

**Council on Education for Public Health  
Adopted on November 2, 2018**

**REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT  
NATIONAL UNIVERSITY**

**COUNCIL ON EDUCATION FOR PUBLIC HEALTH**

**SITE VISIT DATES:**

May 10-11, 2018

**SITE VISIT TEAM:**

Stephen Alder, PhD — Chair  
Gillian Barclay, DrPH, DDS

**SITE VISIT COORDINATOR:**

Olivia Luzzi, MPH

**CRITERIA:**

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

## Table of Contents

INTRODUCTION.....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES.....	4
A2. MULTI-PARTNER SCHOOLS & PROGRAMS.....	6
A3. STUDENT ENGAGEMENT.....	6
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH.....	8
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	8
B1. GUIDING STATEMENTS.....	8
B2.....	
GRADUATION RATES.....	10
B3. POST-GRADUATION OUTCOMES.....	12
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	13
B5. DEFINING EVALUATION PRACTICES.....	15
B6. USE OF EVALUATION DATA.....	17
C1. FISCAL RESOURCES.....	19
C2. FACULTY RESOURCES.....	22
C3. STAFF AND OTHER PERSONNEL RESOURCES.....	23
C4. PHYSICAL RESOURCES.....	25
C5. INFORMATION AND TECHNOLOGY RESOURCES.....	26
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	27
D2. MPH FOUNDATIONAL COMPETENCIES.....	30
D3. DRPH FOUNDATIONAL COMPETENCIES.....	33
D4. MPH & DRPH CONCENTRATION COMPETENCIES.....	33
D5. MPH APPLIED PRACTICE EXPERIENCES.....	37
D6. DRPH APPLIED PRACTICE EXPERIENCE.....	39
D7. MPH INTEGRATIVE LEARNING EXPERIENCE.....	39
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE.....	41
D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM.....	41
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS.....	41
D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES.....	41
D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES.....	42
D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	42
D14. MPH PROGRAM LENGTH.....	42
D15. DRPH PROGRAM LENGTH.....	43
D16. BACHELOR'S DEGREE PROGRAM LENGTH.....	43
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES.....	43

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES.....	43
D19. ALL REMAINING DEGREES .....	44
D20. DISTANCE EDUCATION .....	44
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED .....	44
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE .....	45
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS .....	46
E4. FACULTY SCHOLARSHIP .....	47
E5. FACULTY EXTRAMURAL SERVICE.....	48
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT .....	50
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE .....	51
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS.....	52
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE.....	53
H1. ACADEMIC ADVISING .....	55
H2. CAREER ADVISING .....	57
H3. STUDENT COMPLAINT PROCEDURES .....	59
H4. STUDENT RECRUITMENT & ADMISSIONS.....	61
H5. PUBLICATION OF EDUCATIONAL OFFERINGS .....	62
	63

## **INTRODUCTION**

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the National University MPH program. The report assesses the program's compliance with the *Criteria for Schools of Public Health and Public Health Programs, amended October 2016*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, the submission of an electronic resource file with additional documentation, and a visit in May 2018 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, and a limited number of teaching faculty, students, alumni, and community representatives. Although CEPH procedures do not specify a minimum number of students, alumni, and community representatives who should be present for site visit interviews, CEPH staff and site visit chairs provide guidance during the agenda development stage in order to assure that there will be sufficient numbers of stakeholders participating in site visit meetings in order to have meaningful discussions. CEPH also allows some external stakeholders to participate in meetings via phone or video conference if travel to campus is impossible. The program provided site visitors with the opportunity to speak with two students, two alumni, and two supervisors of student practice experiences. Since the program currently enrolls approximately 500 students, the limited number of stakeholders who attended the site visit presented challenges.

Also, at the time of preliminary self-study submission, CEPH reviewers noted that the self-study document required substantial expansion and revision to adequately respond to the documentation requests. At that stage, the lack of alignment between the criteria and the program's responses created serious challenges to reviewers' abilities to validate the program's compliance. The preliminary reviewers provided the program with extensive feedback on necessary improvements to the information provided. Upon receipt of the final self-study document, the program had made improvements to the documents, however a substantial amount of information was still missing. The site visit coordinator provided the program with additional requests for documentation prior to the reviewers' arrival on site.

National University was founded in 1971 as a private, not-for-profit university. The university offers seven associate's degrees, 60 bachelor's degrees, and 60 master's degrees. There are currently over 1,000 faculty and staff members that support about 25,000 active students. The university offers instructional programs on site at its 19 regional campuses and nine military learning centers, online, and through a hybrid delivery modality. The university has four schools and two colleges: the School of Business and Management, the Sanford College of Education, the School of Engineering and Computing, the College of Letters and Sciences, the School of Professional Studies, and the School of Health and Human Services, within which the Department of Community Health resides. The Department of Community Health houses the MPH program, along with five other degrees not included in the unit of accreditation.

The MPH program began in 2009, and the first students were enrolled in 2010. The program offers the MPH in three concentrations: health promotion, mental health, and healthcare administration. In January 2018, 507 students were enrolled in the MPH program across the three concentrations. The health promotion concentration enrolled 209 students, mental health enrolled 271 students, and the healthcare administration enrolled 90 students. All three concentrations are offered fully on site and fully online.



The program received initial accreditation in June 2013 for a term of five years. Based on the initial accreditation review, the program was required to submit interim reports related to evaluation and planning, assessment procedures related to alumni, and workforce development. The Council accepted the program's interim reports as evidence of compliance with criteria 1.2 and 3.3 in 2014 and accepted the program's interim reports as evidence of compliance with criterion 2.7 in 2015. This is the program's first reaccreditation review.

Instructional Matrix - Degrees and Concentrations					
			Campus based	Executive	Distance based
Master's Degrees	Academic	Professional			
Health Promotion		MPH	X		X
Mental Health		MPH	X		X
Healthcare Administration		MPH	X		X

### A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Designates appropriate committees or individuals for decision making, implementation		The MPH program is situated in the Department of Community Health within the School of Health and Human Services. All standing committee structures are at the departmental level rather than at the programmatic level. All academic program directors in the department are members of the Curriculum Committee. The Curriculum Committee reviews the course catalog and recommends revisions to program descriptions and requirements as well as reviews new courses and programs. The program conducts an ad hoc MPH program search committee when a new full-time faculty member is to be hired. Beyond these committees, MPH program policies are developed in a collaborative process by full-time faculty, the academic program director, department chair, and the dean of the school.	<p>The MPH program has been engaged in a process of addressing site visit and report feedback. A revised program-level governance model has been developed.</p> <p>Following the site visit and report, the Director and Faculty engaged in dialogue to identify a revised organizational structure.</p> <p>Various committees have been organized at the MPH program level to ensure adequate, fair and representative engagement of all faculty (across concentrations) in all decision-making processes. These committees provide formal structures for faculty to provide feedback in all decisions related to the program.</p> <p><i>Full detail of these committees can be found in Appendix A1.</i></p> <p>These MPH Faculty Committees include:</p>	Click here to enter text.
<p>Faculty have opportunities for input in all of the following:</p> <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		Decision-making processes that govern admissions, academic probation, dismissal, attendance, and graduation are at the university level. Faculty members meet regularly to discuss issues related to program operations and student issues. Faculty have developed initiatives to identify students who need additional support. For example, a concierge service is available to provide structured assistance to students, including providing guidance for effective completion of distance-based courses.		
Ensures all faculty regularly interact with colleagues & are engaged in		The first area of commentary relates to the need for additional structure to ensure faculty engagement in		

<p>ways that benefit the instructional program</p>		<p>decision making. As noted during the site visit, the academic program director was the sole decision maker when the program began. As the program has grown, more input has been informally solicited; however, there are no formal mechanisms to engage other faculty members in decision making, and therefore the program director is still the sole decision maker. Faculty input primarily occurs through informal means or in the context of general faculty meetings.</p> <p>Additional commentary relates to the lack of cohesion across the program's three concentrations. Throughout the site visit, it was apparent to site visitors that each concentration operates as its own program. Site visitors saw examples of these disconnects between concentrations related to such areas as professional development, extramural service, and diversity, which are discussed later in this report. Greater emphasis on program-level governance and decision making could help the program function better as a single unit. During on-site discussions, site visitors learned that faculty input is more structured within some of the concentrations.</p>	<p>a. <u>Curriculum Committee</u> (Alba Lucia Diaz, LaDon Jones, Gina Pianne, Ryan Zieno, MPH student)</p> <p>b. <u>Student Affairs Committee</u> (Brandon Eggleston, Terrence Lawson, MPH student)</p> <p>c. <u>Faculty Affairs Committee</u> (Brandon Eggleston, Tyler Smith, Tara Zolnikov, Danielle Cook MPH student)</p> <p>d. <u>Evaluation Committee</u> (Gina Pianne, Marie Boman-Davis, Ave Nowosielski MPH student)</p> <p>e. <u>Community Engagement Committee</u> (Alba Lucia Diaz, Brandon Eggleston, Ivonne Valazquez MPH student)</p> <p>The Curriculum and Evaluation Committee provided feedback to the CEPH draft report.</p> <p>To ensure consistency and improve synergy across concentrations, the MPH Academic Program Director provides oversight to all MPH concentrations.</p>	
--	--	--	---	--

## A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

## A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students have formal methods to participate in policy making & decision making		The program does not have formal mechanisms for students to participate in decision and policy making. While students (and alumni) are invited to observe monthly faculty meetings, students hold no decision-making authority. Students may self-nominate to become a member of the National University Graduate Council. Although not decision-making bodies, students are invited to participate on the program's Community Service and Volunteerism Committee and the Awards and Recognition Committee. Meeting minutes affirm that students do not participate in or attend meetings. No student organization specific to the public health program exists that provides a means for the collective voice of students to be included in program governance.	The Program has developed an MPH Student and Alumni Organization. The organization provides a formal mechanism for students to participate in program decision and policy-making. The organization also solicits feedback on overall program governance regarding issues of policy and decision-making. <i>See Appendix A3 for supporting documentation.</i>	The Council notes that the program has undertaken activities to develop formal mechanisms for student input and engagement. The plans seem appropriate for these goals. However, the mechanisms' actual operations and their success in meeting the criterion regarding student participation and engagement cannot be evaluated due to the recent development of the plans.
Students engaged as members on decision-making bodies, where appropriate		Site visitors could not validate the processes and experiences described in the self-study based on the two students who participated in the site visit. These two students reported having good access to faculty members for academic assistance at both the individual course level	An announcement was sent to all MPH Students on June 28, 2018 asking for volunteers to establish the MPH Student Organization.  MPH Director Gina Piane scheduled the inaugural meeting July 2, 2018 and provided students with the	

		<p>and for help with career development. However, they could not identify a means for providing feedback on overall program governance regarding issues of policy making and decision making.</p> <p>The concern relates to the lack of formal methods through which students are able to participate in decision and policy making at the program level. On-site discussions with program and department leaders reiterated the fact that students do not have a role in decision making or policy making. Students are not engaged as formal members of decision-making bodies, such as the Curriculum Committee.</p>	<p>charter documents from NU which includes requirements for signatures and a template for the charter. <i>The minutes and agenda are provided in Appendix A3.</i></p> <p>MPH Director Gina Piane serves as faculty advisor for the organization during the first two years. Nominations for officers were solicited in July and an election occurred July 20, 2018 resulting in the election of President, Danielle Cook; Vice-President, Jason Taylor; Secretary/Treasurer, Fatema Dosaje.</p> <p>A student representative was named to each of the newly formed MPH Faculty committees listed in the response to criterion A.1. The President of the MPH Student and Alumni Association is invited to all Department of Community Health faculty meetings and School of Health and Human Services all-school meetings.</p>	
--	--	---	---	--

#### A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

#### A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

#### B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values		The program has a defined mission, vision, goals, and set of values that guide the program. The mission of the program is "The National University MPH program prepares educated, ethical, and high-functioning public health professionals that serve the global community by advancing health and social justice. The MPH program employs collaborative administration where faculty, students, and public health professionals collaborate to disseminate public health scholarship through teaching, research, and community service."	The newly formed Evaluation Committee of the MPH Program is revising the program objectives and evaluation plan. The program has modeled the plan after the CEPH self-study of BUSPH and other examples provided by CEPH. <i>The Evaluation Plan can be found in Appendix B1.</i>	Click here to enter text.
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				



Guiding statements reflect aspirations & respond to needs of intended service area(s)		<p>The vision of the program is "The National University MPH program will create an intellectual community of educated practicing public health professionals who are capable of responding to the evolving health promotion and disease prevention needs and healthcare administration needs of the diverse communities they serve."</p>	<p>The Evaluation Committee is reexamining the guiding statements to ensure that they reflect our relationship to southern California, the nation and the globe as well as our priority target population of students, Working adults, Minority Students, and military personnel.</p>	
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The program has adopted goals related to instruction, research, and service. Four goals are associated with instruction, and each goal is supported by two to three objectives. The program has identified one goal associated with research, with 10 supporting objectives. Service also has one goal that is supported by two objectives. Goals specific to instruction include "To matriculate, retain, and graduate a diverse student body." This goal has objectives that are either not measurable or already CEPH requirements. For example, "enrollment measured annually" is an objective as well as "70% of MPH students will graduate within 72 months of matriculation."</p> <p>The values in place are consistent with the principles of ethical and effective public health practice and follow the program's foci on being engaged with diverse communities, accessible to students from underserved communities, and accessible to students who are current or past members of the military.</p> <p>The commentary relates to the program's opportunity to build on the existing guiding statements to create a vision and goals that are aspirational in advancing the field of public health and responding to the needs of the described service areas. For instance, the guiding statements may benefit from providing clarity on how the program</p>		



		specifically serves Southern California, national, and global communities, as well as the military community.		
--	--	---	--	--

## B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		Reviewers could not verify the program's graduation data due to the iterations of inconsistent data presented between the self-study and site visit.	National University has recently hired two Institutional Researchers within its Institutional Research Office. Both were onboarded in July of 2018. The Program is committed to creating accurate databases that can reflect our student success in the MPH program. To that end, the new Institutional Researchers have started from scratch to create a rigorous, robust analysis framework of the MPH program, tracking each and every entering student and following them through to their outcome. The results of the updated analysis will be included in the December 2018 report.	The Council acknowledges the program's intent to invigorate development of student databases so that graduation rate data can be accurately assessed. However, the program continues to be out of compliance with the criterion, absent those data.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>The self-study reports that the program has graduation rates of 67%, 66% and 57% for 2012, 2013, and 2014 starting cohorts, respectively. Data from 2015, 2016, and 2017 were missing from the self-study.</p> <p>Site visitors requested data for students starting in 2015, 2016, and 2017 while preparing for the on-site visit. The program provided graduation rate data for students starting in 2015 through 2017 and also provided new data for students starting in 2012 through 2014. This data set reported graduation rates that met the CEPH required threshold for all but 2013.</p> <p>Site visitors tried to reconcile the two data reports during the site visit. Faculty who met with site visitors said that they were unsure of how to calculate graduation rates due to the format of the program. The program confers degrees every month and enrolls students every month,</p>	The newly designated staff member for the MPH Program will follow each MPH student and report to the Academic program Director monthly	The Council also takes note of the difficulty calculating graduation rates given monthly enrollment and degree conferral. This difficulty can only be solved with a clear process for determining graduation rates. The program has not provided that information in its response.
				Finally, the Council takes note of the curricular changes designed to ensure a smooth progression of students through the capstone

		<p>and faculty noted that this cycle makes it difficult to accurately track graduation rates.</p> <p>Faculty told site visitors that the capstone requirement has been a barrier to graduation for MPH students. The dean has initiated a task force centered on helping students who have completed all coursework except for the capstone to finish their degree. Students who have reached this milestone are individually identified, and faculty members work with these students to ensure that they have the support needed to finish their capstone project. These students may enroll in the capstone course for free. On-site discussions with the dean and program leaders reinforced that student retention is a primary goal for the program. Site visitors learned that the program has been successful in shepherding six students through the capstone to graduation using this individualized process.</p> <p>The concern relates to the inability of the site visit team to validate that the program is compliant with this criterion given the inconsistent data presented. The program must report this student outcome every year in the CEPH-required annual report based on the program's six-year maximum allowable time to graduation; therefore, it is essential that program representatives understand how to accurately and consistently collect and report these data going forward.</p>	<p>if the student fails, withdraws or delays enrollment. The staff member will engage with the student if any of these events occur and offer guidance to NU services or connect the student with a faculty member for advising. The staff member will also serve as the unit conduit to the National University Institutional Research Department.</p> <p>To ensure that all students move through the program adequately and without barriers, several curricular changes were enacted to the internship and capstone classes are pending the approval of the Graduate Council. <i>Details and syllabi can be found in appendix B2.</i></p> <p>These curricular changes will include a foundational course that focused on in-depth preparations for MPH students to ensure they are adequately equipped for their internship and capstone projects as they matriculate. These curricular changes were made to address the 'bottleneck' that often occurs when students approach the internship and capstone. These changes which will go into effect November 2018, are expected to improve retention</p>	<p>requirement and looks forward to seeing the impact that this change may have on program completion.</p>
--	--	---	--	--

			and graduation rates and to provide consistent graduation data.	
--	--	--	---	--

### **B3. POST-GRADUATION OUTCOMES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program has collected post-graduation outcome data on the last six cohorts of students in the MPH program. The program collects this data through a survey, completed in November 2017, and through the alumni survey sent annually.	The MPH program has revised the post-graduation survey instrument dividing it into two parts: one launched at conferral of the degree and the other approximately 12 months later. <i>These surveys can be found in Appendix B3.</i> The surveys will be administered next in October 1, 2018 and April 1, 2019.	The Council reviewed the newly revised survey of post-graduation outcomes supplied in Appendix B3. The Council looks forward to examining data regarding post-graduation outcomes.
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program has received less than a 50% response rate from students who graduated since 2012, reporting rates of 50%, 35%, 50%, 35%, 43%, and 48% for 2012 through 2017, respectively. Based on responses received, positive post-graduation outcomes (i.e., employed or continuing education) for MPH alumni have been calculated at 100%, 83%, 85%, 96%, 88%, and 75%, respectively. While the program reports post-graduation outcome data that meet CEPH standards for five of the past six years, the response rates are relatively low.	The survey questions were revised to include an assessment of how the program helped alumni to attain competencies and how those competencies are applied in their current public health career. This change was made to address the concerns of the CEPH site visitors that alumni perceptions of the usefulness of defined competencies in post-graduation placements are	The Council changed the compliance finding from partially met to met with commentary. This change was based on the data in the self-study and team's report, which show positive outcomes (albeit with high rates of unknown outcomes), as well as the program's response, which details planned improvements.
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The concern relates to the need for the program to implement data collection methods that minimize the number of graduates with unknown outcomes. While the program introduced a text message survey method in fall 2017, it did not increase response rates. During the site visit, it was mentioned that a faculty member had begun		The commentary relates to the need for continuing implementation and monitoring of methods to collect data on post-graduation outcomes. While the program's plans appear appropriate, the success of new data collection methods will be measured

		using social media to track students; however, no data were available to document success.	essential components of the surveys.  The MPH program is also committed to continuing to conduct focus groups with alumni. The depth of information provided in these focus groups is valuable to the program decision-making processes.  The Program response rate was 46%, thus exceeding the CEPH minimum of 30%.	by the accuracy of the data they collect.
--	--	--	--	---

#### **B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program works with the university's Office of Educational Effectiveness and Accreditation to gather alumni perceptions of success in achieving competencies during the program of study through an annual survey. In addition, the program conducted a focus group, in October 2017, of MPH alumni as a tool for synthesizing student perceptions of the MPH program. Program representatives provided details during the site visit about their plans to continue these focus groups in the future. The program provided information from the alumni focus group during the site visit. The results from the survey conducted by the Office of Educational Effectiveness and Accreditation were also provided to the team.	The dissatisfaction with the internship process has been noted and addressed by the MPH program faculty. This feedback was a catalyst for the curricular changes in the internship courses. <i>Information can be found in Appendix B2.</i>  The revised Alumni Survey ( <i>Appendix B4</i> ) questions include an assessment of how the program helped alumni to attain competencies and how those competencies are applied in their	The Council reviewed the program's revised alumni survey provided in Appendix B4 and hopes this process will provide data to fully meet this criterion. It is especially important for alumni to provide information on the usefulness of the program's defined competencies in current employment.  The Council changed the finding from partially met to met with commentary. This change was based on information in the self-study and
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>The survey from November 2017 was sent to 144 alumni, and 54 individuals responded. The survey included questions about program format (on site or online), student concentration, and curriculum. The survey asked students to rate their satisfaction with certain courses offered; if any dissatisfaction was noted, the survey asked for clarification on why the student was dissatisfied. The survey also asked students to rate how well the program helped them achieve certain competencies during the program of study.</p> <p>The program recently conducted a focus group to solicit more feedback from alumni and to improve the response rate. The results from the focus group showed that alumni had positive things to say about parts of the program such as, "overall, the MPH prepared me very well" and "I learned leadership, confidence, and communication skills that I was able to apply to my work." Participating alumni expressed a desire for more guidance and orientation to the program and to the offerings of the university. Many had negative things to say about the internship portion of the program such as, "The internship professor left me hanging and didn't follow up with me to arrange my internship" and "I had issues with the internship coordinator but I don't want to say anything in this forum. I will tell you offline" and "The paperwork for the internship was an unnecessary burden and problematic."</p> <p>The concern relates to the lack of data regarding alumni perceptions of the usefulness of defined competencies in post-graduation placements. While a focus group question asked whether the MPH degree helped graduates secure a job, there is no evidence that the program gathers data related to the usefulness of competencies. Site visitors'</p>	<p>current public health career. These questions assess alumni perceptions of overall curricular effectiveness and the usefulness of defined competencies in post-graduation placements. The next surveys will be deployed November 1, 2018 and May 1, 2019.</p>	<p>team's report, which indicated that the survey had elicited some actionable information, as well as the program's response, which provided a revised survey.</p> <p>The commentary relates to the need for continuing implementation and monitoring of methods to collect data on alumni perceptions. While the program's plans appear likely to elicit useful information on the needed topic areas, the success of new survey questions will be determined by the quality of information elicited from new data collection methods.</p>
--	--	--	--	--

		review of focus group data showed that some students do provide their perceptions of the usefulness of the competencies in employment settings; however, the program does not prompt alumni to provide this feedback. The program cannot ensure that these perceptions are consistently collected.		
--	--	--	--	--

#### **B5. DEFINING EVALUATION PRACTICES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Partially Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program has identified few useful measures through which it determines effectiveness in achieving the stated mission and goals. There is a lack of alignment between stated goals and objectives and measures used to track these goals.	The newly formed Evaluation Committee of the MPH Program has revised the program objectives and evaluation plan ( <i>Appendix B1</i> ). The Evaluation committee has identified useful measures to determine effectiveness in achieving Program mission and goals. The objectives ensure that the MPH program is achieving its broader goals and that specific individuals are identified who are responsible for the collection and examination of the data and evaluation measures.	The Council notes the plan provided by the program to use a range of measures to determine how successfully the program is at meeting its stated mission and goals. The program also identified individuals or entities with specific responsibility for monitoring the evaluation data. Therefore, the Council will not require additional reporting on the second concern identified in the team's report, which relates to the identification of responsible parties.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		The self-study provides a table that reports outcome measures from 2015 through 2017 for each goal-driven objective. However, many of the outcome measures are not useful in measuring the goal set forth. For example, for the goal "to deliver core public health competencies and concentrations that emphasize the application of broad-based, state of the art, quantitative and qualitative skills needed for problem solving delivered by highly skilled and motivated faculty who strive for excellence through the process of evaluation and assessment," the measures identified by the program are "faculty and administration with input from advisory board, students and alumni, with assess the curriculum and student achievement of program learning outcomes annually." This objective does not identify ways in which the program is ensuring that they are emphasizing broad-based and state of the art	The MPH Program recognizes that its most important role is to promote learning, to its student	The program's plans are at a preliminary stage, and there has not been time to implement an evaluation cycle as planned with the revised objectives. Additionally, the Council notes a concern that the evaluation measures as a whole may



	<p>curricula, nor does it measure if faculty are highly motivated and highly skilled. Another example is the program's goal "to matriculate, retain and graduate a diverse student body." While this goal is specific and speaks to the mission of the program, the objectives tied to this goal are "to enroll 45 students into the MPH program each academic year" and that "eighty-percent of MPH students will continue to enroll within 12 months of matriculation." These objectives do not speak to enrollment, retention, or matriculation of a diverse student body.</p> <p>The first concern relates to the misalignment between programmatic goals and evaluation measures (the program refers to these as objectives).</p> <p>The second concern relates to the lack of identified parties that collect and analyze data related to goals. Not having identified parties to collect and evaluate data does not ensure that programmatic assessment is routinely performed. Some evaluation data are available, and other informal mechanisms were described that generate feedback on program functions, yet these data sources are not part of a systematic or comprehensive process that provides regular, ongoing evaluation of the program.</p>	<p>body, potential students and the communities that it serves.</p> <p>An emphasis on evaluating this learning has been further articulated within the program. For example, at the end of each course, students are invited to evaluate faculty, course of instruction, internship agencies, and preceptors. Students sit on several MPH Committees to bring issues of instructional-related concern before the faculty. Aggregated data findings from student evaluations are tabulated and shared with faculty. Matters of concern are addressed and have resulted in periodically scheduled student meetings with the Dean and Chair via zoom technology to ensure that student concerns are addressed.</p>	<p>tend to overemphasize faculty outcomes and may not always establish appropriate measures for student outcomes in areas other than student learning and program completion (e.g., student participation in service). The Council looks forward to seeing the program's continued efforts to devise and implement an evaluation system to guide program efforts to achieve its mission.</p>
--	---	---	--

### B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions. Clear evidence that process is regularly implemented as described		The program has identified items such as the program annual report, program learning outcomes, and course learning outcomes, syllabi, signature assignments, exams, exit interviews, faculty and alumni surveys, Advisory Board feedback, and student comments offered to faculty through each course as sources of evaluation data; however, the program provided no information on how these sources are used to comprehensively evaluate the entire program.	Since June of 2018, the Program has engaged in weekly meetings to develop an action plan for engaging in systematic and substantive review of evaluation findings.	The program's response primarily addresses the employment of additional personnel. This change is important for the program, given the demands imposed by the number of students and faculty, and by the number of anticipated changes in program operations such as data gathering and monitoring.
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings		The concern relates to the lack of evidence that the program implements a comprehensive evaluation plan that results in changes made based on analyzed data. During the site visit, program representatives were not able to provide any evidence that changes have been made in relation to the evaluation data gathered through the mechanisms described in Criterion B5. Without systematic evaluation practices, it is not possible to regularly review evaluation data and translate evaluation findings into programmatic plans and changes.	<p>The Academic Program Director of the MPH, The Department Chair, The School Dean, The Director of Assessment and Accreditation and the Associate Provost began these meetings in partnership with the Evaluation Committee.</p> <p>While these meetings focused on the specific needs of the MPH program in light of the CEPH site visit, they had a specific focus in identifying how the Evaluation Committee could work with leadership to ensure that evaluation findings would be translated into programmatic plans and changes.</p> <p>To date, these meetings have culminated in an actionable meeting with the Provost who has signed a memorandum of agreement for</p>	The Council looks forward to seeing evidence of implementation of changes based on a regularly-conducted review cycle, a task that new personnel should assist in achieving. Data must be applied to professional judgments of program effectiveness in meeting evaluation goals and measures defined in Criterion B5.



			<p>resources committed to the MPH program based on program annual reviews and Five-year Reviews (Appendix B6). The six commitments include: 1.) A full-time staff member dedicated to the MPH program; 2) A full-time internship coordinator dedicated to the MPH program; 3). One additional faculty position for the MPH program; 4). the funding of the Advisory Board for the MPH program; 5). A private office for the MPH Academic Program Director with office space for the administrative assistant and 6) hiring a consultant recommended by CEPH to assist with the completion of required annual and interim reports and the next self-study.</p> <p>The search committee for the fulltime faculty position consists of Drs. Piane, Boman-Davis and Jones. They have completed the initial assessment of candidates and have interviews scheduled for September 20, 2019. We anticipate a January 1, 2019 hire date.</p> <p>The search committee for the internship coordinator consists of Dean Gloria McNeal, Drs. Smith and</p>	
--	--	--	--	--

			Piane. We anticipate a January 1, 2019 hire date.	
--	--	--	---	--

### C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has adequate financial resources to fulfill its stated mission and goals. Full-time faculty salaries and benefits are paid through the university budget. Part-time and adjunct faculty salaries, student travel, and faculty development resources of up to \$2,400 for full-time members are also covered through the university budget. Operational costs such as staff salaries and benefits are paid by the School of Health and Human Services. Indirect costs associated with grants and contracts are returned to the School of Health and Human Services.	National University operates centralized and zero-based budgeting, not performance-based. Since departments and divisions do not automatically receive a certain sum each year, all money allocated to a unit has a purpose, keeping waste and discretionary spending to a minimum. Centralized budgeting system is a prudent way to navigate difficult financial circumstances, due to the powers invested in top administrators to make tough decisions for the university as a whole. (Hanover Research, 2018)	The Council reviewed the program's response and understands that the university's budget process operates through generally accepted centralized budgeting procedures. The Council changed the compliance finding from partially met to met with commentary based on this information in the response. It appears that the program does have a clear budget process.
Financial support appears sufficiently stable		Although tuition and fees have steadily increased from fiscal year 2013 (\$1.3 million) to 2017 (\$4.8 million), the excess funds have not been allocated to cover program costs and support. In 2013, sources of funds totaled \$1.3 million, and expenditures totaled \$932,939. In 2017, sources of funds totaled almost \$4.8 million, and expenditures totaled \$2.2 million. During the meeting with university leaders, the site visit team asked how the excess funds are used to support the program. The president, vice president/provost, and vice provost for academic services were not able to explain how the excess funds are used. When asked by reviewers how the excess funds are used to support the 570 enrolled MPH students, university	Budget Process: The fiscal resources and processes of the MPH program are determined by systematic fiscal-oriented activities that happen within the unit and the department, school and university levels. The information presented at the site visit did not	The Council also notes the university's intent to provide additional support to the program in the form of staff and faculty members.  The commentary relates to opportunities for increased communication and transparency with regard to budget allocations. The self-study data and site visitors'

		<p>leaders said that they were not aware that the program only has 1.6 FTE staff dedicated to the program.</p> <p>Through on-site discussions, site visitors learned that the excess tuition is not used to support the students and faculty members within the MPH program. Site visitors were told about increasing tension between the MPH program and the nursing program, which is also housed in the School of Health and Human Services, as well as tensions between the MPH program director and the dean. Program representatives discussed their perceptions that tuition generated by the MPH program is used to support the nursing program.</p> <p>The concern relates to imbalances in the program's sources of funds and expenditures, which appear to be exacerbated by a lack of transparency in the budgeting process. Despite increased student enrollment and tuition from 2012 to 2017, this was not accompanied by an increase in resources allocated to the program. Requests are made from the program director to the dean, who then presents requests to the university administration. Site visitors found that university leaders were not able to articulate how sources of funds have been allocated in response to programmatic needs, which creates concern about future resource allocations.</p>	<p>provide a comprehensive and accurate description of fiscal resources and processes. The following text describes the multilevel fiscal processes of the MPH program: Each February the University begins the budget process for the upcoming fiscal year, which starts July 1. Annual strategic goals and budgeting priorities are developed by the President in collaboration with the Board of Trustees and in line with the National University System. These annual goals and priorities are presented to the academic leadership – Executive Vice President &amp; Provost, Vice Provosts, and Deans - and the Chief Finance Officer (CFO) of the institution, and departments develop action plans for the coming year, identifying additional resources needed. The CFO creates revenue growth projections for each operational and academic department. Finance department leaders meet with each school/college Dean to review and discuss the projections and developed action plans and finalize each. Department Chairs serve as budget managers for their respective department. As such, on an annual basis the department</p>	<p>conversations with program stakeholders suggest that greater understanding of budget processes would strengthen the program's ability to readily demonstrate sufficiency and stability, as required by this criterion.</p>
--	--	--	--	---

			<p>chair develops a zero-based expense budget centered around the revenue projections determined by the academic leadership and CFO. Each expense line item includes justifications and further explanations for increased expenses from the prior year. Department Chairs consult with Academic Program Directors reporting to them to ensure each program can have input into the budget expense requests. Departmental budgets then roll up to the school/college Dean who finalizes the requested budget for the academic leadership and CFO approval. The Deans meet with the leadership team to determine areas where additional funds are needed and areas where reductions will be made.</p> <p>In addition to the annual budget, the university maintains a robust academic program review process by which Academic Program Directors complete a deep dive into the currency, relevancy, and success of their program. Stemming from the findings and in support of the developed programmatic strategy moving forward, Academic Program Directors generate a Memorandum of Agreement to request resources</p>	
--	--	--	--	--

			to fulfill recommendations that require additional funding or resources. During the 2018 academic year, the MPH program completed a Memorandum of Agreement and, from that received the approval for a new faculty position, transfer of one staff position to the program, and one new staff position. <i>This is in Appendix B6.</i>	
--	--	--	--	--

## C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has a complement of 14 primary instructional faculty and 46 non-primary instructional faculty. The program meets the required faculty count of three faculty for each of the three concentrations offered. In each concentration, the program has named three unique primary faculty members, with all but two faculty members contributing 1.0 FTE to the program. The department chair is listed as 0.5 FTE to the program in the mental health concentration.  During 2017, the program offered no primary or adjunct faculty members as general advisors or career counselors. Students in the MPH program received general advising and career counseling from National University admissions advisors. The National University admissions advisors	The MPH program has developed a program evaluation survey for current students ( <i>Appendix B3</i> ). The survey launched October 15, 2018 and will be implemented twice times per year	This criterion requires that the program demonstrate the adequacy of its faculty complement through multiple measures considered together, and student perceptions of the appropriateness of class size and faculty availability are a crucial piece of evidence in understanding whether the faculty resources are adequate for the program's specific mission, instructional methods, and student population. Without data on student perceptions, the Council is unable to validate the program's
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable			Survey questions address student perceptions of the following characteristics of the learning environment: a) class size, b) availability of faculty, and c) overall quality of learning.	
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	<i>Not Applicable</i>			
Ratios for general advising & career counseling are appropriate for degree level & type				

Ratios for MPH ILE are appropriate for degree level & nature of assignment		averaged three students each during 2017. These ratios are appropriate for this degree level and type. The two students present at the site visit said that they felt as though academic and general advising were adequate even though the advisors were not part of the MPH program.		compliance with this criterion at this time.
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	<i>Not Applicable</i>			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	<i>Not Applicable</i>	Ratios for the MPH ILE are capped at 10 students per faculty member, which is appropriate for the nature of the assignment as well as the degree level. Faculty members noted during the site visit that they felt comfortable advising this number of students at one time.		
Students' perceptions of class size & its relation to quality of learning are positive		The concern relates to the program's failure to demonstrate that students have positive perceptions of class size and faculty availability; this is due to a lack of consistent feedback on student perceptions of class size and faculty availability. While some students have provided unprompted comments about these issues through open-ended questions on surveys, there is no formal method that ensures that these perceptions are consistently collected.		
Students are satisfied with faculty availability				

### C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		Seven staff members totaling 1.6 FTE have been assigned to the MPH program. Their primary appointments are based within and shared by the School of Health and	The Program has obtained adequate staff support since the site visit. The support is proportional to the MPH	It is expected that every accredited program operates within a university context that provides

<p>Staff &amp; other personnel resources appear sufficiently stable</p>	<p>Human Services. Staff support is available from other university-level resources such as the Office of Educational Effectiveness and Accreditation, International Programs, Veterans Services, and the Center for Innovation in Learning.</p> <p>These staff resources of 1.6 FTE support 60 faculty members and 570 students. Although university leaders told site visitors that they could provide updated staff FTE numbers, this information was not provided to the team during the site visit.</p> <p>Program and department leaders explained during the site visit that due to the immense deficit of staff resources, full-time faculty are heavily burdened with administrative duties that detract from their academic, instructional, and research abilities. Program leaders noted that after the program's initial accreditation in 2013, the program was granted seven full-time faculty positions. However, the program leaders told site visitors that shortly after this occurred, the university appointed a new dean of the School of Health and Human Services, and program leaders told site visitors that the dean removed the program's academic program director and the seven full-time faculty positions. The program leader told site visitors that after receiving the reviewers' comments on the preliminary self-study in 2018, the dean reappointed the academic program director.</p> <p>The concern relates to the unstable and inadequate staff resources allocated to the program. In FY 2017-2018, the program had only one 1.0 FTE staff member. The other six staff members had a 0.1 FTE each. Inadequate staff resources have led to additional responsibilities being</p>	<p>student body. The staff will provide unit stability and ensure that faculty are not engaged in staff-oriented work. On July 26, 2018, The Provost agreed to allocate one staff member to the MPH program to be responsible for the following duties:</p> <p>Monitor weekly admissions, send welcome letter, add student to internal data base, indicate whether or not the student is provisionally admitted, undergraduate GPA, prior healthcare experience; Notify Academic Program Director (APD) of students who have C, D, F, W or I grades on a monthly basis; Look up the status of each student placed on probation or disqualified each month in a report to the APD; Monitor the MPH Student Organization in Blackboard, assure that every student is enrolled and remove users upon request; Schedule live sessions monthly with the APD and the students; Schedule live sessions monthly with the Internship Coordinator and the students; Maintain enrollment and waiting lists for Study Abroad courses; Respond to students' emails with APDs oversight; Provide APD with a list of students who are</p>	<p>general staff for matters such as student support. However, the program must have sufficient staff to support the program's stated mission and goals. The program's mission describes an environment "where faculty, students, and public health professionals collaborate to disseminate public health scholarship..."</p> <p>With 60 faculty, most of whom are not full-time, and 570 students, the program must demonstrate that staff support is sufficient to manage personnel and processes in a way that enables faculty to concentrate on their academic duties. The finding of a bottleneck at the capstone and the development of intensely personal mentoring suggests a greater need for instructional resources.</p> <p>The Council could not validate the number of staff and their reporting relationships, based on the information provided in the program's response; therefore, the Council could not determine that the number of staff is sufficient to support the needs of all faculty and students.</p>
---	---	--	--



		placed on full-time faculty to ensure that the operational, student, and faculty needs are met. Information provided during on-site discussions showed that MPH students account for 40-50% of the student body in the School of Health and Human Services; however, this is not proportional to the amount of resources received.	1, 2, and 3 classes away from graduation; Other duties as assigned <i>Job Descriptions for the Support staff are in Appendix C1.</i>	
			Correcting the error of fact regarding the removal of seven full time faculty positions within the Department of Community Health in the submitted CEPH Site Visit Report: The Dean does not have the authority to remove any faculty full time positions, that directive resides within the purview of the University Provost. The current academic program director has remained in that position took a sabbatical leave to assume a Fulbright Fellowship, and has resumed the performance of duties.	

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The physical resources are in place to meet the needs of faculty, students, and staff. These resources include well-equipped classrooms, conference rooms, study locations, a lounge, and social areas.	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable		Equipment is available in classrooms and conference rooms to facilitate telecommuting and distance learning.		



		<p>Feedback from students and faculty showed that these resources enable student interaction and group/team-based assignments.</p> <p>While it was noted that primary faculty are not given private offices, the self-study reiterated that there are conference rooms in which faculty can conduct private meetings with students. Site visitors learned that some faculty members prefer to work from their home offices using technology to connect and interact. Site visitors determined that the program does have sufficient office space and other physical resources to meet its needs.</p>		
--	--	--	--	--

#### C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources , including personnel, for students & faculty		National University's Library System is well staffed with resources and services to meet the needs of the university. It has 25 full-time and nine part-time staff members and physical resources to meet the needs of faculty and students.	Click here to enter text.	Click here to enter text.
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable		Faculty are engaged with the library teams. Library staff work with faculty to ensure access to books and other resources to support academic programs and student needs. Technical assistance is available to students by phone, email, and help desk, which facilitates easy access to students in different time zones. Feedback during the site visit showed that the 24 hours per day, seven days per week availability of online resources with technical		

		<p>assistance are especially beneficial to students who matriculate into the distance-based MPH degree.</p> <p>The library also facilitates student and faculty engagement through the online system that allows collaboration among students and between students and faculty. Students noted that they frequently use the librarians and their knowledge base when they are conducting research and completing group projects.</p> <p>The available library resources appear to meet the needs of the MPH program. Systems are in place to allow faculty to recommend ordering and purchasing of new books and resources. Online library resources such as Medline and PubMed are available for the MPH program with an adequate and stable number of library staff for students and faculty.</p>		
--	--	---	--	--

#### D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program mapped 12 courses to the foundational public health learning objectives. Eight of the 12 learning objectives were mapped to coursework required of all MPH students, and site visitors were able to validate that students receive a grounding in these knowledge areas through review of course syllabi.</p> <p>Site visitors could not validate that students in all concentrations gain the foundational knowledge related to learning objectives 6, 8, 10, and 11. Learning objective 6 is</p>	Click here to enter text.	The Council's review changed this finding from met to partially met, following review of both the self-study and the team's report. Neither the site visit team nor the Council could validate coverage of foundational areas 6, 8, 10, or 11, based on available information. The team's finding of CNV (could not validate) for these learning

		mapped to concentration coursework in the health promotion and mental health concentrations. This learning objective is also mapped to the biostatistics course taken by all students; however reviewers could not validate that this course grounds students in this objective. Learning objectives 8, 10, and 11 are mapped only to the health promotion concentration and there is no evidence that students in the remaining two concentrations receive grounding in these objectives. (see the D1 worksheet for complete findings).		objectives appeared in the team's report in the D1 worksheet, and the Council, agreeing with the team's finding, changed the compliance rating to match the information provided in the report.
--	--	--	--	---

### D1 Worksheet

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

## D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The site visit team reviewed the program's curriculum and assessment opportunities for each of the foundational competencies. Through this review, site visitors could not validate that the listed assessment opportunities accurately assess students' ability to demonstrate competencies. While syllabi provided information on signature assignments as well as other assignments mapped to specific competencies, there was often no connection between the assignment and the stated competency. See the D2 worksheet for complete findings.</p> <p>Many of the competencies were mapped to group assignments. When asked during the site visit how faculty assess each individual student on specific competencies, faculty noted that they do not have individual assessment methods beyond taking into consideration the students' performance in the class overall. The program has not identified methods for individually assessing students on competencies mapped to group work.</p> <p>For example, foundational competency 13 requires students to "Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes." This competency is mapped to a group lesson plan assignment. Despite on-site discussions, reviewers were unable to clarify how these students are individually assessed on their demonstration of this competency.</p>	<p>The MPH program has revised its curriculum to develop viable links to from competencies to assessments and to ensure that students are individually assessed on the competencies in the context of group assignments. <i>Full details, including a revised D2 worksheet are included in Appendix D2.</i></p> <p>The MPH Curriculum committee led revisions to the curriculum to improve this alignment and clarify the curricular links across competencies, courses and assessments: both group and individual.</p> <p>The program believes that each student should be required to participate in at least one group assignment. Given this, a rubric for assessing, each individual's contribution and attainment of the competency has been developed.</p>	<p>The Council reviewed the team's findings and the program's response, including an updated listing of assessment activities. Based on the materials included in the response, the Council was able to validate assessment of competencies 8, 15, and 18. The Council could not validate links from competencies to assessments for the remaining competencies that the team failed to validate. This was due to misalignment between the listed activity and the competency statement and/or a need for additional detail, such as a full syllabus or full set of instructions, questions, etc.</p> <p>The D2 worksheet, which follows this criterion, provides a summary of the Council's findings for this criterion.</p>



## D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	CNV
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	CNV
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	CNV
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project, or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	CNV
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	CNV
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	CNV
14. Advocate for political, social, or economic policies & programs that will improve health in diverse populations	CNV
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	CNV
17. Apply negotiation & mediation skills to address organizational or community challenges	CNV
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	CNV
21. Perform effectively on interprofessional teams	CNV
22. Apply systems thinking tools to a public health issue	CNV



### D3. DRPH FOUNDATIONAL COMPETENCIES

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

### D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program has defined five concentration competencies for each of the three concentrations. During the site visit, faculty explained that they used recommendations from NCHEC and CAHME to develop the competencies for the health promotion and healthcare administration concentrations.	<p>The MPH Curriculum Committee provides curricular oversight the program.</p> <p>Competencies for each of the three concentrations exist. <i>A revised set of worksheets are found in Appendix D4.</i></p>	<p>The Council reviewed the program's revised competencies and, in several cases, found them to be appropriate and to provide more specific linkage of competencies to assessments. The D4 worksheet, which follows this criterion, identifies competencies that require further revision along with areas of assessment that were not clearly documented through the program's response.</p>
Assesses all students at least once on their ability to demonstrate each concentration competency		During the site visit, reviewers discussed the alignment of and relationship between the foundational and concentration competencies. Faculty said that they view the concentration coursework as an opportunity for students to further improve the skills learned in the core coursework. CEPH's expectation for concentration areas is not reinforcement of what has already been addressed in the foundation but that new and/or higher level skills are learned and demonstrated.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)		The first concern relates to the overall similarity in both content and level of foundational competencies and concentration competencies for the health promotion and mental health concentrations. For example, a health		



		<p>promotion competency is to "Communicate and advocate for health and health education." Site visitors determined that this competency is not distinct from or more advanced than foundational competencies 14 and 19.</p> <p>The second concern relates to overlaps between competencies across concentrations. For example, a mental health competency is to "Conduct evaluations related to mental health" while a health promotion competency is to "Conduct evaluations related to health education." Concentration competencies are intended to articulate the depth of the concentration and to provide distinction between concentrations.</p> <p>The third concern relates to misalignment between the competencies and the assessments in all three concentrations. For example, in the healthcare administration concentration, one competency states "use administrative and health information technology to develop process and performance improvement plans." This competency is mapped to the assessment "secondary analysis of a public use data set." Upon review of the syllabus mapped to this competency, reviewers noted that there was no alignment between the competency, the assessment opportunity, or the didactic preparation in the course. Reviewers were unable to verify that the coursework and assessment opportunities presented allow students to demonstrate the concentration competencies.</p>		
--	--	--	--	--

D4 Worksheet

Instructions to unit: When preparing the interim report, use this document to determine:

- 1) which competencies need to be rewritten to define a more advanced level of knowledge and skill
- 2) which items need to more clearly document an assessment activity

- If an item has a “no” in column 1, you must rewrite the competency statement itself AND define and document a clear assessment activity through narrative in your revised version of Template D4-1 and the corresponding syllabus or other documentation. If an activity is mapped to a quiz or exam, you must provide a sample copy of the exam or question.
- If an item has a “yes” in column 1 and a “CNV” in column 2, you do not need to rewrite the competency statement, but you must define and document a clear assessment activity through narrative in your revised version of Template D4-1 and the corresponding syllabus or other documentation. If an activity is mapped to a quiz or exam, you must provide a sample copy of the exam or question.
- If an item has a “yes” in both columns, no action is required. Simply reprint the existing information for that competency in the version of Template D4-1 that you submit with your interim report.

MPH in Health Promotion Concentration Competencies		Column 1: Comp statement acceptable as written? Yes/No	Column 2: Comp taught& assessed? Yes/CNV
* 5 competencies & appropriate assessments required for compliance			
1. Assess individual and community needs for health education		Yes	CNV
2. Plan health education strategies, interventions and programs		No	CNV
3. Implement health education strategies, interventions, and programs		Yes	Yes
4. Conduct evaluation related to health education		Yes	CNV
5. Administer health education strategies and interventions		Yes	CNV
6. Serve as a health education resource person		No	CNV
7. Communicate and advocate for health and health education		No <sup>1</sup>	CNV
8. Apply appropriate research principles and techniques in health education			

<sup>1</sup> Competency would be acceptable on its own, but overlaps with competency 5 in mental health concentration.

MPH in Mental Health Concentration Competencies		
* 5 competencies & appropriate assessments required for compliance		
	Column 1: Comp statement acceptable as written? Yes/No	Column 2: Comp taught & assessed? Yes/CNV
1. Assess the social, political, and environmental context of mental health in relation to public health practice	Yes	CNV
2. Design population-based mental health interventions and programs	No	CNV
3. Apply epidemiologic methods to the cause and consequences of mental disorders in populations	No	CNV
4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders	Yes	Yes
5. Apply appropriate research principles and techniques to mental health	Yes	CNV
6. Advocate for culturally sensitive mental health policies in communities	No	CNV

MPH in Healthcare Administration Concentration Competencies		
	Column 1: Comp statement acceptable as written? Yes/No	Column 2: Comp taught & assessed? Yes/CNV
1. Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization	Yes	Yes
2. Apply healthcare management methods to healthcare organizations	Yes	Yes
3. Use administrative and health information technology to develop process and performance improvement plans	Yes	Yes
4. Incorporate the principles of quality management for improving outcomes in healthcare organizations	Yes	CNV
5. Synthesize best practices in healthcare leadership	Yes	CNV

### D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least 2 work products in appropriate applied practice settings		The MPH program requires the completion of an applied practice experience after successful completion of 14 didactic public health core and concentration courses. Students can choose to pursue one of four options: a traditional internship, a global health experience, previous experience, or work in a nursing clinic.	The current courses for internship and study abroad have been proposed for termination. Revised internship and study abroad courses will be included in the November 2018 general catalog.	Based on the program's response, the Council removed the first concern (i.e., the lack of appropriate structure to ensure that each student is assessed on at least five competencies). The program's response, including the appendices, provide evidence that the program has implemented a structure to ensure assessment based on competencies.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Reviewers found deficiencies with all of the options and conducted additional meetings during the site visit to seek clarity about the expectations.	In the revised internship and study abroad options the students select five competencies to address in their practical experience. These five competencies represent 3 foundational competencies and 2 concentration competences. Students are assessed by their site preceptor to determine their attainment of competencies. As part of the applied practical experience (APE), students complete two products that demonstrate attainment of each competency.	The second concern remains to be addressed. The program must ensure that all options for the applied practice experience are structured to ensure that students complete, and are assessed on, two work products linked to the competencies. The program provided some samples of appropriate work products, but neither the rubrics nor the complete set of syllabi provided evidence that the experience is clearly structured to require two practical work products from each student, across
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs	Not Applicable	The first concern relates to the lack of appropriate structure to ensure that each student is assessed on at least five competencies, including three foundational competencies. Through meetings during the site visit, it was determined by reviewers that none of the four options fulfill all requirements of the criterion. The global health experience opportunity does not have clear and streamlined expectations across all concentrations. The two- to three-week global health experience varies by concentration, but is structured as service or experiential learning with a final group project. Faculty members from each concentration lead a group of students abroad for a short study-abroad program, however the requirements and structure of these experiences differ greatly. During the site visit, reviewers asked each faculty leader of the global health experience how they guarantee that each	<i>Syllabi, rubrics and samples can be found in Appendix D5.</i>	

		<p>student who goes on the trips with them is assessed on five competencies, three of which are foundational, through the work they complete on the trip. Faculty members for the healthcare administration and mental health concentration were unable to answer how they ensure this. Students also work in groups while on these trips, and when asked how students are individually assessed on group work, faculty noted they did not have a system.</p> <p>When the academic program director was asked specifically about the global health experience method for completing the APE requirement of the degree, she was able to answer questions for the group that she leads to Peru, however she was unable to provide information on how her students produce two work products that are helpful to the student as well as the Peruvian organization. Additionally, when asked if the other global health experience leaders use the same method of assuring competencies for each student, the program director replied, "I'm not sure, I hope so." Reviewers were unable to verify that this method of instruction fulfills the APE.</p> <p>The second concern relates to the absence of a requirement of two work-products in each of the applied practice experience options offered. Writing assignments are required during the course of the internship and these are used by the academic program director to monitor the student's progress. Evaluations are also done by both preceptor and student at the end of the internship. However, these writing assignments are to prove to the program director that the student has achieved competencies, but it is not evidence of two work products that are useful to the student or to the practice experience</p>		<p>all options. Additional clarity in syllabi and grading rubrics, as well as provision of examples from across the different concentration areas and practice experience options, may allow the Council to validate compliance in the future.</p>
--	--	--	--	--

		site. For the prior life experience option, students do not have a structured form for the submission—samples reviewed by site visitors included brief descriptions of interactions with other professionals and reflections on how students had demonstrated certain competencies. None of these samples included deliverables or documents completed for a practice site.		
--	--	---	--	--

#### D6. DRPH APPLIED PRACTICE EXPERIENCE

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

#### D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The integrative learning experience is well constructed and evaluated through a rigorous rubric to achieve the standards described in the elements of Criterion D7. All MPH students must complete a capstone project focused on a relevant problem in public health theory or practice. They must plan and complete either a data-based research project or a scholarly and creative activity related to public health. Students are required to identify a relevant problem related to the theory or practice of public health,	Click here to enter text.	Click here to enter text.
Project occurs at or near end of program of study				
Students produce a high-quality written product				



Faculty reviews student project & validates demonstration & synthesis of specific competencies		conduct a review of the literature related to a problem in public health and summarize that review in writing, formulate a valid solution to the problem, and collect empirical data or gather resources necessary to support scholarly activities. The student then has to perform a professional quality oral presentation and complete a professional quality written report. The program uses an extensive rubric to assess capstone achievement. While students are encouraged to start planning and thinking about their desired capstone project early in the program of study, the project is not officially started or completed until the end of the program. The capstone project that is the centerpiece of the integrative learning experience provides an effective means of assessing student synthesis of foundational and concentration competencies.		
If applicable, combined degree students incorporate learning from both degree programs	<i>Not Applicable</i>	<p>Timing in the curriculum is appropriate and the project is designed to result in a high-quality written product. Site visitors reviewed examples of student capstone projects and found that they were of high quality and demonstrated the integration of competencies from across the curriculum. Students in the program completed capstone projects such as studying the prevalence of diabetes among black/African Americans, secondary analyses studying peer pressure and its influence on alcoholism in college students, the relationship between sugar-sweetened beverage consumption and sugar-sweetened beverage tax stance given family history of chronic disease, and the effect of physical activity on the side effects of cancer treatment, among others.</p>		



**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

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

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

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

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

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

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

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

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

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

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>The MPH program is 72 quarter credit hours in length, which equates to 48.5 semester credits. The program is an accelerated program that can be completed in 18 months.</p> <p>No degrees have been awarded for fewer than 72 quarter credit units.</p>	Click here to enter text.	Click here to enter text.

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

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

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

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

**D19. ALL REMAINING DEGREES**

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

**D20. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>National University offers the MPH program in both on site and fully online formats. Both options feature the same concentrations and the same curricular requirements. The same signature assignments are required of students and, when compared across delivery modes in the program's annual review, no significant differences in student achievement have been found.</p> <p>Full-time faculty and adjunct faculty teach online courses. While all full-time faculty teach on site and online, some adjunct faculty teach exclusively in the online format as they live at a distance from campus.</p> <p>The program enrolled its first online students in March 2012. The program has a vast number of military students who may be stationed all over the world as well as other working individuals who find the online program to be the best fit for them. During the site visit, students noted that</p>	Click here to enter text.	Click here to enter text.
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				

Ongoing effort to evaluate academic effectiveness & make program improvements		the ability to take courses online was a draw to the program while they were active duty military. They also said that they liked the option to move to on-site courses once their military status changed.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		Students are able to stay in touch with other students and faculty through the MPH Student Organization Blackboard platform as well as through many assignments in each course. Nearly every course has a group work component, and students from across the world are partnered together to complete assignments. The two students who met with site visitors said that while it was not always easy to get everyone together, they were always able to perform on the teams that included deployed service members.		

#### E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Program faculty members have terminal degrees in relevant disciplines, such as health promotion, health behavior, health administration, and health education, among others. Alignment between courses taught and expertise of faculty instructors is carefully assessed, and faculty members are regularly evaluated through student feedback.	Click here to enter text.	Click here to enter text.
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		Faculty members bring a mix of academic and practice experience to the program, providing perspectives that are appropriate for graduate education in public health. Although site visitors had questions about the		

		qualifications of some adjunct faculty members based on information provided in the self-study, on-site meetings and additional documentation provided during the site visit made it clear to reviewers that each faculty member has responsibilities that are consistent with her or his experience and education.		
--	--	---	--	--

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The full-time public health faculty show strong expertise in practice, teaching, and research. These qualifications include strong practice experience in federal public health agencies, global health entities, community-based organizations, hospitals, and public health research entities. The MPH program accounts for 15% of the faculty in the school, yet they produce over 80% of the publications generated by individuals within the school.	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Full-time faculty also sit on health care boards such as the San Diego Organization of Health Care Leaders and participate in California-based public health initiatives with other institutions such as the California Endowment and other academic institutions. Additional practice-based work includes engaging with community-based organizations on initiatives related to migrant health and tobacco control.  The internship process also provides opportunities for faculty to engage with the practice community. Engagement in the development of an internship plan for		



		<p>students has provided faculty with opportunities to develop and maintain links with local public health agencies and practitioners.</p> <p>The MPH program employs 46 adjunct faculty with training in multiple public health disciplines. Public health practitioners in the field are also invited to deliver guest lectures in person or by videoconferencing.</p>		
--	--	--	--	--

### E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program has a process to assess faculty instructional effectiveness and to identify areas for improvement. This system relies heavily on voluntary student assessments through end-of-course surveys.</p> <p>The self-study provides a table that aggregates the ratings provided by students across courses based on overall, learning, teaching, and course content ratings. The table shows evidence that students voluntarily assess faculty members on three different topics: overall, learning, and teaching. Students rate the courses and faculty members on a Likert scale from 1 to 5. For all measures over years 2013 through 2017, students have assigned a 4.0 to 5.0 rating. The self-study states that variance across concentrations and courses is not significant, nor is the variance among full- and part-time faculty. The table indicates that students are generally satisfied with the courses and faculty.</p>	<p>The MPH Program in conjunction with the Department of Community Health Chair has developed and implemented a formal, multi-method and systematic process to address overall unit instructional effectiveness. This system includes student course evaluations, annual peer reviews of teaching (both onsite and online), and peer support for remediation and professional development.</p> <p>The focus on peer-review of teaching effectiveness, professional development and remediation in instances when teaching effectiveness is deemed to fall below expectations. <i>A copy of the teaching</i></p>	Click here to enter text.
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				



		<p>Based on the limited information provided in the self-study, site visitors did not see evidence of a systematic approach to assessing instructional effectiveness. Despite asking for additional information during the site visit, such as examples of how student feedback has been synthesized and used, program representatives were unable to provide more detail or evidence beyond the table provided in the self-study.</p> <p>The commentary relates to the reliance on voluntary student evaluations of courses, with other systems remaining informal or in development. The university offers resources to faculty to support instructional effectiveness, yet there is not a process that assures that regular assessments incorporate multiple perspectives and are linked to faculty development activities.</p>	<p><i>evaluation form can be found in Appendix E3.</i></p>	
--	--	--	--	--

#### E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The university has policies and practices to support faculty involvement in scholarly activities. Expectations for faculty involvement in scholarship exist, and specific standards for this involvement are provided based on academic rank. Assistant professors are expected to present scholarly work at a peer-reviewed academic or professional conference annually. Associate professors are expected to present scholarly work at peer-reviewed academic or professional conferences annually and	The Program has created formal opportunities to introduce students to research. The MPH Academic program director and faculty teaching the new foundational course COH 599: Public Health Foundation will help students to identify their research interests and identify how these interests align	Click here to enter text.
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				

Faculty integrate their own experiences with scholarly activities into instructional activities		publish scholarly work in a peer-reviewed publication on an average of one publication for every three years of employment. Professors are expected to present scholarly work at peer-reviewed academic or professional conferences annually and publish scholarly work in a peer-reviewed publication once every two years of employment at this level. Support for this involvement varies, and definitions for scholarly attainment are broad.	with faculty interests. Opportunities for research advising and mentorships are also provided.
Students have opportunities for involvement in faculty research & scholarly activities		<p>Faculty members who met with site visitors reported that faculty are expected to engage in scholarship and that scholarly activities are expected to be integrated into instructional activities for the benefit of students. For example, students have worked with a faculty member in Kenya to produce academic research to identify causes of health disparities in sub-Saharan Africa. Additionally, the department chair has worked with students on several research projects that have produced five student peer-reviewed publications aimed at improving community health, including several projects with Community Health Improvement Partners. While the self-study provides sufficient examples of student involvement in faculty research to comply with this criterion, site visitors could not validate this information with existing students. The two students who met with the site visit team were fully distance-based students who had not participated in any research opportunities with faculty members.</p> <p>The program has met nearly all targets for the measures set forth. The program has set a target of 100% of PIF participating in research activities. Over the last three years, the program has reported 100%, 63% and 72% of PIF presenting scholarly works. The program also set a target of publishing 15 articles in peer-reviewed journals</p>	<p>Information can be found in Appendix B2.</p>

		annually, and have reported 15, 15, and 22 over the last three years. Finally, the program set a target of 10 presentations at professional meetings by PIF annually. The program reported 13, 17, and 18 over the last three years.		
--	--	--	--	--

#### E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Faculty in the program engage in extramural service as part of their duties as faculty members. Each year, through the faculty development plan, faculty members set goals for themselves related to participation in extramural service. All development plans must describe a significant service agenda that includes service to the public health workforce. The program also seeks to encourage community service by allowing faculty to maintain flexible office hours.	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Based on discussions during the site visit, it was evident to reviewers that full-time faculty members are involved in service outside of the university. Organizations that faculty members serve on include Children Rights and You, American Lung Association, county and state health departments, American Red Cross, Volunteers Around the World, and others.		

# **F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		Internship preceptors and employers provide some informal feedback; however, the program does not have a process in place for community involvement and input as part of its evaluation and assessment efforts. Faculty members who met with the site visit team said that there was no method to engage community stakeholders outside of employers and preceptors related to specific curricular issues. No community partners aside from two preceptors from the same organization were present at the site visit. Site visitors were unable to gather more information on community engagement due to the lack of partner presence.	The program has developed an MPH Advisory Board. Public Health professionals that represent the various public health disciplines and sectors including military and international public health were formally invited to join an Advisory Board for the MPH program. Members were invited based on their diverse experiences, ability to commit to providing regular feedback on student outcomes, curriculum, overall program planning processes and the self-study process.	The Council acknowledges the program's efforts to address this criterion, including an initial meeting of an advisory board. Demonstration of compliance with this criterion requires documentation of a sustained effort to engage community stakeholders, alumni, employers, and other relevant external partners in the full scope of the program's evaluation and assessment efforts. The program must demonstrate that the stakeholders are providing feedback on student outcomes, curriculum, and overall program planning and evaluation. The initial meeting may provide a basis for this work to begin, but the program must engage stakeholders regularly and substantively on all of the matters noted in this criterion.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		The concern relates to the program's limited engagement with community stakeholders, alumni, employers, and other relevant external partners related to its program evaluation and assessment efforts. The self-study states that due to low response rates in the past, the program has added focus groups of alumni and their employers to obtain more in-depth responses, however no data was presented to the site-visit team. Program representatives told site visitors that it has not been worthwhile to incorporate the information from these stakeholders given the limited feedback received.	The inaugural meeting took place in September 12, 2018. The group will meet on semi-annual basis. The next scheduled meeting is March 19, 2019.  <i>The following three documents can be found in Appendix F1: a. Invitational Letter to Advisory Board and Draft Bylaws for Advisory Board, b. Advisory Board Meeting Agenda September 12, 2018, and c. Advisory</i>	

			<p><i>Board Meeting Minutes, September 12, 2018</i></p> <p>Alumni have been asked to join the Advisory Board and to mentor students in the MPH Student and Alumni Organization. The alumni survey, which is launched twice annually asks the alumni to identify their employers for a survey. Internship preceptors will also be surveyed.</p> <p>The MPH Program is committed to enhancing the engagement with all community stakeholders, alumni, employers and external partners through the MPH Advisory Board</p>	
--	--	--	--	--

## **F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Makes community &amp; professional service opportunities available to all students</p> <p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &amp;/or the importance of learning &amp; contributing to</p>		<p>The program introduces students to community involvement opportunities through work with faculty, opportunities advertised on Blackboard, and direct outreach opportunities from employers and community-based organizations. Interviews with students and faculty showed that they are encouraged to publish and present their research at public health meetings and conferences including the American Public Health Association.</p>	Click here to enter text.	Click here to enter text.



professional advancement of the field		<p>The self-study provides information on the different community agencies and external organizations that provide learning and professional development opportunities for students, such as a group of over 1,000 physician partners, Palomar Pomerado Hospital, US Mexico Border Health Association, and the National Institute of Public Health of Mexico, among others.</p> <p>The program has developed opportunities and initiatives for community service that support interprofessional experiences between nursing and public health students. An example is the Watts Project, a nurse-managed project housed within the nursing program that provides opportunities for public health students to address issues such as health literacy.</p>		
---------------------------------------	--	--	--	--

### F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines a professional community or communities of interest & the rationale for this choice		At the time of the site visit, the program had not determined its community or communities of interest related to professional development needs. Rather, the program has used peer-reviewed literature, professional websites, and existing data sets to develop a broad approach to supporting professional development.	The newly created Advisory Board and preceptors will be asked formal input regarding professional development needs of the community. The board will also assist with defining a professional community of interest. The systematic feedback and assessment process will be included into the semi-annual meetings of the MPH Advisory Board (see	The Council reviewed the program's response and noted that a priority community has been identified for enrollment in the MPH program, but the program has not yet identified a professional community of interest outside of potential students who might enroll in the MPH. Without identifying a population, the program has also not defined a plan to assess the population's
Periodically assesses the professional development needs of individuals in priority community or communities		During the site visit, it was evident to reviewers that program faculty have not reached consensus on the meaning of the term "community." Some faculty members said that they view community as aligned to the		

		<p>geographic areas where students reside (i.e., global), while others said that their community is the local areas defined by the geographic location of the university. In addition, site visitors found that each of the three concentrations largely operates independently, and each concentration is focused on its distinct community.</p> <p>Therefore, the program does not appear to have a targeted approach or a structured process in place to assess the development needs of its priority communities. This may stem from the MPH program's definition of its community as broad due to the geographic breadth covered and based on where students and adjunct faculty reside.</p> <p>The first concern relates to the absence of a defined professional community of interest. Program representatives must work together as a cohesive unit to identify a priority community that can be served by the program's resources and is supported by a strong rationale.</p> <p>The second concern relates to the need to develop a process to periodically assess the professional development needs of the defined community. Examples of assessment approaches could include periodic meetings with community members and stakeholders, formal or informal needs assessments, focus groups with external constituents, and surveys.</p>	<p><i>Appendix F1: Advisory Board Meeting Agenda September 12, 2018)</i></p> <p>The Advisory Board feedback regarding the professional development needs of the community that NU's MPH program serves will be discussed in MPH faculty meetings to build consensus among the faculty. The Program will also develop additional mechanisms to solicit feedback including: focus groups, informal communication to program faculty and staff, and needs assessments.</p> <p>Minutes of this meeting (<i>Appendix F1</i>) demonstrate that the Advisory Board has defined Military, working adults, and minority students as the priority community. The group has developed a targeted, structured process to assess the development needs of its distinct community.</p> <p>In addition, an ad hoc subcommittee of the advisory board will be formed in Spring 2019 to address the professional development needs of the public health community.</p>	<p>continuing education needs. The program must continue its work, either with the Advisory Board or through other means, to develop and implement methods to periodically assess the professional development needs of the defined professional community of interest.</p>
--	--	---	---	---



#### F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>Based on their areas of expertise, faculty have independently developed trainings for community organizations and participants. For example, the self-study noted and on-site discussions confirmed that health promotion faculty have developed and conducted GIS workshops and trainings about tobacco control. During the site visit, faculty acknowledged that these offerings were based on faculty availability and interest rather than workforce feedback. The program did not provide any additional examples beyond these two topic areas; faculty from the mental health and healthcare administration concentrations have not participated in the delivery of professional development opportunities.</p> <p>The concern relates to the need for a systematic and routine method through which the program provides professional development opportunities to its defined priority communities. These opportunities should be based on assessment activities required to comply with Criterion F3.</p> <p>On-site discussions with faculty indicated that a more structured approach at the program level is needed, given how each concentration has been operating as a silo. Faculty also told site visitors that they would need dedicated time and additional staff to be able to develop and lead professional development activities.</p>	<p>The MPH Advisory Board and MPH Program will develop a systematic and routine methods to provide professional development opportunities based on the assessment activities defined in F3.</p> <p>This formalized, structured approach will support the development of strategic goals for professional development.</p> <p>The assessment findings will guide professional development activities including workshops that have been assessed already: tobacco control, GIS, and SAS into an integrated program and engage MPH faculty and others to provide these service opportunities.</p>	The Council reviewed the program's response and looks forward to receiving documentation that the program has developed and implemented a systematic and routine method through which it provides professional development opportunities to its defined priority communities.

**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)		<p>The program defines multiple priority populations for its student body including adult learners (over age 30), ethnic minorities (African American or Black, Hispanic or Latino), and military personnel. The program has not identified priority populations for faculty and staff.</p> <p>The program compares itself to the California population and US racial/ethnic distributions. MPH students have higher representations of Black or African American alone, Asian alone, and two or more races relative to these broader population comparisons. The self-study describes tactics for increasing diversity and improving cultural competence.</p> <p>The program has set a goal of recruiting and admitting more than 25% of students who are active-duty military, retired military, or veterans. A goal of greater than 20% of students will be African American or black, a goal of greater than 15% of students will be Hispanic or Latino, and a goal of greater than 60% of students are over 30 years old. Since 2013, the program has met its goals related to these priority populations.</p> <p>While the program has been successful in meeting or exceeding its goals related to enrollment of a diverse student body, additional documentation provided by the program during the site visit describes additional approaches that the program has identified to support its</p>	<p>The newly formed MPH Advisory Board will provide ongoing input into additional strategies to enhance diversity in the MPH program among faculty and students.</p> <p><i>APPENDIX F1: Advisory Board Meeting Agenda September 12, 2018</i></p>	<p>Click here to enter text.</p>
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>efforts related to diverse students, such as developing targeted recruitment materials. Program representatives said that these approaches would be integrated into the program's efforts if future enrollment of priority populations decreases.</p> <p>The self-study states that perceptions of the climate regarding diversity and cultural competence are positive; however, the program provided no evidence to support this view.</p> <p>The commentary relates to opportunities to further develop strategies for advancing diversity and cultural competence as well as defining priority populations for faculty and staff. A more systematically developed approach to defining priority populations and assuring cultural competency may enhance the ability of the MPH program to improve impact on students and community partners.</p>		
--	--	--	--	--

#### H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students have ready access to advisors from the time of enrollment		Students in the MPH program are assigned an academic advisor upon enrollment into the program. National University's academic advisors support all 127 academic programs and provide additional support to military students stationed in Quantico, Virginia and in the California cities of San Diego, San Clemente, and Twentynine Palms.	The program has developed a formal orientation that will be delivered through the first foundation course COH 599: Public Health Foundation.	The Council's review of the program's response found that the program's planned student survey will ask students about their satisfaction with academic advising. Data must be collected and analyzed on a regular basis in order
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study			The course is the first, required foundation course. This course is	

<p>Qualified individuals monitor student progress &amp; identify and support those who may experience difficulty</p>		<p>Site visitors learned that the university's advisors are not specific to the MPH program and may not be familiar with the curriculum or program of study. Although the program has not collected feedback that reflects students' level of satisfaction with academic advising, anecdotal information provided during the site visit indicated that issues with advising are not common.</p>	<p>pending approval for inclusion in the next academic catalog.</p>	<p>to provide evidence that the program's advising services are meeting student needs.</p>
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>The two students who participated in the site visit told reviewers that they were assigned advisors based on their physical location, so that the advisor would be more accessible. These students said that they were satisfied with this approach. While these students expressed satisfaction to the site visit team, the program was not able to provide data reflecting the level of student satisfaction with academic advising during the last three years. Site visitors could not validate that the two students they met with represented the opinions and experiences of all students.</p> <p>The academic program director told site visitors that she sends a welcome email to each enrolled student; however, there is not a more formal process for orienting students to the program and reviewing the guidelines of the program.</p> <p>The first concern relates to the lack of data reflecting student satisfaction with academic advising. To fully assess the degree to which academic advising is adequate for students, the program must collect feedback related to student experiences.</p>	<p>The course will provide an overview of the program to ensure that students have written and oral guidance to all aspects of the program's processes and procedures.</p> <p>The program will also solicit feedback from students through the Student survey (<i>Appendix H1</i>) on an annual basis to understand if academic advising is adequate and identify other advising-related needs.</p>	<p>Additionally, the planned orientation approach described in the program's response must be implemented and assessed for effectiveness.</p>

		The second concern relates to the limited orientation students receive to the program. Although the new academic program director has developed a welcome email for new students, this communication is not a sufficient way to orient a diverse group of students to the program and curricular requirements. The current approach is highly dependent on a single individual's willingness to contact students rather than a more systematic approach that has been institutionalized within the program's processes.		
--	--	---	--	--

## H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>Students have access to a variety of career advising services from National University, including career advisors. The National University team of career advisors have five to seven years of prior experience in career counseling in a higher education setting and each holds a master's degree in counseling or education. Career advisors receive continuing training through professional development sessions, conferences, in-house training, and cross-departmental training.</p> <p>The university offers opportunities through which students can improve their resumes, practice interviewing, and update their LinkedIn accounts. In addition, the university hosts a picture day for students to have a professional photo taken for their LinkedIn profiles.</p>	National University's MPH Program provides career advising through the MPH student organization. All current and past students are enrolled into the MPH student organization. This organization connects students with continuing education opportunities, upcoming academic and professional conferences, internships and fellowships, study abroad opportunities, and provides job postings. The MPH Academic Program Directors will also post messages with updates on the MPH	Click here to enter text.
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				



		<p>Students and alumni are made aware of these opportunities through the Blackboard platform called "MPH Student Organization;" all students and alumni have access to this system. Over the last four years, student interactions with career advisors increased 400%, and 300 MPH students have attended career fairs.</p> <p>The commentary relates to the fact that advisors are at the university level and shared across all programs and not specific to the field of public health. While the career advisors are skilled and knowledgeable in their field of advising in higher education, students may benefit from having career advisors with more public health experience and connections.</p>	<p>program and make requests for feedback from graduates.</p> <p>National University Career Services is committed to providing professional career and employment related services to National University's current students and alumni. Regardless of the geographical location of students, Career Services provides online and in person assistance in the following areas: resume review and development, job search assistance, interviewing and negotiating techniques, career management assistance and career exploration through online assessments for those seeking additional support. Career Services also offers an online portal that enables students and alumni to search for jobs and post resumes. The portal contains additional career-related resources as well.</p> <p>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,</p>	
--	--	--	---	--

			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.	
--	--	--	--	--

### H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The MPH program follows the National University process for student grievances and complaints. Students can file complaints can be made online, by phone, by email, or in person to the Office of Student Affairs. Upon receiving a formal complaint, the Office of Student Affairs will review	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				



Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		the complaint and conduct an immediate initial inquiry to determine whether there is reasonable cause to pursue the complaint further. Once the Office of Student Affairs determines the reasonability of the complaint, it is either closed, mediated, or investigated. There have been no formal grievances or complaints over the past three years with the exception of grade appeals.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		During the last three years, there have been 36 grade appeals for courses. All appeals were processed by the School of Health and Human Services' Grade Appeals Committee. Out of the 36 appeals, eight were approved, and the others were either dropped by students or denied by the committee.		

#### H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The university's marketing office conducts the majority of recruitment efforts and marketing of programs. MPH students' first point of contact may be the program website, an academic advisor, or word of mouth from other students or alumni. Faculty from the program also attend meetings such as APHA, HIMMS (Healthcare Information and Management Systems Society), and AUPHA (Association of University Programs in Healthcare Administration), and graduate school fairs.	Click here to enter text.	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The self-study indicates that the format of the program is very appealing to working adults and military professionals, and faculty emphasized this point during		

		<p>the site visit. Over the last six years, the program has seen an immense growth in enrollment. A majority of the student population is both working adults and military professionals.</p> <p>Applicants to the program must hold a bachelor's degree or higher from a regionally accredited college or university with an overall GPA of 2.5 or higher or a GPA of 2.75 or higher in the last 90 quarter units. Students with a GPA of 2.0 to 2.49 may be admitted if they have a satisfactory score on an approved, standardized program-specific exam. Tests such as the GRE and the GMAT are not required for students with a GPA higher than 2.5.</p> <p>The program has seen success with its recruitment efforts in the last six years. The first cohort began with 16 students, and the program enrolled over 200 students in the last academic year.</p>		
--	--	--	--	--

#### H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program publicizes its educational offerings in the National University general catalog as well as on its website. These offerings are published twice annually and are always available online and on any National University campus. These publications provide contact information for the dean of the school, the chair of the department, and the academic program director. The program	Click here to enter text.	Click here to enter text.
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity				

standards & degree completion requirements		provided the site visit team with flyers that contained consistent information when compared with the catalog and website.		
Advertising, promotional & recruitment materials contain accurate information				