PH 203:** Seminar in Community Health Organization

**PH 213:** Health Planning and Program Evaluation

**PH 223:** Health Promotion and Policy Advocacy

**PH 225I:** Foundation in Health Promotion, Part I

**PH 225II:** Foundation in Health Promotion, Part II

**PH 253:** Management of Health Services

**PH 285F:** Internship in Public Health

**PH 297:** Comprehensive Exam

**PH 298:** Project

**PH 299:** Thesis

| **Key: I = Introduced** | **D = Developed** | **M=Mastered** |  |
| --- | --- | --- | --- |

## SLO’s Mapped to Assessment Measures and Methods [e]

| **Assessment Measure** | **Evaluation****Method** | **1.a** | **1.b** | **1.c** | **2.a** | **2.b** | **3.a** | **3.b** | **4.a** | **4.b** | **4.c** | **5.a** | **5.b** | **5.c** | **6.a** | **6.b** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Examinations** | Score | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **Projects** | Score |  |  |  | X | X | X |  | X | X | X | X | X | X | X | X |
| **Human Subjects Training**  | Score |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **Exit Survey** | Score |  |  |  | X | X | X |  | X | X | X | X | X | X | X | X |
| **Alumni Survey** | Score |  |  |  | X | X | X |  | X | X | X | X | X | X | X | X |
| **Employer Survey** | Score |  |  |  | X | X | X |  | X | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. **Examinations (PLO 1; SLO a-c).** The number of graduate students earning a passing score on embedded examination questions. At least 80% of graduate students will score 80% or higher on these embedded questions.

2. **Projects (PLO 2; SLO a-b, PLO 3; SLO a-b, PLO 4; SLO a-c, PLO 5; SLO a-c, PLO 6; SLO a-c).** Projects will be graded using various rubrics depending on the course. For PH 202 (PLO 2; SLO a), a *data analysis rubric* will be utilized. Students will be scored on a scale from 1 to 3 in six areas. A score of 12 or higher, with a score of 2 or greater for each section, will be considered passing. At least 80% of students will earn a passing score. For PH 206 (PLO 2; SLO b), a *written communication rubric* and an *oral communication rubric* will be utilized. For the *written communication rubric*, students will be scored on a basis of 1 (beginning) to 5 (exemplary) in three areas: style and format, mechanics, and content and organization. A score of 12 or higher, with a score of 4 or greater for each section, will be considered passing. At least 80% of students will earn a passing score. For the *oral communication rubric*, students will be scored on a scale from 1 to 5 in four areas: delivery, content, organization, and introduction/conclusion. A score of 12 or higher, with a score of 4 or greater for each section, will be considered passing. At least 80% of students will earn a passing score. For PH 280 (PLO 3; SLO a), a *methods rubric* will be utilized. Students will be scored on a basis of 1 (not proficient) to 5 (exemplary) in four areas: definitions of key concepts, method selection and research questions, method selection and research content, consistent application of selected methods. A score of 12 or higher will be considered passing. At least 80% of students will earn a passing score. For PH 225A (PLO 4; SLO a-b), the *written communication rubric* and the *oral communication rubric* described above will be utilized. For PH 225B (PLO 4; SLO c), the *health education and health promotion implementation and evaluation rubric* will be utilized. Students will be scored on a basis of 0 (beginning) to 25 (exemplary) in four areas: style and format, mechanics, content and organization, and analysis. A score of 16 or higher will be considered passing. At least 80% of students will earn a passing score. For PH 223 (PLO 5; SLO a) and for PH 203 (PLO 5; SLO b), an adapted version of the *written communication rubric* described above will be utilized. For PH 225B (PLO 5, SLO c), the *health education and health promotion implementation and evaluation rubric* described above will be utilized. For PH 208 (PLO 6; SLO a), the *cultural competence in public health video rubric* will be utilized. Students will be scored on a basis of 0 (incomplete) to 10 (exemplary) in three areas: concept, script/storyboard, and content/organization. A score of 6 or higher will be considered passing. At least 80% of students will earn a passing score. For PH 225B (PLO 6; SLO b), the *health education and health promotion implementation and evaluation rubric* described above will be utilized. Please see Appendices A-H for project rubrics.

3. **Human Subjects Training.** The number of graduate students passing the CITI human subjects training. At least 90% of students will pass this training after the first attempt.

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. **Exit Survey.** Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey. This Survey is posted on Canvas and a certificate is provided upon completion. Upon receipt of this certificate from the student, the MPH Director submits the graduate clearance form to the Division of Research and Graduate Studies. See Appendix I: Graduate Student Exit Survey.
		2. **Alumni Survey.** Alumni will be sent an online survey. Names and addresses of alumni are obtained from the Alumni Association. The MPH Director sends emails to the alumni asking them to complete the survey and follow-up emails are also sent as needed. See Appendix J: Alumni Survey.
		3. **Employer Survey.** An online employer survey will be sent to current and past employers of alumni. The MPH Director obtains a list of employers from students and/or from the internship preceptor list. See Appendix K: Employer Survey.

## Assessment Schedule/Timeline [g]

|  |  |
| --- | --- |
| **Measure** | **Year** |
| **1****22-23** | **2****23-24** | **3****24-25** | **4****25-26** | **5****26-27** |
| Examinations  | X |  |  |  |  |
| Projects  |  | X |  |  |  |
| Human Subjects Training  |  |  | X |   |  |
| Exit Survey  | X | X | X | X | X |
| Alumni Survey  |  |  | X |  |  |
| Employer Survey  |  |  | X |  |  |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process: Data are collected and analyzed according to the implementation schedule above. This information is then used to write the “major assessment report” which focuses on assessment activities that were implemented during the previous academic year. This report is submitted in September of each academic year and is evaluated by the Learning Assessment Team and the Director of Assessment at Fresno State. Once the report is submitted, it will be presented to and reviewed by the department faculty. If high performance is noted, no changes will be made at that time. If it appears that an outcome is not being achieved, however; the department faculty will discuss strategies to enhance future performance on that outcome and these strategies will be assessed over time as needed.  |

##  List of Appendices

Appendix A: Data Analysis Rubric

Appendix B: Written Communication Rubric

Appendix C: Oral Communication Rubric

Appendix D: Methods Rubric

Appendix E: Health Education and Health Promotion Implementation and Evaluation Rubric

Appendix F: Adapted Version of Written Communication Rubric

Appendix G: Adapted Version of Written Communication Rubric

Appendix H: Cultural Competence in Public Health Video Rubric

Appendix I: Exit Survey

Appendix J: Alumni Survey

Appendix K: Employer Survey

**Data Analysis Rubric**

The individual group project will be evaluated using the following scoring rubric. Students will be scored on a scale from 1 to 3 in six areas. A score of 12 or higher on the rubric with a score of 2 or greater for each section is considered passing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Analysis** | **Accomplished; No Deficiencies****(3)** | **Proficient; Some Areas Need Development****(2)** | **Needs Improvement; Considerable Revision is Needed****(1)** |
| Data are presented to support the conclusions using the appropriate analyses | Data fully support all conclusions | Some conclusions are not fully supported | Insufficient data to support stated conclusions |
| Chosen variables use recognized units of measurement with reasonable values and range | All units of measurement are valid and appropriate for the purpose of the experiment | Some units of measurement are valid and appropriate for the purpose of the experiment but do not sufficiently address a broad range of situations | Units of measurement are invalid or inappropriate for the purpose of the experiment (i.e., measurements of “a lot”, “heavy”, etc.) |
| Suitable tables and/or graphs summarize data in a clear and meaningful way even to those unfamiliar with the project | Data are accurately presented in a suitable format, correctly titled and labeled, easy to interpret, and relevant to the purpose | Data are accurately presented but in need of some revision | Data are not presented in a suitable format |
| Data reviewed and analyzed accurately and coherently | Data are appropriately evaluated using appropriate methods and valid conclusions are drawn | Data are evaluated and valid but incomplete conclusions are drawn | Data are not valid and/or incomplete or inaccurate conclusions are drawn |
| Proper use of descriptive and/or inferential statistics | Data are statistically analyzed in a valid manner consistent with the stated purpose of the experiment | Data are statistically analyzed but in an incomplete or inaccurate manner | Lack of statistical examination |

**Written Communication Rubric**

Written assignments will be evaluated using the following scoring rubric. Students will be scored on a basis of 1 (beginning) to 5 (exemplary) in three areas: style and format, mechanics, and content and organization. A score of 12 or higher on the rubric with a score of 4 or greater for each section is considered passing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning | Developing | Satisfactory | Accomplished | Exemplary |
| Style and Format | 1 | 2 | 3 | 4 | 5 |
| Mechanics | 1 | 2 | 3 | 4 | 5 |
| Content and Organization | 1 | 2 | 3 | 4 | 5 |
| Total Score |  / 15 |

I. Style and Format:

**5-Exemplary**: In addition to meeting the requirement for a "4," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student’s discipline.

**4-Accomplished**: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.

**3-Satistfactory**: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information, etc.). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the paper.

**2-Developing**: Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

**1-Beginning**: The stylistic conventions of scientific writing are not followed. Fails to demonstrate thoroughness and competence in documentation. Inappropriate style and format make reading and comprehensibility problematic.

II. Mechanics:

**5-Exemplary**: In addition to meeting the requirements for a "4," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

**4-Accomplished**: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures such as subheadings are effectively used which help the reader move from one point to another.

**3-Satisfactory**: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective scientific vocabulary is used.

**2-Developing**: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of scientific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

**1-Beginning**: Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Scientific terms are misused.

III. Content and Organization:

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**Oral Communication Rubric**

Oral presentations will be evaluated using the following scoring rubric. Students will be scored on a scale from 1 to 5 in four areas: delivery, content, organization, and introduction/conclusion. A score of 12 or higher on the rubric with a score of 4 or greater for each section is considered passing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning  | Developing | Satisfactory | Accomplished | Exemplary |
| Delivery  | 1 | 2 | 3 | 4 | 5 |
| Content | 1 | 2 | 3 | 4 | 5 |
| Organization  | 1 | 2 | 3 | 4 | 5 |
| Introduction/Conclusion  | 1 | 2 | 3 | 4 | 5 |
| Total Score |  / 20 |

**Delivery**

 **5.** The speaker’s voice is fluent, understandable, and engaging. The speaker maintains *consistent* eye contact with limited reference to notes. The speaker enhances his or her delivery with effective gestures. The presentation is polished and confident.

 **4.** The speaker’s voice is fluent and understandable. His or her tone is generally varied. The speaker may occasionally refer to notes, but (s)he generally makes eye contact with the audience.

 **3.** The speaker’s voice is understandable and reasonably fluent. (S)he attempts extemporaneous delivery, rather than reading notes or a manuscript.

 **2.** The speaker’s voice is understandable, but the speaker is tentative or reads the presentation from notes or a manuscript. At times, the delivery contains verbal tics and fillers that distract from the presentation.

 **1.** The speaker’s voice is difficult to understand, or the speaker is so uncomfortable when presenting that the vocal or nonverbal delivery detracts from the presentation.

**Content**

 **5.** The content is excellent for the speaker’s field and the presentation context. (S)he *regularly* cites credible research sources to support claims. Supporting materials significantly add to the understandability or persuasiveness of the presentation.

 **4.** The content is good for the speaker’s field and the presentation context. (S)he cites a number of credible research sources to support claims. Supporting materials often add to the understandability or persuasiveness of the presentation.

 **3.** The content is appropriate for the speaker’s field and the presentation context. The speaker makes reference to a reasonable number of research sources to support claims. The presentation includes supporting materials that relate to the main ideas being developed.

 **2.** Some content is relevant to the speaker’s field and presentation context, but other content is inaccurate or inappropriate. The speaker refers to some research sources, but also makes assertions without needed supporting evidence. The main ideas are not supported by sufficient supporting materials.

 **1.** The content contains significant errors or is inappropriate for the presentation context. The speaker does not cite research sources. If supporting materials are used, they do not relate to the speaker’s main ideas.

**Organization**

 **5.** The presentation is clearly divided into an introduction, body, and conclusion. Main points can be easily identified and they are *consistently* supported with relevant ideas. The speaker consistently uses transitions, previews**,** summaries, or signposts so that listeners can easily follow the development of the topic.

 **4.** The presentation is clearly divided into an introduction, body, and conclusion. Main points can be easily identified and they are generally supported with relevant ideas. The speaker generally uses transitions, previews, summaries, or signposts so that listeners can follow the development of the topic.

 **3.** The speech is divided into an introduction, body, and conclusion. The body of the speech is divided into explicit main points, supported with relevant content.

 **2.** The speaker appears to have an introduction, body, and conclusion, along with main points. At times during the presentation, it is difficult to identify the speaker’s organizational structure or it is unclear how the topic is being developed.

 **1.** The speech does not have a clear division into an introduction, body, and conclusion. Main ideas are difficult to identify and it is generally unclear how the topic is being developed.

**Introduction and Conclusion**

 **5.** The introduction gains audience attention effectively, clearly indicates the thesis or topic statement, relates the topic to the audience, and establishes speaker credibility. The conclusion clearly summarizes the main ideas and wraps up the presentation in a manner that leaves a lasting impression.

 **4.** The introduction gains audience attention effectively, clearly indicates the thesis or topic statement, and relates the topic to the audience. The conclusion clearly summarizes the main ideas and effectively wraps up the presentation.

 **3.** The introduction begins with an attempt to gain the audience’s attention and the thesis or topic is explicit. The conclusion summarizes the main ideas and wraps up the speech.

 **2.** The introduction provides some indication of the speaker’s topic or thesis. The speaker ends with a conclusion, although it does not clearly summarize main ideas and wrap up the presentation.

 **1.** The beginning of the presentation does not gain audience attention and clearly express the topic or thesis statement. The ending of the presentation neither summarize main ideas nor wraps up the presentation.

**Methods Rubric**

Students will be scored on a basis of 1 (not proficient) to 5 (Exemplary) in four areas: definitions of key concepts, method selection and research questions, method selection and research content, consistent application of selected methods. A score of 12 or higher will be considered passing.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not Proficient  | Proficient | Exemplary |
| Definitions of Key Concepts | 1 | 3 | 5 |
| Method Selection and Research Questions | 1 | 3 | 5 |
| Method Selection and Research Context | 1 | 3 | 5 |
| Consistent Application of Selected Methods | 1 | 3 | 5 |
| **Total Score** | **20** |

**I: Definition of Key Concepts**

**3: Exemplary:** Provides clear definitions of all critical research design issues related to selection of a research method, such as: developmental status of prior research, detailed identification of methods in prior research, research questions and context, dependent/independent/covariate concepts, use of appropriate secondary data, barriers to sample identification, recruitment, and randomization, ethical considerations in methods selection, level of measurement, selection of analytic approach, and others. Demonstrates detailed appropriate application of these concepts to own project design, including exploration and assessment of alternative models.

**2: Proficient:** Provides accurate definitions of most critical research design issues and provides detailed appropriate applications to own project. Misses opportunities to use secondary data and mixed methods approaches. Does not explore alternative models sufficiently.

**1: Less than Proficient:** Does not provide accurate definitions of two or more critical research design concepts categories, does not demonstrate appropriate application of concepts to own project, does not explore alternative models.

**II: Method Selection and Research questions**

**3: Exemplary:** Accurately describes and exemplifies how the selection of research methods is based on study questions. Correctly identifies and provides strong examples of questions that are about conceptualizations and meanings, policy and program context and implementation, description vs. hypothesis testing, causal modelling, prevalence/incidence, effects of risk factors etc. Correctly applies these understandings in evaluating and selecting study methods.

**2: Proficient:** Accurately describes how the selection of research methods is based on study questions. Correctly cites most types of research questions but does not provide full examples related to each. Correctly applies these understandings in proposing one research method but does not evaluate multiple strategies.

**1: Less than Proficient:** Provides incomplete or inaccurate descriptions of how study questions shape research methods. Provides inaccurate use of two or more concepts. Does not provide a correct selection of research methods and does not evaluate alternative approaches.

**III: Methods Selection and Research Context**

**3: Exemplary:** Accurately and realistically describes how the context of research shapes selection of research methods by identifying factors such as: resources available for project, time constraints, availability of data sources, sponsor use of research in policy/program development or assessment, ethical considerations, protection of human subjects, data collection/analysis capacity. Provides accurate and complete assessment of how these factors support selected methods and how they influence assessment of alternative models.

**2: Proficient:** Accurately describes how the context of research shapes selection of methods. Provides but provides accurate but incomplete assessment of how these factors support selected methods but does not evaluate multiple strategies.

**1: Less than Proficient:** Does not provide accurate and realistic how context of research shapes selection of research methods. Fails to identify or incorrectly applies two or more relevant context factors for own project. Fails to evaluate alternative strategies in light of context.

**IV: Consistent Application of Selected Methods.**

**3: Exemplary:** Correctly and consistently applies concepts such as independent, dependent, and covariate measures, levels of measurement, reliability and validity of measurement, selection of analytic approach throughout text. Text is essentially free of grammatical or spelling errors and these errors do not interfere with consistency and comprehensibility.

**2: Proficient:** Shows no more than one or two errors in consistent application of measurement and analytic concepts and application. Text has only minor grammatical or spelling errors and these errors do not significantly interfere with consistency and comprehensibility.

**1: Less than Proficient:** Does not correctly and consistently apply measurement and analytic concepts and application. More than two errors or inconsistent statements. Text has multiple grammatical or spelling errors and these errors interfere with consistency and comprehensibility.

**Health Education and Health Promotion Implementation and Evaluation Rubric**

Students will be scored on a basis of 0 (Beginning) to 5 (Exemplary) in four areas: style and format, mechanics, content and organization, and analysis. A score of 16 or higher will be considered passing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **Beginning****0-5** | **Developing****6-10** | **Satisfactory****11 - 15** | **Accomplished****16 - 20** | **Exemplary****21 - 25** |
| Style and Format | The stylistic conventions of scientific writing are not followed. Fails to demonstrate thoroughness and competence in documentation. Inappropriate style and format make reading and comprehensibility problematic. | Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper. | The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information, etc.). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the paper. | While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. | In addition to meeting the requirement for a "4," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the APA format. |
| Mechanics | Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Scientific terms are misused.  | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of scientific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking. | Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective scientific vocabulary is used. | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures such as subheadings are effectively used which help the reader move from one point to another. | In addition to meeting the requirements for a "4," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic. |
| Content and Organization | Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic. | The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic. | Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious. | Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas. | In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic. |
| Analysis | Completely lack understanding and does not present any analysis of the research topic and thesis.  | Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis. | Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions. | Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored. | Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications. |

**Adapted Version of Written Communication Rubric**

This is rubric has been adapted by the MPH faculty. Students will be scored on a basis of 1 (beginning) to 5 (exemplary) in each of the areas. A score of 16 or higher on the rubric with a score of 4 or greater for each section is considered passing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning | Developing | Satisfactory | Accomplished | Exemplary |
| Style and Format | 1 | 2 | 3 | 4 | 5 |
| Mechanics | 1 | 2 | 3 | 4 | 5 |
| Content and Organization | 1 | 2 | 3 | 4 | 5 |
| Ability to: |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations. |  |  |  |  |  |
| Total Score |  / 20 |

I. Style and Format:

**5-Exemplary**: In addition to meeting the requirement for a "4," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student’s discipline.

**4-Accomplished**: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.

**3-Satistfactory**: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information, etc.). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the paper.

**2-Developing**: Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

**1-Beginning**: The stylistic conventions of scientific writing are not followed. Fails to demonstrate thoroughness and competence in documentation. Inappropriate style and format make reading and comprehensibility problematic.

II. Mechanics:

**5-Exemplary**: In addition to meeting the requirements for a "4," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

**4-Accomplished**: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures such as subheadings are effectively used which help the reader move from one point to another.

**3-Satisfactory**: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective scientific vocabulary is used.

**2-Developing**: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of scientific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

**1-Beginning**: Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Scientific terms are misused.

III. Content and Organization:

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**IV. Advocating for political, social or economic policies and programs:**

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**Adapted Version of Written Communication Rubric**

This rubric has been adapted by the MPH faculty. Students will be scored on a basis of 1 (beginning) to 5 (exemplary) in each of the areas. A score of 28 or higher on the rubric with a score of 4 or greater for each section is considered passing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Beginning | Developing | Satisfactory | Accomplished | Exemplary |
| Style and Format | 1 | 2 | 3 | 4 | 5 |
| Mechanics | 1 | 2 | 3 | 4 | 5 |
| Content and Organization | 1 | 2 | 3 | 4 | 5 |
| Ability to: |
| Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.  |  |  |  |  |  |
| Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. |  |  |  |  |  |
| Select communication strategies for different audiences and sectors.  |  |  |  |  |  |
| Apply systems thinking tools. |  |  |  |  |  |
| Total Score |  / 35 |

I. Style and Format:

**5-Exemplary**: In addition to meeting the requirement for a "4," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student’s discipline.

**4-Accomplished**: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.

**3-Satistfactory**: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable scientific sources (non-peer reviewed literature, web information, etc.). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the paper.

**2-Developing**: Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

**1-Beginning**: The stylistic conventions of scientific writing are not followed. Fails to demonstrate thoroughness and competence in documentation. Inappropriate style and format make reading and comprehensibility problematic.

II. Mechanics:

**5-Exemplary**: In addition to meeting the requirements for a "4," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

**4-Accomplished**: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures such as subheadings are effectively used which help the reader move from one point to another.

**3-Satisfactory**: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective scientific vocabulary is used.

**2-Developing**: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of scientific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

**1-Beginning**: Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Scientific terms are misused.

III. Content and Organization:

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**IV. Structural Bias, Social Inequities and Racism:**

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**V**. **Strategies for Development of Coalitions:**

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**VI: Communication Strategies:**

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**VII. Systems Thinking:**

**5-Exemplary**: In addition to meeting the requirements for a "4," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

**4-Accomplished**: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

**3-Satisfactory**: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.

**2-Developing**: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

**1-Beginning**: Analysis of existing scholarly / professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or little understanding of the paper's topic.

**Cultural Competence in Public Health Video**

Students will be scored on a basis of 0 (incomplete) to 10 (exemplary) in three areas: concept, script/storyboard, and content/organization. A score of 6 or higher will be considered passing.



**MPH Exit Survey**

What is your cohort number?

▼ Select Cohort (1) ... 20 (10)

What year did you enter the Master of Public Health (MPH) program at Fresno State?

▼ Select Year (1) ... 2011 (8)

What was your culminating experience option?

* Thesis (1)
* Project or Leadership Project (2)
* Exam/Competency Portfolio (3)

|  |  |
| --- | --- |
| Page Break |  |

Gender

* Female (4)
* Male (5)
* Non-binary (6)
* Other (8)

Race/Ethnicity (Select all that apply)

* American Indian/Alaskan Native (1)
* Asian and Native Hawaiian (2)
* Other Pacific Islander (7)
* Hispanic/Latino (3)
* African American/Black (4)
* White (5)
* Decline to answer (6)

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Were you able to meet with your advisor as needed?

* Always (1)
* Most of the time (2)
* Rarely (3)
* Never (4)
* N/A (5)

Were the opportunities to meet with your advisor sufficient to meet your needs?

* Yes (1)
* No (2)

Please explain how your advising needs were met or not met.

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Please rate your level of satisfaction with the advising that you received during your program of study?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely satisfied (14) | Somewhat satisfied (15) | Neither satisfied nor dissatisfied (16) | Somewhat dissatisfied (17) | Extremely dissatisfied (18) |
| Advising Satisfaction (1)  |  |  |  |  |  |

Display This Question:

If Were you able to meet with your advisor as needed? = Always

And Were you able to meet with your advisor as needed? = Most of the time

And Were you able to meet with your advisor as needed? = Rarely

And Were you able to meet with your advisor as needed? = Never

Please Explain.

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Availability of the MPH faculty

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree (4) | Somewhat agree (5) | Neither agree nor disagree (6) | Somewhat disagree (7) | Strongly disagree (8) |
| Please rate your satisfaction regarding the availability of the MPH faculty (1)  |  |  |  |  |  |

Diversity

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree (4) | Somewhat agree (5) | Neither agree nor disagree (6) | Somewhat disagree (7) | Strongly disagree (8) |
| During my time in the MPH program, the learning environment fostered diversity and cultural competence. (1)  |  |  |  |  |  |

Please rate your satisfaction with availability of MPH program staff and resources during your time in the program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Extremely satisfied (9) | Somewhat satisfied (10) | Neither satisfied nor dissatisfied (11) | Somewhat dissatisfied (12) | Extremely dissatisfied (13) |
| Please rate your satisfaction with availability of MPH program staff and resources during your time in the program: (1)  |  |  |  |  |  |

Please explain

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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During your time in the MPH program, did you do any community service projects (California Health Collaborative/West Fresno Family Resource Center/American Cancer Society or any other volunteer work)?

* Yes (1)
* No (2)

Display This Question:

If During your time in the MPH program, did you do any community service projects (California Health... = Yes

If so, (1) where at and (2) what were your responsibilities?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The MPH program curriculum is designed to ensure the development of various foundational and concentration competencies.  Please rate your perceived level of competence to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extremely competent (1) | Moderately competent (2) | Slightly competent (3) | Not competent (6) |
| Apply epidemiological methods to the breadth of settings and situations in public health practice (1)  |  |  |  |  |
| Select quantitative and qualitative data collection methods appropriate for a given public health context (2)  |  |  |  |  |
| Analyze and interpret quantitative and qualitative data (3)  |  |  |  |  |
| Assess population needs, assets and capacities that affect communities' health (4)  |  |  |  |  |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (5)  |  |  |  |  |
| Design a population-based policy, program, project or intervention (6)  |  |  |  |  |
| Explain basic principles and tools of budget and resource management (7)  |  |  |  |  |
| Select methods to evaluate public health policies and programs (8)  |  |  |  |  |
| Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence (9)  |  |  |  |  |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations (10)  |  |  |  |  |
| Apply principles of leadership and goverence (12)  |  |  |  |  |
| Communicate audience-appropriate public health content, both in writing and through oral presentation (13)  |  |  |  |  |
| Perform effectively in interprofessional teams (14)  |  |  |  |  |
| Apply Principles of Research Ethics (15)  |  |  |  |  |

On a scale from 1-10 (1 being "not linked at all" and 10 being "highly linked") was the content of the courses appropriately linked to the competencies listed above?

* 1 (1)
* 2 (2)
* 3 (3)
* 4 (4)
* 5 (5)
* 6 (6)
* 7 (7)
* 8 (8)
* 9 (9)
* 10 (10)

On a scale from 1-10 (1 being "not prepared at all" and 10 being "highly prepared"), how do you feel the MPH program at Fresno State has prepared you with the skills and knowledge needed for the Public Health workforce?

* 1 (1)
* 2 (2)
* 3 (3)
* 4 (4)
* 5 (5)
* 6 (6)
* 7 (7)
* 8 (8)
* 9 (9)
* 10 (10)

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Please Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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On a scale from 1-to-10 (1 being "no improvement at all" and 10 being "highly improved"), how do you feel the MPH program at Fresno State has improved your written communication skills?

* 1 (1)
* 2 (2)
* 3 (3)
* 4 (4)
* 5 (5)
* 6 (6)
* 7 (7)
* 8 (8)
* 9 (9)
* 10 (10)

Please Explain.

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On a scale from 1-to-10 (1 being "no improvement at all" and 10 being "highly improved"), how do you feel the MPH program at Fresno State has improved your oral communication skills?

* 1 (1)
* 2 (2)
* 3 (3)
* 4 (4)
* 5 (5)
* 6 (6)
* 7 (7)
* 8 (8)
* 9 (9)
* 10 (10)

Please Explain.

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What do you believe are the top three strengths of the MPH Program at Fresno State?

\_\_\_\_\_\_ Training received (4)

\_\_\_\_\_\_ Cultural diversity (5)

\_\_\_\_\_\_ Quality of faculty/instruction (6)

\_\_\_\_\_\_ Research opportunities (7)

\_\_\_\_\_\_ Curriculum/degree content (8)

\_\_\_\_\_\_ Financial support (9)

\_\_\_\_\_\_ Flexible program schedule (10)

\_\_\_\_\_\_ Quality of advising (11)

\_\_\_\_\_\_ Career development opportunities (12)

\_\_\_\_\_\_ Student environment (13)

\_\_\_\_\_\_ Other, please specify (14)

Please feel free to provide additional comments on you selected strengths of the MPH Program at Fresno State?

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What do you believe are the top three weaknesses of the MPH Program at Fresno State?

\_\_\_\_\_\_ Training received (4)

\_\_\_\_\_\_ Cultural diversity (5)

\_\_\_\_\_\_ Quality of faculty/instruction (6)

\_\_\_\_\_\_ Research opportunities (7)

\_\_\_\_\_\_ Curriculum/degree content (8)

\_\_\_\_\_\_ Financial support (9)

\_\_\_\_\_\_ Flexible program schedule (10)

\_\_\_\_\_\_ Quality of advising (11)

\_\_\_\_\_\_ Career development opportunities (12)

\_\_\_\_\_\_ Student environment (13)

\_\_\_\_\_\_ Other, please specify (14)

Please feel free to provide additional comments on you selected weaknesses of the MPH Program at Fresno State?

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How much do you feel your interactions with a diverse student body contributed to the value/benefit of your education?

* Greatly contributed (1)
* Adequately contributed (2)
* Somewhat contributed (3)
* Did not contribute at all (4)

Are there any issues or recommendations that need to be addressed to further improve the MPH Program at Fresno State?

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Aside from PH 285I (field experience internship class), did you receive any career counseling during your time in the MPH program?

* Yes (1)
* No (2)
* Cannot recall (3)

Display This Question:

If Aside from PH 285I (field experience internship class), did you receive any career counseling dur... = Yes

If you received any counseling, (1) what type of advising and (2) how was your experience?

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Describe how the MPH program at Fresno State can better prepare students to work in the field of public health.

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Do you plan to pursue an additional degree, certification, or any other form of higher education? (Ex. nursing, credential, another master’s degree, or Ph.D.).

* Yes (1)
* No (2)
* Not now, but in the future. (3)

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Display This Question:

If Do you plan to pursue an additional degree, certification, or any other form of higher education?... = Yes

What school do you plan to apply in order to pursue the additional degree?

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Are you currently, or about to start, work at a fellowship or internship?

* Yes (1)
* Maybe (2)
* No (3)

Display This Question:

If Are you currently, or about to start, work at a fellowship or internship? = Yes

And Are you currently, or about to start, work at a fellowship or internship? = Maybe

Where (city & name of business) will you be starting this fellow/internship?

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Are you currently employed?

* Yes (1)
* No (2)

Display This Question:

If Are you currently employed? = Yes

Where (city & name of business) will you be employed?

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Display This Question:

If Are you currently employed? = Yes

What is the title of your job position?

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How would you describe your place of employment? (Select all that apply)

* Hospital (1)
* Insurance Company (2)
* Doctor's Office (3)
* Public Health Department (4)
* Community Health Center (5)
* Managed Care Plan (6)
* For-Profit Health Care Entity (7)
* Non-Profit Agency (8)
* Other (9)

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| Page Break |  |

Display This Question:

If How would you describe your place of employment? (Select all that apply) = Other

Please Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Display This Question:

If Are you currently employed? = Yes

What is your current salary?

▼ Select salary (1) ... Decline to answer (7)

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Would you be interested in being part of a Certified Health Education Specialist Exam (CHES), Master Certified Health Education Specialist Exam (MCHES), or Certificate in Public Health Exam study group?

* Yes (1)
* Maybe (2)
* No (3)

|  |  |
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What method(s) do you prefer when responding to a survey? (Select all that apply)

* Email (1)
* Phone (2)
* In-Person or In-Class (3)
* Electronic Surveys (e.g., Survey Monkey, Google Forms, Qualtrics) (4)

We would like to inform you about job vacancies, internships, program updates, conferences, training, and other opportunities.

Please provide us with an alternative email address and phone number, aside from your Fresno State or work email and phone number, where we may send you updates.

* Phone Number (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Email (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How would you like to be involved with the MPH Alumni Association?

* As a mentor (1)
* As a guest speaker (2)
* Not sure (3)
* Other (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please share any further questions, comments, or concerns.

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End of Block: General Information

**MPH Alumni Survey**

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What year did you earn your MPH?

▼ 1993 (1) ... 2019 (27)

What is your gender?

* Male (1)
* Female (2)
* Other (3)

Which of the following racial or ethnic categories do you most closely identify yourself with?

* Caucasian/White (1)
* African-American/Black (2)
* Hispanic/Latino/Chicano (3)
* Native American (4)
* Pacific Islander (5)
* Asian (6)
* Multiracial (7)
* Other (please specify): (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How satisfied were you with the overall content of the MPH courses?

* Very Dissatisfied (1)
* Dissatisfied (2)
* Somewhat Dissatisfied (3)
* Somewhat Satisfied (4)
* Satisfied (5)
* Very Satisfied (6)

How satisfied were you with the overall quality of the MPH program faculty?

* Very Dissatisfied (1)
* Dissatisfied (2)
* Somewhat Dissatisfied (3)
* Somewhat Satisfied (4)
* Satisfied (5)
* Very Satisfied (6)

|  |  |
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How much do you feel your interactions with a diverse student body contributed to the value of your education?

* Did not contribute at all (1)
* Somewhat contributed (2)
* Adequately contributed (3)
* Greatly contributed (4)

How useful was your degree in helping you obtain a job?

* Not useful at all (1)
* Somewhat useful (2)
* Useful (3)
* Very useful (4)
* Not applicable (5)

Which of the following did you consider to be strengths of the MPH program?  (Check all that apply)

* Faculty quality (1)
* Training received (2)
* Student environment (3)
* Curriculum/degree content (4)
* Cultural diversity (5)
* Financial support (6)
* Research opportunities (7)
* Scheduling opportunities (8)
* Quality of advising (9)
* Career development opportunities (10)
* Other (please specify): (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which of the following did you consider to be weaknesses of the MPH program?  (Check all that apply)

* Faculty quality (1)
* Training received (2)
* Student environment (3)
* Curriculum/degree content (4)
* Cultural diversity (5)
* Financial support (6)
* Research opportunities (7)
* Scheduling opportunities (8)
* Quality of advising (9)
* Career development opportunities (10)
* Other (please specify): (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is your current place of employment?

* Unemployed (1)
* Hospital (2)
* Community Health Center/Clinic (3)
* Public Health Department (4)
* Managed Care Plan (5)
* Not-for-Profit Agency (6)
* Self-Employed (7)
* Private Company - Not Health-Related (8)
* Federal Government Health Facility (9)
* Other (please specify): (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How satisfied are you in your current position?

* Extremely satisfied (16)
* Somewhat satisfied (17)
* Neither satisfied nor dissatisfied (18)
* Somewhat dissatisfied (19)
* Extremely dissatisfied (20)

Please comment on your job satisfaction.

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On a scale from 1 to 4 (1 being the weakest; 4 being the strongest), indicate the degree to which your education provided you the ability to:

|  |  |  |  |  |
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|  | 1 (1) | 2 (2) | 3 (3) | 4 (4) |
| Identify, formulate, and solve technical problems (1)  |  |  |  |  |
| Understand professional and ethical responsibility (2)  |  |  |  |  |
| Communicate effectively (written) (3)  |  |  |  |  |
| Communicate effectively (oral) (4)  |  |  |  |  |
| Understand the impact of your practice in a global context (5)  |  |  |  |  |
| Use the techniques, skills, and modern technology tools necessary for your practice (6)  |  |  |  |  |

The MPH program curriculum is designed to ensure the development of various foundational and concentration competencies.  These competencies were mapped to the MPH curriculum and indicated in the course syllabi.  Please rate your perceived level of competence to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extremely competent (1) | Moderately competent (2) | Slightly competent (3) | Not competent (6) |
| Apply epidemiological methods to the breadth of settings and situations in public health practice (1)  |  |  |  |  |
| Select quantitative and qualitative data collection methods appropriate for a given public health context (2)  |  |  |  |  |
| Analyze and interpret quantitative and qualitative data (3)  |  |  |  |  |
| Assess population needs, assets and capacities that affect communities' health (4)  |  |  |  |  |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (5)  |  |  |  |  |
| Design a population-based policy, program, project or intervention (6)  |  |  |  |  |
| Explain basic principles and tools of budget and resource management (7)  |  |  |  |  |
| Select methods to evaluate public health policies and programs (8)  |  |  |  |  |
| Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence (9)  |  |  |  |  |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations (10)  |  |  |  |  |
| Apply principles of leadership and governance (12)  |  |  |  |  |
| Communicate audience-appropriate public health content, both in writing and through oral presentation (13)  |  |  |  |  |
| Perform effectively in interprofessional teams (14)  |  |  |  |  |

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The MPH program curriculum is designed to ensure the development of various foundational and concentration competencies.  These competencies were mapped to the MPH curriculum and indicated in the course syllabi.  Please state how much you are applying these competencies in your current career.

|  |  |  |  |  |  |
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|  | A great deal (15) | A lot (16) | A moderate amount (17) | A little (18) | Not at all (19) |
| Apply epidemiological methods to the breadth of settings and situations in public health practice (1)  |  |  |  |  |  |
| Select quantitative and qualitative data collection methods appropriate for a given public health context (2)  |  |  |  |  |  |
| Analyze and interpret quantitative and qualitative data (3)  |  |  |  |  |  |
| Assess population needs, assets and capacities that affect communities' health (4)  |  |  |  |  |  |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (5)  |  |  |  |  |  |
| Design a population-based policy, program, project or intervention (6)  |  |  |  |  |  |
| Explain basic principles and tools of budget and resource management (7)  |  |  |  |  |  |
| Select methods to evaluate public health policies and programs (8)  |  |  |  |  |  |
| Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence (9)  |  |  |  |  |  |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations (10)  |  |  |  |  |  |
| Apply principles of leadership and governance (12)  |  |  |  |  |  |
| Communicate audience-appropriate public health content, both in writing and through oral presentation (13)  |  |  |  |  |  |
| Perform effectively in interprofessional teams (14)  |  |  |  |  |  |

On a scale from 1-5 (1 being "not aligned at all" and 5 being "highly aligned"), was the content of the courses appropriately aligned with the competencies listed above?

* 1 (1)
* 2 (2)
* 3 (3)
* 4 (4)
* 5 (11)

Please include your suggestions on how we can improve the MPH program.

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Are you utilizing your MPH degree?

* Yes (1)
* No (2)

Display This Question:

If Are you utilizing your MPH degree? = No

Please explain why you are not utilizing your MPH degree.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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We are creating an MPH Alumni Association. This is a great opportunity to provide support and guidance to new MPH graduates and to get involved in training the next generation of public health leaders. How would you like to be involved with the MPH Alumni Association?

* As a mentor (1)
* As a guest speaker (2)
* Not sure (3)
* Other (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you are interested in our MPH Alumni Association, please provide your preferred email address.

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End of Block: Default Question Block

**MPH Employer Survey**

Do you have an MPH degree or graduate degree?

* Yes (1)
* No (2)

Do you currently have a California State University, Fresno MPH graduate(s) on your staff?

* Yes (1)
* No (2)

End of Block: Introduction

Start of Block: No MPH staff

Display This Question:

If Do you currently have a California State University, Fresno MPH graduate(s) on your staff? = No

Why not?

* Do not have positions that require an MPH degree (1)
* I am not familiar with the benefits of an MPH degree (2)
* Budget insufficient to support master's degree staff members (3)
* Unable to recruit MPH graduates (4)
* Other (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: No MPH staff

Start of Block: Yes MPH Staff

Will your work setting be hiring additional MPH graduates over the next year?

* Yes (1)
* No (2)

Display This Question:

If Will your work setting be hiring additional MPH graduates over the next year? = No

Why not?

* Poor economy or funding issues (1)
* No need for additional public health workforce (2)
* Other (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|  |

Overall, how would you rate the MPH program graduates?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor (1) | Average (2) | Excellent (3) | Don't know (4) |
| Oral communication skills (1)  |  |  |  |  |
| Written communication skills (2)  |  |  |  |  |
| Problem solving skills (3)  |  |  |  |  |
| Leadership skills (4)  |  |  |  |  |
| Conflict resolution skills (5)  |  |  |  |  |
| Other (6)  |  |  |  |  |

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Overall, how would you rate the MPH program graduates on their ability to?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor (1) | Average (2) | Excellent (3) | Don't know (4) |
| Utilize statistics or interpret data analysis (1)  |  |  |  |  |
| Manage employees, programs, and budgets (2)  |  |  |  |  |
| Apply theory to real-life public health issues (3)  |  |  |  |  |
| Apply behavioral change principles in health education settings (4)  |  |  |  |  |
| Mobilize the community around public health problems (5)  |  |  |  |  |
| Respond to natural disasters and terror events (6)  |  |  |  |  |

The MPH program curriculum is designed to ensure the development of various foundational and concentration competencies.  These competencies were mapped to the MPH curriculum and indicated in the course syllabi.  Overall, how would you rate the MPH program graduates on their ability to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extremely competent (1) | Moderately competent (2) | Slightly competent (3) | Not competent (6) |
| Apply epidemiological methods to the breadth of settings and situations in public health practice (1)  |  |  |  |  |
| Select quantitative and qualitative data collection methods appropriate for a given public health context (2)  |  |  |  |  |
| Analyze and interpret quantitative and qualitative data (3)  |  |  |  |  |
| Assess population needs, assets and capacities that affect communities' health (4)  |  |  |  |  |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (5)  |  |  |  |  |
| Design a population-based policy, program, project or intervention (6)  |  |  |  |  |
| Explain basic principles and tools of budget and resource management (7)  |  |  |  |  |
| Select methods to evaluate public health policies and programs (8)  |  |  |  |  |
| Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence (9)  |  |  |  |  |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations (10)  |  |  |  |  |
| Apply principles of leadership and governance (12)  |  |  |  |  |
| Communicate audience-appropriate public health content, both in writing and through oral presentation (13)  |  |  |  |  |
| Perform effectively in interprofessional teams (14)  |  |  |  |  |

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| Page Break |  |

How would you compare the performance of those persons having earned a MPH to that of other employees performing the same or similar work on each of these dimensions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor (1) | Average (2) | Excellent (3) | Don't Know (4) |
| Political environment (7)  |  |  |  |  |
| Technical skills (6)  |  |  |  |  |
| Overall performance (5)  |  |  |  |  |
| Management skills (4)  |  |  |  |  |
| Understanding your organizations (2)  |  |  |  |  |
| Leadership potential (3)  |  |  |  |  |

How would you describe your work setting?  (Check yes to those that apply)

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Hospital (1)  |  |  |
| Community health center (2)  |  |  |
| Public health department (3)  |  |  |
| Insurance company (4)  |  |  |
| Managed care plan (5)  |  |  |
| Not-for-profit agency (6)  |  |  |
| For-profit health care entity (7)  |  |  |
| Doctor's office (8)  |  |  |
| Other (9)  |  |  |

Are you familiar with the Fresno State MPH Graduate Program? If so, which delivery would you prefer?

* Keep the current full-time program (1)
* Start a part-time program (2)
* Develop a hybrid on-line and face-to-face program (3)
* Develop an Executive MPH program in an accelerated format (4)

Are you able to provide financial support for your employees if accepted to the program?

* Yes (1)
* No (2)

Would you be willing to allow enrolled employees flexibility in their schedules to attend classes?

* Yes (1)
* No (2)

|  |  |
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| Page Break |  |

**Public Health Workforce Development**

Are you interested in a 15-unit graduate certificate program in public health that provides training in core public health competencies (epidemiology, biostatistics, health policy and management, and health promotion)

* Yes (1)
* No (2)

Are you interested in an on-going professional development opportunities for your public health workforce?

* Yes (1)
* No (2)

What specific topics for these workshops and seminars are you interested in?

* Cultural Competence (1)
* Computerized Data Management (2)
* Research Methods (3)
* Focus Groups and other Qualitative Methods (4)
* Managing Budgets (5)
* Health Resources Management (6)
* Health Care Advocacy (7)
* Other (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What format do you prefer for these workforce development activities?

* Traditional classroom (1)
* Hybrid (online and some traditional face-to-face) (2)
* Online (3)

What times do you prefer for these workforce development activities?

* Weekday nights (1)
* Weekends (2)

Do you have a budget allocation for public health workforce development?

* Yes (1)
* No (2)

End of Block: Yes MPH Staff