

## **Documentation Request from National University**

This is a list of documentation that was either requested in the criteria and was not present in the self-study or additional documentation that reviewers need in order to assess the program's compliance with the criteria. These documents can be provided before the site visit or on the day of the site visit. Any information on these items will be helpful to reviewers. In areas where the documentation requests were not responded to or are missing from the self-study, please provide either the documentation requested or a rationale for why the documentation is not provided. These documents will not only help reviewers, but also the Council, verify that the program is in compliance with the 2016 CEPH criteria.

**1. A3: Documentation request 1 was not responded to.**

**a. Describe student participation in policy making and decision making at the program level.**

At present, policy making remains at the Department, School, and University level where student participation is required. Decision making at the program level has not been formalized. We plan to convene a student panel to address program policy and decision making in the 2018-2019 academic year. MPH students from the onsite and online program will convene via Zoom to discuss policies and curriculum as well as any student concerns.

**2. B2: Provide an updated and corrected Template B2-1**

**a. Current table has incorrect calculations and does not include data from years 2015, 2016, or 2017.**

**3. B3: Is the data presented in this section representative of data gathered only during the text message survey performed in November 2017?**

The data in table 4 are derived from the semi-annual alumni survey that is conducted by Institutional Research for all years. The data derived from the text survey of alumni was added to years 2017 and 2018.

**a. Documentation request 2 was not responded to in its entirety.**

Table 4 indicates that MPH alumni that responded to the survey indicated that 76% (144 of the 189 respondents) were employed, 4% (7 of 189) were continuing their education in a doctorate program, 18% (35 of 189) were seeking work, 1.5% (3 of 189) were not seeking work. The total response rate was 46% (189 of the 407 degrees conferred).

**4. B4: Documentation requests were not responded to**

**a. Documentation request 1 asks for a summarization of the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.**

The 2017 alumni survey shows that 90% of NU MPH alumni would recommend the program to others. 90% felt that the NU MPH program met their expectations. 88% found the program to be of value to them. 83% stated that the program helped them be more effective at work. 90% believe that the NU MPH program will help them take advantage of opportunities in the future.

All respondents either agreed or strongly agreed that the MPH program prepared them to attain the five MPH Program Learning Outcomes. (Analyze and interpret health data. Describe the distribution and determinants of disease, disabilities and death in human populations. Evaluate the environmental factors that affect the health of a community. Analyze the planning, organization, administration and policies of health care organizations. Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.)

**5. B5: Documentation requests were not followed**

**a. Documentation requests 1-3 were not followed**

The evaluation plan that lists the MPH program's evaluation methods and parties responsible for review. This is located in Taskstream.

***National University Planning Process***

National University completes a strategic plan every five years. They are approved by the Board of Trustees and assessed and revised annually. The success of each strategic plan by the achievement of its goals provides a strong foundation for continued growth and the pursuit of excellence. During the period 2015 - 2020, the University will seek to serve students by providing a rigorous, quality education based on the assessment of student learning. Educational resources will be seamlessly integrated into students' everyday activities in order to successfully engage them in lifelong learning. The planning process for the development of The National University Strategic Plans has been based on broad participation by the National University Community: faculty, students, staff and administration. With NU2020, National University continues to emphasize rigor and quality in academics and to pursue recognition for its leadership as a learning-centered institution. The Chancellor sponsors an annual planning retreat each summer that is attended by administrators, faculty and staff from all National University System affiliates. National University requires the full-time faculty to attend the Fall Assembly and the Spring Symposium in order to gain input from the faculty across the university schools, college, and regions. The marketplace for academia continues to evolve to include more non-traditional students, students seeking master's degrees, students that reflect the changing demographics of the United States, global students, and military or veteran students. Competitive forces in the marketplace include the growth of private for-profits institutions, the impact of the recession on public institutions and the globalization of academia. In addition, the demand for on-line programs and the use of unconventional learning media such as wireless devices has shaped the planning process. National University is committed to achieving excellence by continually improving student learning techniques based on actionable data and by supporting technological growth in the online environment. By adapting to evolving student needs and managing academic offerings, the University is maintaining sustainability and positioning itself to be a leader in education in California for years to come.

***The MPH Program Strategic Plan***

The MPH program strategic plan is born of the NU2020 strategic plan and is an integral component of each of the five focal areas identified in the NU2020. These include:

- Academic Climate: Adapting to the changing needs for academic and non-academic programs relevant to the public health workplace
- Student Demographics: Emerging needs for education among groups of prospective students including international students and military personnel

- Educational Technology: New technologies enhancing student learning and increased expectations of both on-site and online learners
- Institutional Resources: Institutional capacity to acquire and optimize resources to ensure future success
- Trends Beyond 2020: Critical competencies needed to prepare National University to sustain its success beyond 2020

### ***Academic Climate***

- By 2020, the National University MPH will be recognized as a leader in providing degree programs that blend theoretical knowledge and applied skills.
- By 2020, the National University MPH will continue to align program learning outcomes with requirements in the public health marketplace.
- By 2020, the National University MPH will increase the number of full-time faculty to accommodate academic program expansion.
- By 2020, the National University MPH will assess the program to ensure that relevant, public health theories and practices are well integrated into the curriculum.
- By 2020, the National University MPH will be a leader in delivering academic programs that connect to diverse student populations who have traditionally been underserved.
- By 2020, the National University MPH will offer diverse course options that promote accelerated time to degree completion.

### ***Student Demographics***

- By 2020, the National University MPH will develop student/institutional “touch points” to increase retention and academic achievement, and to foster ongoing connectivity.
- By 2020, the National University MPH will provide standardized academic support services to assist students in the successful accomplishment of their educational goals.
- By 2020, the National University MPH will continue to develop and promote career and professional skills services that appeal to a diverse and changing student population, and also meet the needs of the MPH alumni.
- By 2020, the National University MPH student categories: regional, military, veteran, international and on-line will achieve and maintain the same levels in measures of academic success.

### ***Educational Technology***

- By 2020, the National University MPH will improve student learning, better prepare students for a technologically dynamic public health work environment and culture and extend course and program opportunities through the use of technology.

### ***Institutional Resources***

- By 2020, the National University MPH will effectively manage its resources and maximize its capacity in order to provide educational access and services to the broadest possible student population.

### ***Trends Beyond 2020***

- By 2020, the National University MPH will be a leader in innovation in student learning.

- By 2020, the National University MPH will survey all of its key external constituents and employer groups and disseminate the data widely to its faculty to inform ongoing academic and student services planning and implementation.

### ***MPH Program Formative and Process Evaluations***

Department faculty meetings are held once each month. The agenda is determined by the Department Chair with input from the faculty and includes discussion of the MPH program at each meeting. The purpose of the faculty meetings is to make collective decisions regarding the program curriculum, policies and strategic plans. Occasionally specific students are discussed in closed meetings.

MPH faculty members may attend in person in San Diego or remotely using advanced meeting technologies. Full-time faculty members are required to attend while adjunct faculty members are invited. Minutes are recorded and distributed to all faculty. Analysis of the MPH curriculum takes place in faculty meetings and in Departmental Curriculum Committee meetings.

Curricular changes are also reviewed and approved by the School of Health and Human Services (SHHS) Dean, the SHHS Academic Affairs Committee, the University Graduate Council, Registrar and Provost.

### ***MPH Program Summative Evaluations***

Progress toward the objectives is monitored through the Program Annual Report (PAR) process and by review of the curriculum, requirements, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), syllabi, signature assignments, exams, exit interviews, faculty and alumni surveys, advisory board feedback and student comments offered to faculty throughout each course. Signature assignments are class assignments that are designated as essential for assessing the competencies of the MPH program. While other assignments are left to the discretion of the faculty, inclusion of signature assignments is required. Exit interviews are conducted with every MPH student when they are preparing their capstone projects. The exit interviews focus on the students' experience with the MPH program.

The MPH faculty have been involved in determining all components of the PAR. Individual faculty members administer the signature assignments in their particular courses and report the results to the Academic Program Director at the end of the month-long session. After the Academic Program Director compiles and reports the findings of the PAR, they are discussed with the MPH faculty to formulate the recommendations. PARs are also reviewed and approved by the SHHS Dean, The SHHS Assessment Committee, the University Graduate Council and Assessment Committee.

The PAR includes reflections and recommendations for each of the Program Learning Outcomes, as well as, overall recommendations. The recommendations are linked to requests for resources that will 'close the loop' by focusing on strategic plans to improve student achievement. The recommendations are reviewed by the Dean of the School of Health and Human Services, The Graduate Council and the Provost.

MPH Assessment findings for 2014, 2015, 2016 and 2017 as well as the Multiyear Plan are located in Taskstream.

The MPH program goals and objectives are monitored annually by the Academic Program Director. Instructional goals and objectives are monitored on a monthly basis by reviewing new admissions to the program, probation reports from the registrar's office, course enrollment, grades and progress toward graduation. Faculty members submit Faculty Development Plans (FDPs) annually that describe their expectations for teaching, scholarship and service each year prior to the new fiscal year. The department chair and school dean review, negotiate and approve these FDPs. In addition, faculty members submit an Annual Activity Report (AAR) every June that provides evidence regarding the fulfillment of the previous year's FDP. The FDPs are compiled for the MPH program to measure the achievement of goals and objectives related to instruction, research and service. The achievement of goals and objectives will be made available to the public as part of the CEPH self-study and will be uploaded on the National University website.

Multi-year assessment Plan

Program Title: MASTER OF PUBLIC HEALTH

Multi-Year Assessment Plan							
Assessment Plan Date:			5 Year review (Due or date) 2021				
Program Start (academic year): 2010			Last MOA implemented: 2016				
Year	PLO	Means		Target	Evidence Collection		
		Direct	Indirect		Items	Process	Location
FY 2017	#1. Analyze and interpret health data.	Biostatistics Exam Questions from CPH Exam		<p><b>Acceptable Target:</b> An acceptable target would be for 70% of MPH students to answer 3 of the 4 questions correctly.</p> <p><b>Ideal Target:</b> An ideal target would be for 80% of MPH students to answer all 4 questions correctly.</p>	Four validated practice questions that are used for the national 'Certified in Public Health Exam' were selected as a signature assignment. These questions related to p-values, t-tests, degrees of freedom and interpretation of p-values, are imbedded into the COH 602:	Instructor imbeds question into final exam. Answers to those particular questions are compiled and a report is sent to the Academic Program Director. Academic Program Director enters the results into the Assessment Findings in AMS.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.

					Biostatistics Final Exam.		
		<p>Epidemiology Questions from CPH Exam</p> <p>Course level; Direct - Exam</p>		<p><b>Acceptable Target:</b> An acceptable target is that 70% of MPH students will correctly answer 7 of the 9 questions correctly.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students answer all 9 of the questions correctly.</p>	<p>Nine validated questions taken from the practice exam for the national 'Certified in Public Health' Exam were selected as a signature assignment. These questions related to randomized control trials, selecting the appropriate approaches to analyzing data according to study design, sensitivity and specificity of screening tests, predictive value of a screening test, study designs and their appropriate measures of</p>	<p>Instructor imbeds question into final exam. Answers to those particular questions are compiled and a report is sent to the Academic Program Director. Academic Program Director enters the results into the Assessment Findings in AMS.</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>

					effect, are imbedded into the final exam in COH 606: Epidemiology.		
			Self-Perceived Proficiency;  Program level; Indirect - Survey	<p><b>Acceptable Target:</b> An acceptable target is that the average score is greater than 2, indicating a high level of preparation.</p> <p><b>Ideal Target:</b> The ideal target is that the average score that MPH students self-select is greater than 3 indicating the highest level of preparation.</p>	When students are enrolled in the internship course they complete an open-ended survey that assesses their preparation in all PLOs. For outcome #1, they are asked to rate their preparation to Analytical/Assessment Skills and Public Health Sciences Skills using a scale of 1 to 4 (4= proficient).	Internship coordinator distributes the survey to students in the Blackboard Organization. Results are compiled and sent to the Academic Program Director who enters the data into the Assessment Findings in AMS.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.



	<p>#2. Describe the distribution and determinants of disease, disabilities and death in human populations</p>	<p>Data Analysis Assignment: Low, Middle and High Income Nations</p> <p>Program level; Direct - Student Artifact</p>		<p><b>Acceptable Target:</b> An acceptable target is that 70% of the MPH students will earn a grade of 80% or higher on this assignment.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students earn a grade of 80% or higher on this assignment.</p>	<p>Students enrolled in COH 601: Global Public Health, prepare a comparison of 5 health indicators for three selected nations, one low-income, one middle-income and one-high income nation. This requires them to use the WHO and CIA websites to collect the data and make appropriate comparisons. The grading rubric for this assignment establishes total percentage grades.</p>	<p>Instructor includes this assignment in COH 601 and grades the assignment using the standard rubric. Results for each class are compiled and given to the Academic Program Director who enters the data into the Assessment Findings in AMS.</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>
			<p>Sample Exam CHES Exam</p>		<p><b>Acceptable Target:</b> An acceptable target is that</p>	<p>Thirty questions taken from the validated, national sample</p>	<p>Instructor imbeds question into final exam. Answers to</p>

		<p>Questions related to Evaluation and Research</p> <p>Program level; Direct - Exam</p>		<p>70% of MPH students will correctly answer 24 of the 30 questions.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students will correctly answer the 30 questions.</p>	<p>Certified Health Education Specialist Exam were designated as the signature assignment. These 30 questions that are identified as "Area of Responsibility IV: Conduct Evaluation and Research Related to Health Education" require the student to create a purpose statement, critique evaluation and research methods and findings found in the related literature and synthesize information found in the literature. The</p>	<p>those particular questions are compiled and a report is sent to the Academic Program Director. Academic Program Director enters the results into the Assessment Findings in AMS.</p>	<p>collections of data in BlackBoard and in the cloud.</p>
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					ten questions are imbedded into the final exam in COH 611: Public Health Research Methods.		
			Self-Perceived Proficiency;  Program level; Indirect - Survey	<p><b>Acceptable Target:</b> An acceptable target is that the average score is greater than 2, indicating a high level of preparation.</p> <p><b>Ideal Target:</b> The ideal target is that the average score that MPH students self-select is greater than 3 indicating the highest level of preparation.</p>	When students are enrolled in the internship course they complete an open-ended survey that assesses their preparation in all PLOs. For outcome #2, they are asked to rate their preparation to Analytical/Assessment Skills and Public Health Sciences Skills using a scale of 1 to 4 (4= proficient).	Internship coordinator distributes the survey to students at the beginning of the course in the Blackboard Organization. Results are compiled and sent to the Academic Program Director who enters the data into the Assessment Findings in AMS.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.

	#3. Evaluate the environmental factors that affect the health of a community.	Presentation on non-communicable disease		<p><b>Acceptable Target:</b> An acceptable target is the 70% of the MPH students earn a total grade of 80% or higher.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students earn a total grade of 90% or higher.</p>	Students enrolled in COH 603: Public Health Biology are required to presentation focusing on a non-communicable, chronic disease of great significance in the United States. Students are required to analyze the environmental and occupational risk factors that contribute to the incidence and prevalence of the disease. Students are given a grade using a total percentage.	Instructor includes this assignment in COH 603 and grades the assignment using the standard rubric. Results for each class are compiled and given to the Academic Program Director who enters the data into the Assessment Findings in AMS.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.

		Public Health and the Environment Presentation		<p><b>Acceptable Target:</b> An acceptable target is that 70% of the MPH students earn a total percent of 80% or higher.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students earn 90% or higher.</p>	<p>Students enrolled in COH 608: Public Health and the Environment are required to prepare and deliver a presentation describing a current environmental health issue (signature assignment). The rubric created for this assignment contains evaluations of background material, balance of issue positions, professionalism of sources, referencing as well as delivery. A portion of the rubric is evaluated by the other students. The grading</p>	<p>Instructor includes this assignment in COH 608 and grades the assignment using the standard rubric. Results for each class are compiled and given to the Academic Program Director who enters the data into the Assessment Findings in AMS.</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>
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					results in a total percent grade.		
			Self-Perceived Proficiency;  Program level; Indirect - Survey	Acceptable Target: An acceptable target is that the average score is greater than 2, indicating a high level of preparation.  <b>Ideal Target:</b> The ideal target is that the average score that MPH students self-select is greater than 3 indicating the highest level of preparation.	When students are enrolled in the internship course they complete an open-ended survey that assesses their preparation in all PLOs. For outcome #3, they are asked to rate their preparation to Analytical/Assessment Skills and Public Health Sciences Skills using a scale of 1 to 4 (4= proficient).	Internship coordinator distributes the survey to students at the beginning of the course in the Blackboard Organization. Results are compiled and sent to the Academic Program Director who enters the data into the Assessment Findings in AMS.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.
	#4. Analyze the planning, organization, administration and	Legislative Initiative Report		<b>Acceptable Target:</b> An acceptable target is that 70% of MPH	Students in COH 612: Health Policy and Advocacy are required to	Instructor includes this assignment in COH 612 and grades the	Findings are recorded in AMS with two backup collections of

	policies of health care organizations .	Program level; Direct - Student Artifact		<p>students earn a grade of 80% or higher on this assignment.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of MPH students earn a grade of 90% or higher on this assignment.</p>	<p>prepare a political advocacy activity that analyzes a proposed state or national-level bill that affects public health. The rubric created for this assignment evaluates the background and history of similar policies as well as the strategic plan for advocating for the enactment of the proposed law. The legislative initiative report is graded using a total percentage.</p>	<p>assignment using the standard rubric. Results for each class are compiled and given to the Academic Program Director who enters the data into the Assessment Findings in AMS.</p>	<p>data in BlackBoard and in the cloud.</p>
		Sample CPH exam questions related to healthcare		<p><b>Acceptable Target:</b> An acceptable target is that 70% of the</p>	<p>Six validated questions taken from the sample 'Certified in Public Health'</p>	<p>Instructor imbeds question into final exam. Answers to those particular</p>	<p>Findings are recorded in AMS with two backup collections of</p>

		<p>organizations</p> <p>Program level; Direct - Exam</p>		<p>MPH students correctly answer 4 of the 6 questions.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students correctly answer all 6 questions.</p>	<p>exam are imbedded into the final exam in HCA 600: US Healthcare System. The questions relate to county health departments' strategic plans, leadership theories and functions of health agencies.</p>	<p>questions are compiled and a report is sent to the Academic Program Director. Academic Program Director enters the results into the Assessment Findings in AMS.</p>	<p>data in BlackBoard and in the cloud.</p>
			<p>Self-Perceived Proficiency;</p> <p>Program level; Indirect - Survey</p>	<p><b>Acceptable Target:</b> An acceptable target is that the average score is greater than 2, indicating a high level of preparation.</p> <p><b>Ideal Target:</b> The ideal target is that the average score that</p>	<p>When students are enrolled in the internship course they complete an open-ended survey that assesses their preparation in all PLOs. For outcome #4, they are asked to rate their preparation to</p>		<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>



				<p>MPH students self-select is greater than 3 indicating the highest level of preparation.</p>	<p>Policy Development/Program Planning Skills</p> <p>Community Dimensions of Practice Skills</p> <p>Financial Planning and Management Skills</p> <p>Leadership and Systems Thinking Skills using a scale of 1 to 4 (4= proficient).</p>		
	<p>#5. Apply the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.</p>	<p>Cultural Health Beliefs Paper</p> <p>Course level; Direct - Student Artifact</p>		<p><b>Acceptable Target:</b> An acceptable target is that 70% of the MPH students earn a grade of 80% or higher on this paper.</p> <p><b>Ideal Target:</b> An ideal target is</p>	<p>Students enrolled in COH 601: Global Public Health are required to prepare a paper that describes a cultural group within the United States or global, and their relevant beliefs, values, attitudes</p>	<p>Instructor includes this assignment in COH 601 and grades the assignment using the standard rubric. Results for each class are compiled and given to the Academic</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>

				that 80% of MPH students earn a grade of 90% or higher on this paper.	and health behaviors. The rubric created for this assignment evaluates the clarity of the writing, referencing and professionalism of sources as well as demonstration of the concepts of social and behavioral science. The paper is graded using a total percent.	Program Director who enters the data into the Assessment Findings in AMS.	
		Health Behavior Presentation  Course level; Direct - Student Artifact		<b>Acceptable Target:</b> An acceptable target is that 70% of MPH students earn a grade of 80% or higher on this presentation.	Students enrolled in COH 604: Health Behavior are required to prepare and deliver a presentation describing a particular health behavior. They are required to	Instructor includes this assignment in COH 604 and grades the assignment using the standard rubric. Results for each class are compiled and given to the	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.

				<p><b>Ideal Target:</b> An ideal target is that 80% of MPH students earn a grade of 90% or higher on this presentation.</p>	<p>describe the prevalence of the behavior, risk factors, negative consequences, apply a health behavior theory and describe methods to modify the behavior. The rubric created for this assignment includes the professionalism of the sources used, the clarity of the presentation and visual aids as well as a peer evaluation. A total percentage is assigned to each presentation.</p>	<p>Academic Program Director who enters the data into the Assessment Findings in AMS.</p>	
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		<p>Sample CHES exam questions</p> <p>Program level; Direct - Exam</p>		<p><b>Acceptable Target:</b> An acceptable target is that 70% of the MPH students answer 6 of the questions correctly.</p> <p><b>Ideal Target:</b> An ideal target is that 80% of the MPH students answer all 8 questions correctly.</p>	<p>Eight validated, sample questions from the national "Certified Health Education Specialist" exam are imbedded into the final exam in COH 604: Health Behavior. The questions that relate to health behavior theories are presented in multiple choice format.</p>	<p>Instructor imbeds question into final exam. Answers to those particular questions are compiled and a report is sent to the Academic Program Director. Academic Program Director enters the results into the Assessment Findings in AMS.</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>
			<p>Self-Perceived Proficiency;</p> <p>Program level; Indirect - Survey</p>	<p><b>Acceptable Target:</b> An acceptable target is that the average score is greater than 2, indicating a high level of preparation.</p>	<p>When students are enrolled in the internship course they complete an open-ended survey that assesses their preparation in all PLOs. For outcome #5, they are asked</p>	<p>Internship coordinator distributes the survey to students at the beginning of the course in the Blackboard Organization. Results are compiled and sent to the</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>

				<p><b>Ideal Target:</b> The ideal target is that the average score that MPH students self-select is greater than 3 indicating the highest level of preparation.</p>	<p>to rate their preparation to Communication Skills  And Cultural Competency Skills using a scale of 1 to 4 (4= proficient).</p>	<p>Academic Program Director who enters the data into the Assessment Findings in AMS.</p>	
<p>FY 2018 - 2020</p>	<p>All measures will be repeated. Trend analysis will be conducted.</p>	<p>Comparison of results for each measure plotted across years since 2010.</p>		<p><b>Acceptable Target:</b> 90% of all recommended improvements based on findings of the previous year were implemented.</p> <p><b>Ideal Target:</b> All recommended improvements</p>	<p>Academic Program Director will revise multi-year plan as needed.</p>	<p>Academic Program Director will enter the data into the Assessment Findings in AMS.</p>	<p>Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.</p>

				based on findings of the previous year were implemented.			
FY 2020 - 5 year	Summative Evaluation of all PLOs across the 5-year span.			<p><b>Acceptable Target:</b> 90% of all measurements will be categorized as acceptable and remedial action is documented for those that fall below acceptable.</p> <p><b>Ideal Target:</b> All measurements will fall into the Ideal range and significant improvement in scores is demonstrated</p>	Academic Program Director will compile results and present to faculty during a regularly scheduled faculty meeting.	Academic Program Director in conjunction with all faculty in the department will present the data analysis and findings during an advisory council meeting where recommendations will be formulated by committee.	Findings are recorded in AMS with two backup collections of data in BlackBoard and in the cloud.

				across the 5- years.			
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The chosen evaluation methods assess the established program learning outcomes for every MPH student. The program learning outcomes were chosen to correspond with the Association of Schools and Programs in Public Health competencies. The targets and specific measurements were determined as the program was developed in conjunction with the SHHS Assessment Committee, The Graduate Council, the Assessment Fellow (A senior faculty member from the School of Education who was designated to consult with program directors).

Evidence of the completion of every PAR and the FYR is in Taskstream. A meeting to discuss the findings and recommendations of the 2016 FYR, with the Associate Provost, the SHHS Dean, and the MPH Academic Program Director is scheduled for May 17, 2018.

b. Templates requested were not used and therefore the requested data is not present.

**6. B6: The program did not respond to the criterion as requested**

**a. Please provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.**

The faculty have focused several meetings reviewing the annual assessment and five-year review of the quantitative methods courses, specifically the need for tutorials in SAS programming. Discussions of student complaints regarding the courses resulted in changes in the BlackBoard course shells that offer more step-by-step instruction. Another significant series of discussions occurred surrounding student that complete all courses except for the culminating experiences. This resulted in the Pilot project in COH 691: Public Health Internship which required students to secure a placement before enrolling and allow for attainment of competencies through prior experience. These discussions also resulted in changes to the capstone project and research methods course so that the students complete the first three chapters of the capstone project while enrolled in COH 611: PH Research Methods.

**7. C1: Required documentation C.1.a-f are missing from the self-study document.**

a. Full time faculty salaries are fully guaranteed and paid through the University budget. Adjunct faculty are also paid through the university budget.

b. Requests for full time faculty positions are requested in two ways. First, every February the program is asked to justify faculty requests. These requests are proposed to the Department Chair who in turn makes requests of the School Dean. The requests from the three department are submitted by the Dean to the Provost, President and the Board of Trustees. Second, the Program Annual Review and the Five-Year Review Process concludes with recommendations and budgetary implications. Requests for additional faculty positions are also included in these recommendations.

c. Operational costs that are funded through the School of Health and Human Services annual budget include salaries of staff, office supplies, funds for awards ceremony, accreditation, and delta omega inductions. Most other expenses including adjunct faculty



salaries, travel for university and school meetings, books, zoom accounts, office space and the learning management system are funding centrally by the university.

Support for student conference travel and to support student activities, for example Public Health Week, are part of the SHHS budget. Presidential scholars, which receive a full tuition waiver, are funded at the university level.

Each full-time faculty member is allotted \$2400 in faculty development funds annually from the university budget. These funds can be rolled over for two years and used to attend an international conference.

- d. The MPH program requests additional funds for student support, operational costs and faculty development annually in February by making formal requests of the SHHS Dean.
- e. The program's funding does not bear a relationship to tuition and fees generated.
- f. Indirect costs associated with grants and contracts are returned to the SHHS. The MPH program does not receive funding through this mechanism since the grants are at the school level.

**8. C2: Are the faculty members faculty of the program (unit of accreditation) or of the department as a whole?**

National University designates faculty in Departments and not at the program level. Department of Community Health faculty are only listed here if they consistently teach in the MPH program.

**9. C2-C: Documentation requests 5 and 6 were not responded to.**

5. The average class size in the MPH program is 17 students.

6. Though we have not included a question specifically regarding class size, students have not voiced complaints about class size. We believe that keeping our class size below 20 is the industry standard for graduate studies. We will include an explicit question about class size on our next alumni survey and in our next focus groups of students and alumni.

**10. C3: Documentation request 3 was not responded to.**

The MPH Program Faculty have adequate access to staff for support in assessment, curriculum development, staffing and scheduling classes. The staff member who coordinates the MPH internships and the staff who assist the faculty have been relocated to the school under the supervision of the Deans' assistant. This centralization which occurred in 2013, has resulted in a diminishment of staff availability to the MPH program faculty. Many day-to-day functions (Ex. Correspondence with students and adjunct faculty and gathering assessment data) that could be performed by staff fall to the responsibility of the Academic Program Director. In addition, the ability of the current staff to facilitate the hiring process and to process contracts is not adequate.

**11. C4: Documentation request 2 was not responded to.**

The physical space for the MPH program is sufficient in some ways and insufficient in others. Faculty are not given private offices for consultation with students and to attend meetings and to conduct online classes. Most conduct business from their home offices. The classroom space on campus in Kearny Mesa, however, is spacious and equipped with sufficient resources for the students. The Dean and Department Chair have spacious offices.

**12. C5: Documentation request 2 was not responded to.**

The NU Library staff and resources are sufficient. The librarians are available to assist students with library searches and literature reviews. Access to books and journals is also sufficient. Technical support is available to students and is sufficient.

**13. D2: Documentation request 1 was not responded to.**

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements (8 courses; 36 quarter units)

Core Requisite(s):

HCA 600 U.S. Healthcare System  
COH 602 Biostatistics  
COH 606 Epidemiology  
COH 604 Theories of Health Behavior  
COH 608 Public Health & the Enviro  
COH 611 Public Health Research Methods  
COH 500 Global Health Experience  
OR  
COH 691 Public Health Internship  
COH 692 Public Health Capstone

Specialization in Health Promotion

Requirements for the Specialization (8 courses; 36 quarter units)

Core Requisite(s):

COH 601 Global Public Health  
COH 603 Public Health Biology  
COH 607 Public Health Program Develop  
COH 609 PH Program Evaluation  
COH 605 Public Health Promotion  
COH 618 Health Promotion Strategies  
COH 613 Public Health Informatics  
COH 612 Health Policy and Advocacy

Specialization in Healthcare Administration

Requirements for the Specialization (8 courses; 36 quarter units)

Core Requisite(s):

HCA 610 Health Policy  
HCA 620 Health Organization Management  
HCA 626 Healthcare Information Systems  
HCA 622 Quality Appraisal & Evaluation  
HCA 628 HA Human Resources Management  
HCA 663 Healthcare Accounting/Finance  
HCA 624 Healthcare Planning & Marketing  
HCA 670 Healthcare Leadership

Specialization in Mental Health

Requirements for the Specialization (8 courses; 36 quarter units)

Core Requisite(s):

COH 601 Global Public Health  
COH 621 PH Aspects of Drug Addiction  
COH 616 Mental Health Promotion  
COH 609 PH Program Evaluation  
COH 614 Psychosocial Epidemiology  
COH 617 PH Aspects of Violence  
COH 612 Health Policy and Advocacy  
COH 619 PH Aspects of Human Sexuality

**14. D5: Documentation request 1 was not responded to.**

**It is also difficult for reviewers to locate the samples of practice-related materials in documentation request 3. Samples for the ILE are present in the ERF, but samples for the APE are not provided.**

The products and competencies are different for each student. A similar form is used for each student individually and included in the ERF. Student portfolios are uploaded into BlackBoard.

**15. D7: This criterion was not responded to as requested in the criterion. Documentation requests were not responded to.**

<b>MPH Integrative Learning Experience for Health Promotion, Mental Health or Healthcare Administration Concentrations</b>	
<b>Integrative learning experience (list all options)</b>	<b>How competencies are synthesized</b>
COH 500: Global Health Experience OR COH 691: Public Health Internship	All MPH students are required to choose 3 Foundational Competencies and 2 concentration competencies in their "Plan to Attain Competencies". This form specifies their concentration and requires them to choose one of four options: Prior Experience, Volunteer, Internship or Global Health Experience. Each option requires the student to submit 2 approved pieces of evidence of attainment that is included in their portfolio and uploaded into BlackBoard.

**16. E1: Template E1-2 is missing**

**Template E1-2**

Name*	Academic Rank^	Title and Current Employment	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Adeoye, Olayemi Olufikayo	CORE ADJ FAC 2	Assistant Professor, Pharmacy Loma Linda University	MPH, PHD	Loma Linda University	Physiology Public Health	Health Promotion
Adkins, Stephanie Charese	CERT CORE ADJ FAC 2	Senior Auditor, Department of Veterans Affairs, Financial Services Center, Enterprise Oversight, Austin, TX  Adjunct Instructor, Grand Canyon University	PHD	University of Texas, Tyler	Nursing	Healthcare Administration
Asham, Maha	CORE ADJ FAC 2	Principal Investigator Senior Technical Advisor United Nations Population Fund (UNFPA)	MD, MPH	Assiut University Johns Hopkins University	Medicine Public Health	Health Promotion
Bednarchik, Lori	CERT CORE ADJ FAC 2	Adjunct Faculty (online, Canvas), Health Promotion, Maryland University of Integrative Health	MPH, PHD	Arizona State University	Communication Public Health	Health Promotion

		Founder and CEO, Lori Bednarchik, LLC.,				
Benson, Michelle Christine	CORE ADJ FAC 1	Kelso School District, Substitute Teacher  The Sage Group/APT College, Online Facilitator and Professor	MA	Ashford University	Organizational Management	Healthcare Administration
Brady, James William	CERT CORE ADJ FAC 2	Chief Information Officer at Kaiser Permanente Orange County	PHD	Nova Southeastern University	Information Systems	Healthcare Administration
Brollini, Selina Lavonne	CORE ADJ FAC 1	County of San Diego, Health & Human Services Agency, Behavioral Health Services San Diego, CA Administrative Analyst II	MPH	Cal State Fullerton	Public Health	Health Promotion
Burch, Eric	CORE ADJ FAC 1	CEO-Strong Public Policy & Healthcare	MPA	San Diego State University	Public Administration	Healthcare Administration
Butler, Kimberly Wynn	CERT CORE ADJ 1	Professor Physical Education San Diego State University	EDD	Alliant International University	Technology and Learning	Health Promotion
Chowdhury, Zohir	CERT CORE ADJ FAC 2	Associate Professor Environmental Health  Graduate School of Public Health San Diego State University	PHD	Georgia Institute of Tech	Earth & Atmospheric Sciences	Health Promotion

Clegg, Robert Layne	CERT CORE ADJ FAC 2	Associate Professor – Department of Clinical and Administrative Sciences California Health Sciences University, College of Pharmacy	PHD	Capella University	Health Care Administration	Healthcare Administration
Clobes, Thomas A	CORE ADJ FAC 2	Cook Medical District Manager  Department of Healthcare School of Nursing and Health Sciences Capella University	PHD	Rutgers University	Health Sciences	Healthcare Administration
Cunningham, Melissa	PT ADJ	Prevention Specialist San Diego Youth Services	MPH	Cal State Fullerton	Public Health	Mental Health
Cuomo, Raphael	ADJ FAC 2	Research Scientist UCSD	PHD	UC San Diego	Public Health	Healthcare Administration
Eichmann, Kelly K	CORE ADJ FAC 2	Fresno County Public Health Department – Nutrition and Obesity Prevention Registered Dietitian/Nutritionist	PHD	Walden University	Health Services- Community Health	Health Promotion
Emory, Kristen	CORE ADJ FAC 2	Director and Adviser of the Undergraduate Program in the Graduate School of Public Health (GSPH) at San Diego State University (SDSU)	PHD	UC San Diego	Public Health	Health Promotion

Finneran, Karen L	ADJ FAC 2	Testing and Student Employment Specialist, Career Development Services Division of Student Affairs, University of Hawai'i at Hilo	PHD	University of Hawaii, Manoa	Education	Mental Health
Ghoniem, Jasmine Suzanne	PT ADJ	Lab Assistant at Sanford-Burnham Medical Research Institute	MPH	George Washington University	Health Policy	Healthcare Administration
Hilleary, Gwenmarie Angelique	CORE ADJ FAC 1	Sr. Administrative Analyst at UC San Diego Health	MA	George Washington University	Healthcare Administration	Healthcare Administration
Imbriani, Stephen Erik	CERT CORE ADJ FAC 1	Teacher, San Bernardino School District	MPH	A.T. Still University	Public Health	Health Promotion
Iranfar, Negin	PT ADJ	Genetic Research Associate UCSD	MPH	National University	Public Health	Healthcare Administration
Klense, Stephen	CORE ADJ FAC 1	On-line Instructor. Accounting & Billing, Economics, Health Care Administration and Public Health courses, Undergraduate and Graduate Courses, Grand Canyon University	MBA	Ferris State University	Business Administration	Healthcare Administration
LaChapelle, Kevin Michael	CERT CORE ADJ FAC 2	Principal Consultant at Kaiser Permanente  Executive Director   Inspirational Speaker	EDD	University of Phoenix	Educational Leadership	Healthcare Administration



		Leader Coach at PowerMentor				
Leonard, Susan A	CERT CORE ADJ FAC 1	Industry SME Consultant HIMSS Media	MED	National Louis University	Adult Education	Healthcare Administration
Mace, Casey J.	CORE ADJ FAC 1	Assistant Professor Central Washington University Department of Health Sciences, Public Health Program	PHD	University of Auckland	Population Health Sciences	Mental Health
Martin, Stephen Wayne	PT ADJ	Board Member San Diego Organization of Healthcare Leaders	MBA	Columbia Southern University	Health Care Management	Healthcare Administration
Masri, Shahir	ADJ FAC 2	Course Instructor, Environmental Health & Pollution  Chapman University, Schmid College of Science and Technology	PHS	Harvard University	Exposure, Epidemiology & Risk	Mental Health
Mortensen-Torres, Heidi Jean	CERT CORE ADJ FAC 1	Online Professor/Chair for Doctoral Dissertation Students National Graduate School of Quality Management  Medical Librarian Sutter Roseville Medical Center Library	DHS	A.T. Still University	Health Sciences	Mental Health

Naeger, Sarah	ADJ FAC 2	Senior Research Leader Truven Health Analytics	PHD	Johns Hopkins University	Mental Health	Mental Health
Nwachuku, Ijeoma	CORE ADJ FAC 2	Kaiser Permanente, Pasadena, California Consultant and Institutional Review Board Member	MPH Ph.D.	UMAS, Amherst  Alliant International University - California School of Professional Psychology	Public Health  Forensic Psychology	Mental Health
Patterson II, James Robert	CORE ADJ FAC 1	Founder of Patterson Law Group, APC.	JD	UC Davis	Law	Healthcare Administration
Paul-Richiez, Darling	CORE ADJ 2	FNP at HEAL Community Health Promotion Center	DNP	UMAS, Amherst	Public Health	Health Promotion
Pinzon-Perez, Helda Lucia	CERT CORE ADJ FAC 1	Nursing Leadership Coalition/Legislative and Advocacy Committee- St Agnes Hospital	PHD	Pennsylvania State University	Health Education	Health Promotion
Porter III, Austin	CERT CORE ADJ FAC 1	Univ. of Arkansas for Medical Sciences Little Rock, AR Adjunct Assistant Professor-College of Public Health  Arkansas Department of Health Little Rock, AR Trauma Registry Administrator	DPH	University of Arkansas, Little Rock	Public Health	Health Promotion

Reinbold, Opal	PT ADJ	Chief Quality Officer at Palomar Health	MBA	Grand Canyon University	Business Administration	Healthcare Administration
Rovira-Osterwalder, Tanya Y.	CORE ADJ FAC 1	Contra Costa Health Services- Community Wellness & Prevention Program Senior Health Education Specialist	MS	University of Phoenix	Marriage, Family and Child Therapy	Mental Health
Rutledge, Jared Thomas	CERT CORE ADJ FAC 2	Clovis Community College Tenure Track Professor	DPH	Walden University	Epidemiology	Health Promotion
Santibanez, Margarita	CORE ADJ FAC 1	California Department of Public Health Office of Binational Border Health	MPH	San Diego State University	Epidemiology	Health Promotion
Schweitzer, Tiffany	CORE ADJ FAC 1	Quality Program Manager Beaumont Memorial Hospital	MHA	Walden University	Healthcare Administration	Healthcare Administration
Shumulinsky, Victoria	PT ADJ	Strategy Manager at West Health	MHA	Ohio State University	Health Services Management	Healthcare Administration
Skaggs, John C	CORE ADJ FAC 1	CRTS National Home Health Care	MA	National University	Human Resource Management	Healthcare Administration
Tweeten, Sara Samantha	CORE ADJ FAC 2	Senior Epidemiologist, County of San Diego	PHD	UC San Diego	Public Health	Health Promotion
Vidal-Calgaro, LeiLani M.	CORE ADJ FAC 2	Better Health and Wellness Center	DCH	Southern California College	Chiropractic	Healthcare Administration
Vontsolos, Alexander	PT ADJ	Regional Managing Director at Anthem Blue Cross	MBA	University of Redlands	Business Administration	Healthcare Administration

Wosu, Oluwafeyikemi Adesina	CORE ADJ FAC 1		MPH DrPH	Loma Linda University	Psychosocial Epidemiology	Mental Health
Wright, Kynna	CERT CORE ADJ FAC 2	Kaplan University, School of Nursing Part-Time Faculty	PHD	UC Los Angeles	Public Health	Mental Health

PT ADJ = Part time Adjunct, eligible to teach up to 6 courses per year

CORE ADJ FAC = Core Adjunct Faculty, eligible to teach up to 8 courses per year

CERT CORE ADJ= Certified Core Adjunct, eligible to teach up to 10 courses per year

**17. E3: Documentation requests 1-5 are missing from the self-study.**

1. The primary instructional faculty are allotted \$2400 annually for faculty development. They may use these funds to attend professional meetings and conferences. In 2017, Drs. Piante, Eggleston, Jones and Bhawal attended the APHA annual meeting. In 2016, Drs. Eggleston, Jones, Bhawal, Boman-Davis and Diaz attended the APHA annual meeting. Dr. Smith attends the SAS Global meeting annually. The non-primary instructional faculty are working in the field in which they teach and maintain currency through their careers. Dr. Tweeten is a senior epidemiologist for San Diego County Health Department. Dr. Alan Smith is a researcher for UCSD. Dr. Zohir Chowdhury is a tenured faculty member at SDSU.
2. Students are requested to complete an end of term survey for each class they attend. The survey includes measures of learning and instructional effectiveness. There is a section for open-ended comments, as well. These student course evaluations are made available to the Academic Program Director (for adjunct faculty), the Department Chair (for both adjunct and full-time faculty) and the SHHS Dean, as well as to the faculty member who taught the class. The Academic Program Director monitors these evaluations as a formative assessment of teaching as well as the course assignments and books. Full-time faculty are required to include a peer-evaluation of their teaching with every application for promotion or reappointment. These peer-evaluations are not formalized; however, the senior faculty members are most likely to be asked for an evaluation. Dr. Piante has performed peer-evaluations for Dr. Boman-Davis this year.
3. Faculty instructional roles are supported by the National University Center for Innovation in Learning. They offer online courses, online tutorials and maintain a website for easy access to tips and support for teaching and learning. All faculty are required to complete the CIL teaching online course before they can be staffed to teach a class.

Four senior faculty members of the university at large have been designated in 2018 as Teaching and Learning Fellows and are available for consultation with faculty regarding teaching.

The School of Health and Human Services invites all faculty to attend monthly meetings that include discussions of support for teaching.

The Department of Community Health has hosted adjunct summit meetings biannually that specifically focus on teaching and learning in the department.

4. Evaluations of instructional effectiveness are the primary means of evaluating the adjunct faculty. Faculty with average evaluations of less than 4 on a 5-point scale will be offered additional remediation and advice regarding their teaching. If the evaluations remain below this mark, the adjunct faculty is not offered a contract for additional teaching.

Evaluations of full-time faculty figure into annual decisions regarding merit increases and periodically into decisions related to reappointment and promotion. The faculty policies state that evaluations of teaching are to be considered in conjunction with other evidence of teaching effectiveness.

5. See table:

Outcome Measures for Faculty Instructional Effectiveness				
Outcome Measure	Target	2015	2016	2017
External review of existing courses and curricula	Completed every five years		Completed by Dr. Sylvia Furner. Included in FYR 2016	
Internal Review of syllabi for currency of readings, topics, methods and assignments	100% of syllabi reviewed in BlackBoard	100% reviewed by Course Leads for each MPH course	100% reviewed by Course Leads for each MPH course	100% reviewed by Course Leads for each MPH course
Student end of Course Evaluations of Teaching and Learning	Overall average > 4.0 on a 5.0 scale	4.37	4.35	4.47
Grading rubrics	Grading rubrics specific to each assignment is embedded in BlackBoard for each assignment in each class	Rubrics included in 9 of 28 courses.	Rubrics included in 20 of 28 courses.	Rubrics included in 25 of 28 courses.

**18. E4: Documentation request 6 is missing from the self-study.**

Template E4-1

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	2015	2016	2017
Percent of Primary Instructional Faculty participating in research activities	100%	11 presentations at Faculty Focus on	7 presentations at Faculty Focus on	6 presentations at Faculty Focus on Research. 2

		Research: 100% of PIF	Research: 63% of PIF	at presentations at Scholars corner: 72% of PIF
Number of articles published in peer-reviewed journals by PIF	15 peer reviewed articles published annually	15	15	22
Presentations at professional meetings by PIF	10 presentations annually	13	17	18

**19. E5: Documentation requests 2, 4, 5, and 6 are missing from the self-study.**

Template E4-1

Outcome Measures for Faculty Extramural Service				
Outcome Measure	Target	2015	2016	2017
Percent of PIF in extramural service activities	100%	100%	100%	100%
Number of community-based projects	1	1	2	2
Public/private or cross sector partnership for engagement and service	1	1	2	3

**20. F1: Are there any formal structures for constituent input?**

**a. Documentation request 3 is missing**

The School of Health and Human Services Advisory Board met during the period 2008-2013. They contributed to the development of the vision, mission, values, goals and evaluation measures which have not been substantially changed since that time.

The current advisory board has reviewed the curriculum for 'person-centeredness' using the principles of Planetree and have indicated no areas of deficiency in the MPH curriculum.

The graduates of the MPH program are assessed by the external partners while they are demonstrating attainment of competencies in the Applied Learning Experience.

**21. G1: This criterion was not responded to as requested.**

**a. Documentation requests 1-6 are either not responded to as requested or are missing entirely.**

NU MPH program has been developed and sustained to meet the needs of adult learners, ethnic minorities and military personnel.

The program will support the persistence and ongoing success of our adult, minority and military learners by updating and distributing information about MPH degrees specifically for military personnel. It includes what each branch of the military offers personnel with the MPH degree and how to apply for specific commissions. We also will continue to make our coursework available to working adults and those who work shifts and are in time zones other than Pacific time by continuing the asynchronous initiative that allows students to complete coursework without mandatory live sessions. We continue to offer two-hour live sessions at a minimum of twice a week, however students can listen to the recordings if they cannot participate in real time. In addition, more resources are available to the students through the course shells so that they may access needed information anytime. Presentations by the students are recorded and uploaded rather than scheduled during the live sessions. We also plan to continually monitor the diversity of our students using the tableau data dashboard that is provided by the university to the Academic Program Director. We will create targeted recruiting materials if the proportion of minority students drops below the targets.

Program-specific data will be analyzed annually by comparing the measurements of success for each of our priority groups of learners: military, adults and minorities.

**22. H1: Documentation requests 2-5 are missing from the self-study.**

2. Academic Advisors support all programs of National University. Students and potential students can meet with an academic advisor at each of our campuses. There are also academic advisors specifically for our military students in San Diego, California, Quantico, Virginia, San Clemente, California, and 29 Palms, California. Additionally, online advisors help potential students and students with admissions, enrollment and submitting any requests for policy exceptions or reinstatement.
3. Advising materials are provided in the ERF.
4. Academic Advisors are oriented and supervised by Academic Services and Associate Regional Deans.
5. MPH students are contacted with an introductory email from the Academic Program Director within one week of their admission. They are immediately enrolled in the MPH Student Organization in BlackBoard where they will be included in all announcements regarding the MPH program. Students have access to tutorials from the NU Writing Center and the NU Library. A separate orientation course to be taken prior to beginning the MPH courses has been proposed and is pending Graduate Council Approval for inclusion in the September 2018 catalog.

**23. H2: Documentation requests 2-4 are missing from the self-study.**

National University's team of Career Advisors have 5-7 years prior experience in career counseling and services /advising in a Higher Education setting. Each holds a master's degree in counseling or education. Career advisors receive continued training through professional development sessions, conferences, in house training, cross departmental



training, annual staff retreat and participating in webinars, workshops offered by professional organizations in the field. From 2014 to 2017, student interactions with the Career Advisors increased from 814 to 4,127 (400%). Additionally, over 300 students have attended career fairs for the past three years, with 2018 seeming to outpace 2016 and 2017. Currently, 337 students have attended Career Education Fairs in 2018, whereas only 311 attended Career Education Fairs in 2017, and 312 students attended General Career Fairs.

**24. H3: Please provide any formal complaints/student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.**

There have been no formal complaints or student grievances submitted in the past three years with the exception of grade appeals.

12 grade appeals for courses in 2015 were submitted by MPH students. All were processed by the SHHS Grade Appeals Committee. One of the grade appeals was approved, the remainder were denied.

10 grade appeals for courses in 2016 were submitted by MPH students. All were processed by the SHHS Grade Appeals Committee. One of the grade appeals was approved, the remainder were denied.

12 grade appeals for courses in 2017 were submitted by MPH students. All were processed by the SHHS Grade Appeals Committee. Five of the grade appeals were approved, once is in process and the remainder were denied.

2 grade appeals for courses in 2018 were submitted by MPH students. One was cancelled by the student and the other was approved.

Requester ID	Display Name	Request	Status	Request Date	Last Appr	Term	Subject	Catal	Class I
022882647	Tijani Muniru	202689	Denied	9/13/2015 15:53	Denied	1508	COH	609	45591
023199769	Yunhong Wei	209195	Denied	12/4/2015 9:04	Denied	1511	COH	602	60583
023113631	Benedicto Manalansan	206359	Denied	10/27/2015 7:56	Denied	1509	COH	611	51035
023499341	Cristina Stanley	207456	Denied	11/9/2015 14:27	Denied	1509	COH	603	50813
023199769	Yunhong Wei	211782	Denied	1/14/2016 7:04	Denied	1511	COH	602	60583
022956136	Tamheed Ullah	208151	Denied	11/18/2015 15:51	Denied	1506	COH	608	35299
023199769	Yunhong Wei	211784	Denied	1/14/2016 7:31	Denied	1511	COH	602	60583
023625402	Aaron Massie	208982	Approved	12/2/2015 9:34	Approved	1511	COH	602	60583
023598713	Larrissia Koulavongsa	213042	Denied	1/28/2016 11:38	Denied	1512	HCA	600	65693
022175681	Lisandra Cuadrado	211860	Denied	1/14/2016 16:16	Denied	1505	COH	602	30758
020475041	Yuen Restuvog	210698	Denied	12/29/2015 22:52	Denied	1511	COH	602	60583
003591955	Mark Valentine	213585	Denied	2/2/2016 15:51	Denied	1512	HCA	600	66180
021172471	Shavondra Howard	214184	Denied	2/10/2016 12:28	Denied	1601	HCA	663	11550
022776871	Jordan Stonehouse	218745	Denied	4/5/2016 9:47	Denied	1602	HCA	624	16032
023742714	Caesare Torres	218599	Denied	4/2/2016 15:33	Denied	1603	HCA	600	20723
023710318	Sonal Mirchandani	220796	Denied	4/28/2016 17:37	Denied	1603	HCA	600	20620
023527213	Dana Nasser	224701	Denied	6/9/2016 15:25	Denied	1605	COH	602	30675
005935713	Kim Pagnozzi	227694	Denied	7/13/2016 11:31	Denied	1606	COH	621	35574
023513121	Hazell Belvin	233735	Denied	9/20/2016 10:38	Denied	1608	COH	612	46240
023702232	Chaz Thomas	235577	Denied	10/11/2016 10:49	Denied	1609	COH	606	50933
023763033	Linda Adjei	237403	Denied	11/2/2016 16:44	Denied	1608	COH	605	45271
023930980	Brianna Fontenette	240622	Approved	12/19/2016 9:44	Approved	1610	COH	601	55563
023777996	Chetou Lamare	245137	Approved	2/16/2017 18:38	Approved	1701	COH	604	11123
023977091	Kiara Newhouse-Pascha	244323	Denied	2/8/2017 9:31	Denied	1701	COH	601	10587
040029460	Shawna Ellis	246983	Denied	3/12/2017 21:07	Denied	1702	COH	602	15976
023437019	Nicole Thomas	248221	Denied	3/28/2017 10:57	Denied	1701	COH	606	10426
023719184	Layla Shannak	247160	Denied	3/14/2017 14:50	Denied	1701	COH	613	10074
023968303	Lola Benson	252297	Approved	5/13/2017 9:56	Approved	1703	COH	611	20231
023742714	Caesare Torres	249393	Denied	4/11/2017 8:21	Denied	1703	COH	611	20491
022216475	Nicole Estrada	255155	Approved	6/13/2017 17:41	Approved	1705	COH	608	30397
040036181	Chinwendu Nwosu	256216	Denied	6/26/2017 15:15	Denied	1705	COH	608	30661
023763033	Linda Adjei	262103	In Approva	8/29/2017 1:55		1707	COH	618	40114
040114142	Aubrianna Butler	272985	Approved	1/16/2018 15:32	Approved	1712	COH	611	65576
023978313	Lauren Baatrup	270210	Approved	12/7/2017 13:57	Approved	1710	COH	618	55243
022287962	Leroy Worrell III	280617	Cancelled	4/9/2018 15:33	Cancelled	1802	HCA	663	15322
022287962	Leroy Worrell III	281640	Approved	4/19/2018 13:46	Approved	1801	HCA	628	10381

## 25. H4: Documentation requests 2 and 3 are missing from the self-study.

### 2. Admission to the MPH Program

Applicants must hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.

Students with a grade point average of 2.0 to 2.49 may be admitted to the University if they have a satisfactory score on one of the following tests: GMAT, GRE, Miller Analogies Test, or an approved, standardized program-specific exam. These tests are NOT required for those with a GPA over 2.5.

Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on a probationary status (instead of taking the above tests). Students are ineligible for official admission and will not be processed for degree evaluation or financial aid until students have completed a minimum of 4.5 or a maximum of 13.5 quarter units of graduate study with a cumulative GPA of 3.0.

148 (26%) of the current 570 active students in the MPH Program are military. These consist of active duty, veterans and retired military personnel. 25% are Black, 15% are Hispanic and 645 are over the age of 30 years.

#### Template H4-1

Outcome Measures for Recruitment and Admissions						
Outcome Measure	Target	2013	2014	2015	2016	2017
Proportion of MPH Active Students who are active duty military, retired military or veterans	>25% of MPH students	59/191 31%	112/345 32%	137/472 29%	143/539 26%	148/570 26%
Proportion of MPH Active Students who are African American or Black	>20% of MPH students	39/191 20%	79/345 23%	105/472 22%	132/539 24%	142/570 25%
Proportion of MPH Active Students who are Hispanic or Latino	>15% of MPH students	45/191 24%	81/345 23%	92/472 20%	96/539 18%	88/570 15%
Proportion of MPH Active Students who are over 30 years old	>60% of MPH students	119/191 62%	214/345 62%	300/472 64%	340/539 63%	366/570 64%