



Memorandum of Understanding

This MOU has been read and approved by:

Department Chair:  Date: 3/18/2026
Kamiar Alaei

Interim Dean, CHHS : Grace Reynolds, D.P.A. Date: 3/19/2026
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Program Review Summary
Memorandum of Understanding
Bachelor of Science in Health Science (Public Health)
Department of Health Science
College of Health and Human Services
November 2025

This document serves as both a summary of the Program Review findings and a Memorandum of Understanding (MOU) outlining the consensus reached by the Department of Health Science, the College of Health and Human Services, and the Division of Academic Affairs. It is based on the recently conducted external review site visit in March 2025 and the Self-Study completed in June 2024. This report and MOU describe the goals to be achieved and the actions to be undertaken by all parties during the next program review cycle. Progress toward these goals will be addressed in annual reports.

During the 2017-2024 review period, the Department of Health Science offers a Bachelor of Science (BS) in Health Science with two options: Community Health Education (CHEO) and School Health Education (SHEO). In the recent years, the department began transitioning the degree title to Bachelor of Science in Public Health, with options in Community Health Education and School Health Education. The Option in Community Health Education has been updated to include four tracks: (i) Health Advocacy and Policy, (ii) Minority Health, (iii) Mental Health, and (iv) Public Health Informatics and Technology.

The department also offers a 12-unit Certificate in Public Health Informatics and Technology (PHIT) and a 15-unit Minor in Public Health (formerly Minor in Health Science), which are not under review. At the graduate level, the department offers a Master of Public Health (MPH), a Doctorate in Public Health (DrPH), a Graduate Certificate in Latino Health, and a Single Subject Teaching Credential. These programs have separate accreditation bodies and will be reviewed under different processes and MOUs.

The recommendations outlined in the MOU from 2019 (following 2017 external review visit) include: 1) continue to implement an ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum. This assessment should also include a revised comprehensive curriculum map, and a substantive assessment plan detailing "closing the loop" strategies; 2) provide an annual update on progress made towards the actions agreed. The review cycle will be from 2017-2024. A comprehensive self-study will be due June 2024 for 2024-2025 Academic Year external review/UPRC report process; 3) A cycling of direct and indirect assessments over the program review period is recommended; 4)



continue to work with the college advising center to improve advising effectiveness for CHEO majors and HSC minors and continue to support SHEO advising in the department; 5) ensure that expectations for lecturers regarding service to the department is congruent with contract terms; 6) seek solutions to faculty deployment and tenure-track hiring that supports the needs of the program and its students; and, 7) explore funding via grants and other external means to support graduate students with stipends and assistantships.

Resources reviewed for the report:

1. Self-study Report (2024)
2. External Review Report (2025)
3. Previous MOU (2019, following 2017 review)
4. Department website and University Catalog

Strengths Identified in the Reports

1. **Mission Statements.** The department maintains clear and well-articulated mission statements and program goals that are publicly available on its website and appropriately aligned with the professional context of the field.
2. **Assessment.** As requested in the 2019 MOU, a new Comprehensive Assessment Plan was developed and implemented during this review cycle. The department also established a Lead Instructor System to maintain consistent instructional quality across course sections. In addition, the department regularly reviews course sequencing and prerequisites to identify potential bottlenecks and to ensure that standard course outlines remain aligned with industry needs.
3. **Faculty.** The department has collaborated with the College to develop a faculty hiring plan in anticipation of projected FTES growth associated with the new DrPH program. Since the last program review, the department has conducted searches for eight new tenure-track faculty positions and successfully hired seven new faculty members.
4. **DFW Courses.** Over the past three academic years, no Health Science courses within the College of Health and Human Services have exhibited high non-passing (DFW) rates. The highest recorded DFW rate during this period was 6%.
5. **Community Engagement.** The department has strengthened community partnerships by cultivating pathways into the undergraduate program from local community colleges and high schools, including outreach efforts at the middle school level. It has also continued to evaluate the availability and quality of community internship placements.
6. **High Impact Practices.** The department requires 120 hours of discipline-specific internship experience. Although not required, Health Science students are also encouraged to participate in study abroad, research, and service-learning opportunities.

**Concerns were noted in the reports:**

No significant concerns were identified.

Opportunities for Development

1. **Enrollment.** Enrollment trends were not clearly addressed in the self-study; therefore, data were compiled by the Office of Program & Institutional Effectiveness (OPIE). While the department initially experienced a steady decline in major headcount enrollment from 915 in Fall 2020 to 617 in Fall 2023, consistent with systemwide and campus trends related to the COVID-19 pandemic, this trajectory has since reversed. Recent enrolment has shown a sustained recovery, increasing to 662 in Fall 2024 and further to 743 in Fall 2025, reflecting the department's proactive recruitment, program innovation, and renewed student engagement efforts. Over 90% of current majors are enrolled in the Community Health Education Option.

A similar trend is observed in major FTES, which increased from 381 in Fall 2016 to 447 in Fall 2020, then declined to 360 by Fall 2024. Recent enrolment during the past two years has shown a sustained recovery. Non-major FTES followed an inverse pattern, peaking at 291 in Fall 2016, dropping to 145 in Fall 2020, and rebounding to 224 by Fall 2024. Due to limited enrollment data available at the time of the site visit, the external reviewers were unable to provide feedback on enrollment patterns. The lack of comprehensive student data was identified as a challenge in the external review report.

2. **Graduation Rates and Time to Degree**

- a. **First-time, First-year (FTFY) Students.** The 4-year graduation rate decreased from 59.3% for the Fall 2016 cohort to 31.6% for the Fall 2019 cohort, approximately 7.4% below the CSU target of 39%. However, this trend reversed significantly with the Fall 2020 cohort, whose 4-year graduation rate rose sharply to 60%, exceeding the CSU target by more than 50% and demonstrating substantial progress in student success and degree completion. The 6-year graduation rate declined from 70.4% (Fall 2016 cohort) to 50% (Fall 2018 cohort), below the CSU benchmark of 77%. The average time to degree decreased from 5.0 years (2016–2017) to 4.5 years (2019–2020), while the average total units earned decreased from 132.5 to 130.1 during the same period.
- b. **Transfer Students.** The 2-year graduation rate for transfer students increased from 56.3% (Fall 2017) to 66.2% (Fall 2021), exceeding the CSU benchmark of 49%. However, the 4-year transfer graduation rate declined slightly from 81.6% (Fall 2017) to 79.3% (Fall 2020), below the CSU benchmark of 91%. The average time to degree for transfer students improved from 2.3 years (2016–2017) to 2.0 years (2022–2023), and the average total units earned decreased from 144 to 139.3 during the same period.

3. **Curriculum.** The department has significantly expanded its curriculum during this review cycle, introducing the PHIT Certificate and the Doctorate in Public Health (DrPH). It is also collaborating with the Department of Computer Engineering and Computer Science (CECS)



to develop a concentration for the proposed Bachelor of Science in Applied Data Science (ADS). While these expansions represent meaningful growth, they may seem to create internal competition among existing programs in terms of student demand and resource allocation.

4. **Resources.** Continued expansion of new academic programs is expected to place additional pressure on the department's limited resources. Furthermore, efforts to bring both the BS and DrPH programs under the accreditation of the Council on Education for Public Health (CEPH) will likely increase demands on faculty time and administrative support.
5. **Assessment and Evaluation.** Although a new assessment plan has been developed, its implementation and outcomes have not been systematically tracked, evaluated, or reported. The department conducts end-of-semester undergraduate assessments and shares results with faculty and the University; however, a more systematic process is needed to regularly document and evaluate the alignment between Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs).

Recommendations:

It is therefore agreed that the Department of Health Science will collaborate with the College of Health and Human Services and Academic Affairs to:

1. Continue implementing the program's Comprehensive Assessment Plan to conduct annual assessments using both direct and indirect measures. Report on "closing-the-loop" activities to demonstrate how assessment data inform programmatic and curricular decisions. Provide an annual update (due September 1) on progress toward MOU actions to the CHHS Dean, the Vice Provost for Academic Programs, and the Coordinators for Program Review and Assessment. Following the department's accreditation cycle, the next comprehensive self-study will be due June 2031 for the 2031-2032 academic year review process. (*Addresses Opportunity #5*)
2. Analyze fluctuations in major and non-major enrollments to identify contributing factors and develop a plan to stabilize or strategically grow enrollments. (*Addresses Opportunity #1*)
3. Examine persistence and graduation rate data to develop and implement strategies aimed at improving graduation outcomes for both first-time, first-year students and transfer students. (*Addresses Opportunity #2*)
4. Utilize assessment findings to guide curriculum modifications, including the incorporation of additional high-impact practices. Monitor the effects of new and revised programs on student learning outcomes and ensure alignment between Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). Ensure that all faculty are informed of and engaged in the department's assessment processes and responsibilities. (*Addresses Opportunity #3 and #5*)



5. Reevaluate departmental resources, including faculty workload, staffing, and administrative support, in light of ongoing program expansion and the pursuit of Council on Education for Public Health (CEPH) accreditation. (*Addresses Opportunity #4*)

This MOU has been read and approved by:

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Interim Dean for the College of Health and Human Services: Grace Reynolds-Fisher

Vice Provost for Academic Programs: Pei-Fang Hung

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