National University

Master of Public Health

Self-Study to Accompany the Application for

Reaccreditation by the Council on Education for Public Health

April 2018

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Introduction

Describe the institutional environment, which includes the following:

a. year institution was established and its type (eg, private, public, land-grant, etc.)

Founded in 1971, National University is a Private, Not-for-Profit University.

b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

National University offers 7 associate's degrees, 60 bachelor's degrees, and 60 master's degrees.

c. number of university faculty, staff and students

There are currently 320 full-time faculty, 902 full-time and 137 part-time staff members, and 26,070 active students in degree programs.

d. brief statement of distinguishing university facts and characteristics

National University offers instructional programs onsite at its 19 regional campuses and nine military learning centers, online or with a hybrid delivery modality. The administrative headquarters is located in La Jolla, California. National University programs are delivered by 4 schools and 2 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 which houses the Master of Public Health Program.

National University was among the first institutions in the United States to recognize and focus on the unique educational needs of non-traditional learners. Today, National University is among the largest private nonprofit institutions of higher learning in California. The university is unique because of its intensive one-course-per-month format, regional campuses, and flexible degree programs which enable students to complete their degree programs in an accelerated time frame.

e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

Since 1977, National University has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Senior College and University Commission (WSCUC).

The University is also:

- Accredited by the National Council on the Accreditation of Teacher Education (NCATE) for educator preparation programs
- Approved by the Commission on Teacher Credentialing (CTC)

- Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing, Master of Science in Nursing, and post-graduate certificates.
- Accredited by the Accreditation Board for Engineering and Technology (ABET) for the Bachelor of Science in Computer Science.
- Designated as a Center of Academic Excellence in Information Assurance Education (CAE IAE) for the Master of Science in Cyber Security and Information Assurance program
- Approved by the American Bar Association (ABA) for the offering of the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates
- Approved by the Association of Commercial Diving Educators (ACDE) for the offering of the Professional Certificate in Marine Technology
- Approved by the California Association of Alcoholism and Drug Abuse Counselors (CCADAC) for the offering of the Associate of Science in Alcohol and Drug Abuse Counseling
- Accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) for the offering of the Master of Science in Nurse Anesthesia
- Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the BS Radiation Therapy program
- Approved by the Nevada State Board of Education
- Certified by the Society of Human Resource Management for the Masters of Arts in Human Resource Management
- A member of the American Association of Colleges for Teacher Education (AACTE)
- A member of the Council of Colleges of Arts and Sciences (CCAS)
- A member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program

f. brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (eg, date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

The Master of Public Health (MPH) is offered onsite in San Diego as well as fully online. The Master of Public Health students are required to select one of the following specializations: Health Promotion, Mental Health or Healthcare Administration. The onsite and online curricula are identical. Assessments are in place to assure that outcome measures are consistent among the delivery modalities. Individual courses are offered in a hybrid format and as faculty-led, short-term study abroad.

The MPH program was originated by Dr. GinaMarie Piane in 2009. It was approved internally by the shared governance bodies of the university and appeared in the National University General Catalog # 73 in September 2009. The first students (cohort #1) began classes onsite in San Diego (15 students) in March 2010. The self-study for initial CEPH accreditation was submitted in November 2012 and the site-visit occurred in February 2013. The CEPH Board granted accreditation in July 2013.

The MPH program is housed within the Department of Community Health, one of three departments in the School of Health and Human Services (SHHS). The Dean, Gloria McNeal,

reports to the Vice Provost for Academic and Faculty Affairs who reports to the Provost. The Department Chair, Dr. Tyler Smith, reports to the SHHS Dean. The Academic Program Director of the MPH, Dr. GinaMarie Piane, reports to the Chair of the Department of Community Health.

In addition to the MPH, the Department of Community Health offers the following degree programs:

- Bachelor of Science, major in Public Health
- Bachelor of Science, major in Healthcare Administration
- Bachelor of Arts, major in Health Sciences with a preliminary single subject credential
- Master of Healthcare Administration
- Master of Health and Life Science Analytic

Organizational charts

Figure 1: Organization Chart
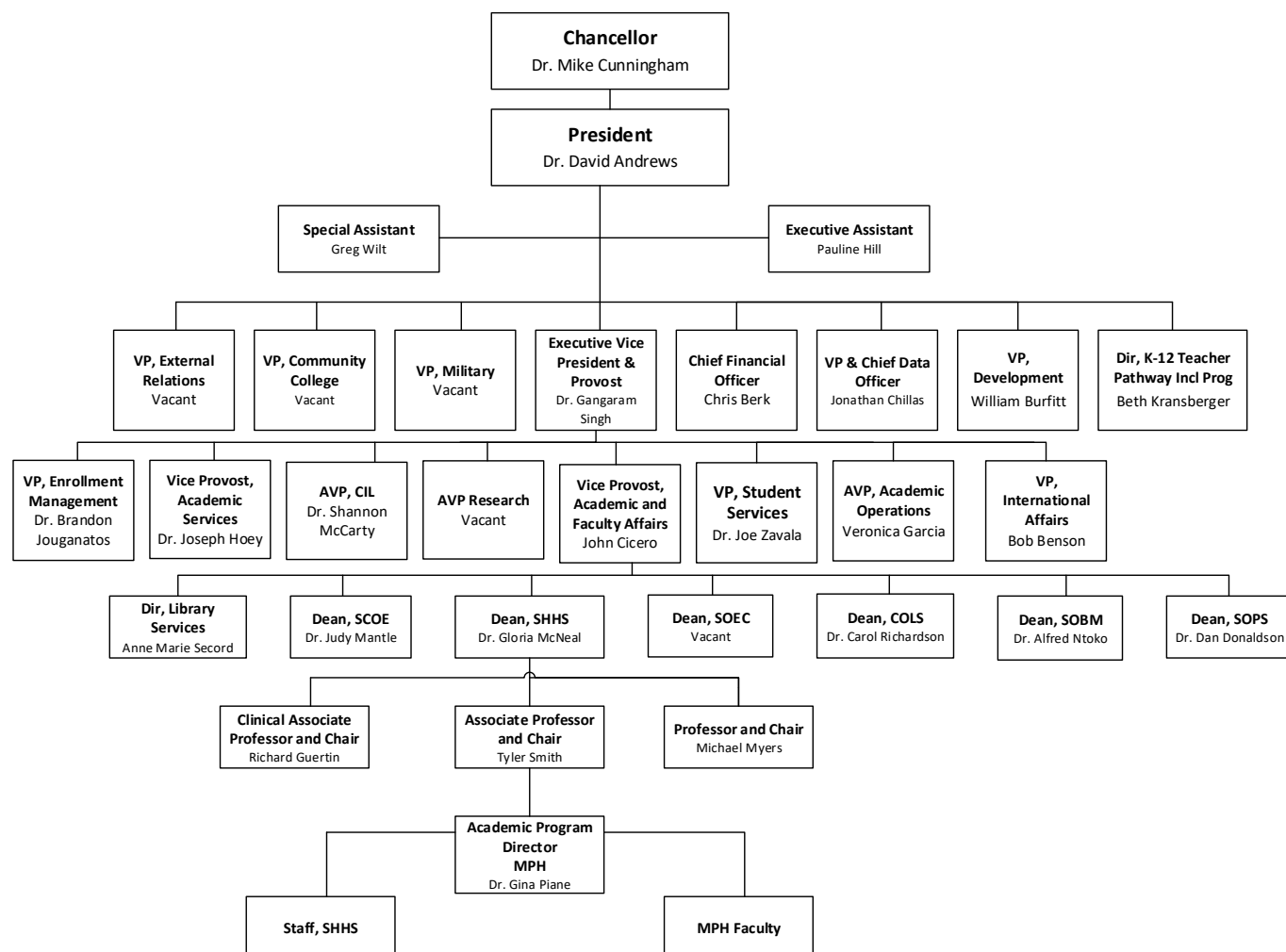
An instructional matrix presenting all of the program's degree programs and concentrations.

Enrollment data for all of the program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

Table 1: Instructional Matrix
Degree and Specializations and Enrollments as of January 1, 2018

	Delivery Modality	Enrollment	Professional
MPH		570	
Health Promotion	onsite and online	209	MPH
Mental Health	onsite and online	271	MPH
Healthcare Administration	onsite and online	90	MPH

Criterion A:

A.1: Organization and Administrative Processes
The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.
The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.
Program faculty have formal opportunities for input in decisions affecting the following:
- **degree requirements**
- **curriculum design**
- **student assessment policies and processes**
- **admissions policies and/or decisions**
- **faculty recruitment and promotion**
- **research and service activities**

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (eg, participating in instructional workshops, engaging in program-specific curriculum development and oversight).

A1. Organization and Administrative Processes

Policies Regarding Academic Oversight
The Academic Program Director for the Master of Public Health is responsible for maintaining academic currency and rigor of the program, overseeing assessment activities, ensuring that the program meets CEPH accreditation requirements, recommending new adjunct faculty, monitoring course materials, and observing and monitoring instruction in program classes.

The full-time faculty members have the primary responsibilities of teaching, scholarship and service. Their responsibilities include curriculum development. The Department of Community Health, as well as the departments of Health Sciences and Nursing, is part of the School of Health and Human Services, which was established in 2004. The MPH program is within the Department of Community Health, which was established in 2008. The Department also offers a coordinated set of programs to include a Bachelor of Science in Public Health, a Bachelor of Science in Health Care Administration, a Bachelor of Arts in Health Sciences with a Preliminary single subject Credential, a Master of Health and Life Science Analytics and a Master of Healthcare Administration.

The MPH program adheres to the faculty policies (Electronic Resource Files (ERF)), for graduate programs that have been established through shared governance at National University. Members of the MPH faculty serve on the University Senate, Graduate Council, University Academic Assessment Committee, the research council, the Institutional Review Board, and the Council of Chairs. All MPH faculty members are eligible to vote to approve changes to all policies related to academics.

The graduate policies include standards for titles of courses, program descriptions, program learning outcomes, course descriptions, course learning outcomes, number of contact hours per unit. The university uses a +/- grading system to calculate GPAs. The university determines criteria for admission, academic probation, dismissal, attendance, and graduation. Exceptions to policies, requests for transfer credit, waivers of classes, accelerated study requests, independent studies and override of prerequisites may be approved by the MPH Academic Program Director, Department Chair, Dean and Registrar.

Additional policies for the MPH program have been established for internships and capstone projects. The MPH policies have also been developed to address writing standards for the program including use of APA style throughout the program, content required in the BlackBoard (the universities learning management system) course shells used in on-site and online classes respectively, and the number of synchronous BlackBoard collaborate sessions required per class session.

Strategic Planning
The Board of Trustees, the administration, and the faculty recognize the Faculty Senate as the primary faculty governance body. The Faculty Senate has the right and the obligation to advise and confer with the President, the Provost, Vice Presidents, Deans, and other administrative officers on matters affecting the status, responsibility, and welfare of the faculty. The faculty demonstrates shared governance at National University through the work of the faculty governance groups (Faculty Senate, Graduate Council, and Undergraduate Council). The Faculty Senate focuses on policies and procedures that affect the welfare of the faculty; the Graduate and Undergraduate councils focus on academic quality of all programs, including program development and assessment. The Senate chairperson presents at all Board meetings. The Council of Chairs is comprised of the Department Chairs from all Schools and serves as a deliberative and consultative body whose functions include studying matters related to academic programs and making recommendations to the President, the Provost, the School Deans, the Faculty Senate, the Graduate Council and the Undergraduate Council.

MPH program policies are developed in a collaborative process by the full-time faculty, the Academic Program Director, the Department Chair and the School Dean. All policies must comply with the Faculty Policies set by the University Senate in collaboration with the administration. Program committees can bring forward suggestions for policy revision though they do not create policy.

The School of Health and Human Services conducts a strategic planning retreat annually in January to garner faculty input into the strategic plan for the following academic year. The Chair of the Department of Community Health, along with the Chairs of the Departments of Health Science and Nursing, meet weekly with the Dean to plan for the three departments. The Department of Community Health conducts faculty meetings once each month. The purpose of these meetings is primarily to plan department and program activities as well as to participate in collaborative decision making and to share program updates.

Each month, the MPH Academic Program Director or representative and Department Chair attends a scheduling meeting to monitor enrollment in the MPH courses. If enrollments are above the capacity for the classroom or not conducive to learning, the class is split into two sections and staffed with a second qualified faculty member. If the class is under the required enrollment, it may be postponed.

Hiring Faculty
Each full-time faculty member hired by the university to teach in the MPH program is reviewed by an MPH program search committee consisting of at least three full-time faculty members. The search committee chair is selected by a vote of the committee. The MPH program requires that individuals hold a terminal degree in the sub-specialty of public health in which they teach. The advertisement for the vacancy is placed in The Chronicle of Higher Education, the Nation's Health and Academic Keys with clear specifications of the requirements for a DrPH or PhD in Public Health and relevant work experience in Public Health. Applications are submitted using InterFolio software. The search committee reviews materials submitted by all candidates and ranks the candidates according to the scope of work for the specific position. Phone interviews are conducted to explore the viability of the candidates. Generally, three candidates are selected for an on-site interview with the search committee, the Department Chair, the School Dean, the entire MPH faculty and the students. Candidates are required to give a presentation of research to the faculty and students in the School of Health and Human Services. The Search Committee Chair solicits input from all involved parties, including the committee members, MPH students and faculty and makes a recommendation to the Dean. The final decision to offer a contract is made by the President and Provost of the university.

The Provost determines the rank and salary of the new faculty member based on recommendations by the Dean. New faculty members are offered an initial two-year contract with the expectation that they will apply for reappointment before the end of the second year. The salaries of full-time faculty are quite competitive with comparative institutions of higher learning. The contracts for full-time faculty stipulate that faculty members are eligible for 10 weeks academic leave per fiscal year.

The associate faculty is hired in the same manner as the full-time faculty. Associate faculty members are considered salaried, part-time faculty members who have a teaching load of 86% of a full-time faculty member. They are not required to conduct research and have limited service expectations. They are, however, eligible for election to university, school and department committees.

Adjunct faculty members can be hired at any time during the fiscal year. They apply online for teaching positions. The MPH Academic Program Director reviews the applications to determine whether or not they should be considered to teach. The application includes a letter of introduction, resume, and references. To complete the process, the Academic Program Director interviews the candidate. Adjunct faculty members are also required to hold a DrPH or PhD in a Public Health discipline. Exceptions are made for adjunct faculty who are masters prepared with more than ten years of experience relevant to the discipline in which they teach. This process ensures that the adjunct is qualified to deliver quality instruction. The adjuncts become part of the pool of faculty available to be staffed to teach classes on a month-by-month basis. Adjunct faculty are initially given a maximum workload of six classes per fiscal year and can be promoted to increase the maximum workload and stipend.

Faculty Meetings
The full-time faculty collaborate with the Academic Program Director in decision making regarding the MPH program. The full-time faculty serve as Course Leads for MPH courses. This entails course development and assessment and coordination with the adjunct faculty who are also teaching the courses. Full-time faculty are also required to commit to university service, community service and scholarly activities. Associate faculty are salaried faculty who have a reduced course load. They participate in program decision making and teach 6 courses per Academic Year. Adjunct faculty are called upon to teach individual courses, as needed.

Adjunct faculty are encouraged to attend faculty meetings and to participate in faculty governance.

In addition, the Department of Community Health plans, organizes, implements and evaluates semi-annual adjunct summit meetings for all full-time and adjunct faculty. Faculty may attend in-person or online using Zoom. Policies and best practices are presented, and breakout sessions are organized specifically for the MPH program faculty to interact and to give input into the program policies, etc.

Standing Committees of the Department of Community Health as of January 2018

- Curriculum Committee
  All Academic Program directors in the Department of Community Health are members. The committee reviews the catalog and recommends revisions to program descriptions and requirements. New programs and courses are reviewed by the curriculum committee. Current members: Piane (chair), Jones, Boman-Davis, Smith, Diaz, Ranke, Bhawal

- Faculty Focus on Research (FFOR)
  All full-time faculty members in the MPH program participate in FFOR. FFOR meets monthly to support the research agenda of the department, to foster an intellectual community, to encourage collaborative research projects, and to increase the dissemination of scholarly work by the faculty members in the department. All members are required to present their own on-going research for input from the membership. Current members: Zolnikov (chair), Smith, Eggleston, Piane, Boman-Davis, Bhawal, Jones, Harper, Ranke, Diaz

- Community Service and Volunteerism
  The Community Health Community Service and Volunteerism Committee is comprised of full-time faculty, adjunct faculty and student representatives. It meets monthly to examine and disseminate volunteer opportunities for the MPH students. They also monitor volunteer hours and have proposed requiring volunteer hours for all students. Current members: Bhawal (chair), Diaz, Boman-Davis

- Awards and Recognition
  The Community Health Department Awards and Recognition Committee meets annually to select student award recipients and to plan the awards ceremony. Piane (chair), Bhawal, Harper, Jones

- International Student Committee
  The International Student Committee meets occasionally to identify the special needs of International Students in the MPH program. Current Members: Bhawal (chair), Jones, Diaz

Department of Community Health Awards Ceremony 2017

A.2: Multi-Partner Schools and Programs

N/A

A.3: Student Engagement

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

University
MPH students may self-nominate to become a member of the National University Graduate Council. One graduate student selected from all graduate programs participates in the monthly meetings. Student input is valued as the Graduate Council provides leadership in developing policies and guidelines for graduate programs as well as approves all new programs, new courses, program and course revisions.

School
The School of Health and Human Services invites students to attend monthly meetings of faculty, staff, students and alumni. Students can either attend in-person at the Kearny Mesa (San Diego) campus or online using Zoom. Student input is valued at the School level to determine policies and guidelines for academic programs, grant-funded initiatives, and other strategic plans for the School.

Department
The Department of Community Health invites students to participate in the Community Service and Volunteerism, and Awards and Recognition Committees. Student input is valued by the Department of Community Health as it determines protocols and guidelines for the delivery of quality academic programs. The students who participate in the Community Service and Volunteerism committee provide leadership to organize, recruit and raise funds for service learning events. The students who participate in the Awards and Recognition committee, provide nominations, assess the criteria and plan the annual recognition event.

The Department of Community Health faculty are advisers to San Diego Organization of Healthcare Leaders (SOHL) the local chapter of American College of Healthcare Executives (ACHE). SOHL provides students with mentorships, presentation and poster opportunities, networking with San Diego healthcare leaders, opportunities in the annual ACHE college bowl, programs for career development, and much more. SOHL members are the current and future San Diego and Imperial Counties healthcare industry leaders that include hospitals, health systems, insurers, managed care organizations, physician practices, suppliers, consultants, government programs, academia and volunteer agencies. They are one of 80 national ACHE chapters and the recipient of the Award of Chapter Distinction & Sustained Performance for the third consecutive year. SOHL provides students with mentorships, presentation and poster opportunities, networking with San Diego healthcare leaders, opportunities in the annual ACHE college bowl, programs for career development, and much more. SOHL offers 10 professional development and networking events annually, including joint events with our Southern California Sister Chapter (covering Los Angeles, Riverside, and San Bernardino counties), the Healthcare Financial Management Association (HFMA) and the Healthcare Information Management Systems Society (HIMSS). Every October we hold a day-long Annual Conference with a variety of speakers discussing interesting, timely subjects.

Program
The MPH Student Organization was created in BlackBoard in October 2015 as a channel for communication among students, faculty and alumni. Every matriculated MPH student is added to the organization upon admission. The MPH Student Organization contains webpages for "Latest News" in which faculty post announcements that are also emailed to all students and alumni. Announcements range from availability of study abroad courses, scholarships, awards ceremony invitations and important public health news. The MPH organization also has a meeting space in which faculty can 'meet' with all MPH students for orientation and other program related dialog. Students can find up-to-date information regarding the Academic Program Directorship, internship, capstone project and study abroad courses. Additional spaces on the MPH organization include information for students on Council for Education in Public Health, the Gamma Psi chapter of Delta Omega, information regarding CPH and CHES exams as well as important links to APHA, WHO, SAMSHA, CDC, NIH, ACHE, Peace Corps and NU Student Services.

There are 1139 users of the MPH Student Organization as of November 8, 2017. Dozens of job postings as well as multiple job clearinghouse listing are included in the site. On average, students and alumni receive one announcement from the MPH Organization every week.

The Gamma Psi chapter of Delta Omega was established in 2014 to honor our graduates, alumni, faculty and community members. Each year in June, the top graduating students are inducted into Delta Omega. The chapter supports inductees and alumni to participate in the governance and activities of Delta Omega.

Delta Omega Inductions 2017

CRY @ NU is the students' chapter of the international non-profit organization- Child Rights and You America that works towards ensuring basic rights are restored to underprivileged children by conducting fund-raising events and community outreach programs. The aim of the student organization is to help CRY America in their efforts towards eradicating Children's issues – education, health, child labor, child abuse along with mobilizing each local community to find long-term solutions to these problems.

The CRY America student organization provides a platform for students to collaborate, engage with each other, faculty and the local community. It provides students with an opportunity to involve in community engagement that adds to the exceptional student learning experience. Since its inception, the organization has been involved in fundraising and participating in the annual CRY walk. The walk benefits the outreach of CRY America to give children access to education and healthcare, as well as basic protections from abuse and exploitation. The CRY San Diego walk event was a big success with the maximum number of participating teams and highest total fundraising as compared to the other CRY chapters across the nation. The event inspired our students to continue working for and in the community to better serve the underprivileged. The student club has also assisted with the Holiday Cheer events and hosted cultural events in collaboration with the International Student office. The club has been instrumental in organizing the Public Health week for three consecutive years where faculty, staff and students come together for a multicultural health and career fair. The club is currently collaborating with the Nursing student organization in identifying and assisting seven underprivileged families for the Annual Holiday Cheer event.

Eight years in a row, National University (NU) School of Health and Human Services (SHHS) recognized and celebrated National Public Health Week (NPHW). To assist in reaching the NPHW goal of "Healthiest Nation 2030," the SHHS Center of Excellence Community Engagement Core launched a multicultural health and career fair. Understanding that bridging the gap in health will require efforts and collaboration from many sectors, NU faculties partnered with community health students, nursing students, the NU library, NU student services, NU career services, and key members from the community in order to deliver an event, which celebrated both diversity and health. The event included health promotion activities such as integrated health, focusing on equine therapy, CPR certifications, career services, kids zone providing education on "farm to table", emotional wellness and mental health information.

The MPH students chartered a chapter of Volunteers Around the World (VAW) to provide global service learning opportunities. The chapter helped to organize the first partnership with VAW in January 2018, bringing a group of 28 to Cusco, Peru to provide primary care to 535 people. Additional global service learning opportunities partnered with VAW are proposed for Vietnam in June and Peru in September 2018.

APHA
Every year, the MPH Awards Committee conducts a selection process to choose current MPH students for scholarships to travel to and attend the American Public Health Association meeting. This allows the students to participate in networking, the attend research sessions and to recruit at the Expo.

Federal Work-Study Position
In November 2017, Leianne Jacob, a National University Bachelor of Science in Public Health alumna and current NU Master of Public Health– Health Care Administration student, was selected for the first NU American Cancer Society Cancer Action Network (ACS CAN) Federal Work-Study position. ACS CAN's mission is to end suffering and death from cancer through public policies. ACS CAN empowers volunteers to influence change and impact the future of cancer. From gaining dramatic increases in funding for cancer research to ensure all Americans have access to cancer care, our work is saving lives and leading to new innovative breakthroughs in how to fight this disease. Under supervision and mentorship from Ms. Lynda Barbour, Leianne assisted with the development of ACS CAN survey to assess the organization's Legislative Ambassador program. She is worked on an assessment of City Officials and their likelihood to influence public policies. Leianne has used community health promotion and education principles to network and build community support for cancer related policies and programs in federal, state, and local municipalities.

Strengths and weaknesses related to Criterion A
Administrative processes are in place at National University, the School of Health and Human Services, the Department of Community Health and the Master of Public Health program to assure that faculty and students are engaged in decision making surrounding policies and organization of the program.

Many of the teaching faculty are adjuncts and are not required to participate in shared governance. Many of the MPH students are working professionals and attending classes online. This adds a nuance to the challenge that all programs face in encouraging student engagement.

Delta Omega 2017

Criterion B:

B.1: Guiding Statements
The program defines a vision that describes how the community/world will be different if the program achieves its aims.

Vision
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 that they serve.

The program defines a mission statement that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

Mission
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 program defines goals that describe strategies to accomplish the defined mission.

Goals and Objectives
The following goals and objectives were determined collaboratively by the MPH faculty and recognized by the Department Chair and Dean.

Instruction
1. 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.
    - Objective 1A: Faculty and administration with input from the advisory board, students and alumni, will assess the curriculum and student achievement of program learning outcomes annually.
    - Outcome: 1A completed Program Annual Review (PAR) including outcomes, targets, findings, reflections and recommendations will be entered into the AMS system at the end of each fiscal year.

2. To matriculate, retain and graduate a diverse student body
    - Objective 2A: To enroll a minimum of 45 students into the MPH program each academic year.
    - Outcome 2A: Enrollment measured annually.
    - Objective 2B: 70% of MPH students will graduate within 72 months of matriculation.

- Outcome 2B: The graduation rate of MPH students will be measured 72 months after attending their first class. MPH students included in this measurement will include those who enrolled in three or more classes and were not deployed by the military.

3. To attract, retain, mentor and promote a diverse faculty who are doctorally prepared in a discipline of Public Health who contribute to excellence in education by preparing students for proficiency in public health practice.
   - Objective 3A: To employ full-time faculty members in the Department of Community Health who hold doctorate degrees in the public health discipline in which they teach.
   - Outcome 3A: 100% of full-time faculty hired by the MPH program each fiscal year will hold terminal degrees in a public health discipline.
   - Objective 3B: To employ adjunct faculty members who hold doctorate degrees to teach in the MPH program.
   - Outcome 3B: 100% of new adjunct faculty hired by the MPH program each fiscal year will hold terminal degrees in the public health fields in which they teach.
   - Objective 3C: The full-time, associate and adjunct faculty who teach in the MPH program will represent the racial/ethnic composition of the United States.
   - Outcome 3C: An ethnically diverse MPH faculty.

4. To administer, operate and sustain a CEPH-accredited MPH program through decisive and cooperative leadership where the perspectives and needs of the community, students and faculty are incorporated into the mission, values, goals and objectives.
   - Objective 4A: By April 2018, to complete a self-study as required by CEPH.
   - Objective 4B: By May 11, 2018, to host a site-visit by the CEPH team.
   - Objective 4C: By July 2018, to be granted re-accreditation by CEPH.
   - Objective 4D: To comply with CEPH requirements for interim reports and substantive changes, annually.
   - Outcomes 4 A-D: Sustained accreditation by CEPH.

Research
5. To support faculty and students who contribute to an intellectual community that fosters a culture of inquiry and discovery that promotes learning and the advancement of public health knowledge.
   - Objective 5A: All full-time MPH faculty members will present to the SHHS Scholarly Corner or Faculty Focus on Research once per fiscal year.
   - Outcome 5A: An archive of presentations available for review by faculty and students.
   - Objective 5B: All full-time MPH faculty members will be planning, conducting and disseminating empirical or translational public health research.
   - Outcome 5B: Dissemination of research findings to local, national and global audiences annually.
   - Objective 5C: Prepare students to design, undertake and disseminate relevant public health research
   - Outcome 5C: 10% of graduates make public presentation of their academic work
   - Objective 5D: Promote ethical, compassionate public health research by requiring all students, before conducting their capstone project, and faculty, every three years as required by CITI, to be trained in protection of human subjects and confidentiality of health information

- Outcome 5D: Collaborative Institutional Training Initiative Reports
- Objective 5E: Promote research focused on community needs
- Outcome 5E: 5 or more students per year complete capstone projects focused on research subjects proposed by our community partners.

Service

6. To serve local southern California, national and global communities in partnerships that result in Community Based Participatory Research, program planning, implementation, evaluation, and cooperative learning.
    - Objective 6A: All full-time MPH faculty members will conduct community and professional service each year.
    - Outcome 6A: Community and Professional Service documented in FDPs and annual merit requests.

The program defines a statement of values that informs stakeholders about its core principles, beliefs and priorities.

Table 2: Values of the National University Master of Public Health Program

Respect	All individuals who encounter the MPH faculty and staff will be treated with respect and dignity.
Health and social justice	The breadth of the MPH curriculum reflects a view of health as arising from individual, social, environmental, political and economic influences.
Social responsibility	*Social Responsibility* is a key value of the MPH program. Social responsibility is viewed as an ethical obligation of individuals and organizations to support the welfare, interest and needs of the community in which they operate. The MPH program faculty encourage students to volunteer as public health advocates in their communities as well as including advocacy and social responsibility in its curriculum.
Scientific rigor and evidence-based public health practices	The MPH strives to achieve excellence in all phases of its work and continually improve its programs and practices based on new knowledge. The MPH program continually measures student outcomes and implements remedial action when benchmarks are not achieved.
Partnership	The most effective curriculum, research and service engage researchers with community, organizational and governmental partners to identify and address health problems. The MPH develops with each of its partners a research agenda and processes that are mutually acceptable and responsive to the partnership's needs and characteristics.

Ethics	The MPH promotes the highest standards of ethics, honesty and integrity in all aspects of its work.
Translation to the community	The MPH strives to share the knowledge it acquires through research with communities that will benefit from the science and to develop health interventions that are effective and practical in the real world.
Communication skills needed to work with diverse populations	The MPH curriculum includes case studies and explorations of diverse populations throughout its coursework and specifically in Global Public Health.
Enhancing opportunities for professional growth	The MPH continually seeks opportunities for professional growth through research, community service and global studies.
Access and Inclusion of students from underserved communities	The MPH supports admissions criteria and retention efforts aimed at inclusion of students from underserved communities.
Access and inclusion of military personnel and veterans	The MPH offers special incentives for active duty military personnel and veterans.

B.2: Graduation Rates
The program collects and analyzes graduation rate data for each public health degree offered.

National University collects data that is available to the Academic Program Director through the Tableau data-visualization software. Measures of student success, including retention, persistence, and graduation are available for all MPH students, and can be disaggregated by specialization and by certain demographics.

From 2010, the beginning of the MPH Program through 2016, an average of 80% of matriculated MPH students were retained at the one-year point. The average persistence rate, after two years was 70%. The graduation rates for the 2010 through 2013 cohorts are 82.4%, 73.2%, 67.6%, 66.7% respectively. Students in cohorts 2011 through 2018 continue to be eligible for graduation.

MPH Graduates 2016

The program achieves graduation rates of 70% or greater for master's degrees.

Table 3: Graduation Rates for the MPH program

Students in MPH Degree, by Cohorts Entering Between 2010 and 2017									
	Cohort of Students	2010	2011	2012	2013	2014	2015	2016	2017
2010	# Students entered	17							
	# Students withdrew, dropped, etc.	1							
	# Students graduated	0							
	Cumulative graduation rate	0%							
2011	# Students continuing at beginning of this school year (or # entering for newest cohort)	15	41						
	# Students withdrew, dropped, etc.	3	5						
	# Students graduated	12	0						
	Cumulative graduation rate	70.6%	0.0%						
2012	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	36	37					
	# Students withdrew, dropped, etc.	0	5	12					
	# Students graduated	0	21	0					

Year		1	2	3	4	5	6	7	8
	Cumulative graduation rate	70.6%	51.2%	54.1%					
2013	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	10	25	117				
	# Students withdrew, dropped, etc.	0	0	0	0				
	# Students graduated	0	0	20	0				
	Cumulative graduation rate	70.6%	51.2%	54.1%	0.0%				
2014	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	10	5	117	178			
	# Students withdrew, dropped, etc.	0	0	0	39	0			
	# Students graduated	0	10	5	68	0			
	Cumulative graduation rate	70.6%	73.2%	54.1%	58.1%	0.0%			
2015	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	5	10	178			
	# Students withdrew, dropped, etc.	0	0	0	0	76			
	# Students graduated	1	0	5	0	98			
	Cumulative graduation rate	76.5%	73.2%	67.6%	58.1%	55.1%			
2016	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	10	4			
	# Students withdrew, dropped, etc.	0	0	0	0	0			
	# Students graduated	0	0	0	10	0			
	Cumulative graduation rate	76.5%	73.2%	67.6%	66.7%	55.1%			
2017	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	0	4			
	# Students withdrew, dropped, etc.	0	0	0	0	0			

# Students graduated	1	0	0	0	4			
Cumulative graduation rate	82.4%	73.2%	67.6%	66.7%	57.3%			

Graduation 2017

The graduation rates for students who matriculated in 2010 and 2011 meet the target rate for graduation. Students who matriculated in 2012, 2013 and 2014 are slightly below the target rate; however, they remain eligible to graduate.

The MPH program faculty have reached out to students who have completed the didactic courses yet did not complete the internship and/or capstone project. Program faculty have offered additional assistance, re-enrollment without additional tuition and mentorship. This has resulted in completion of the degree in some students. Faculty will continue to explore avenues to encourage students to complete the program by engaging student services, veteran's services, faculty mentors and enrollment managers.

National University does not currently have a category of 'student-at-large' for students who are exploring graduate studies in public health or who are taking one course to transfer to another program. Therefore, all students who take at least one course in the MPH are considered program students and counted in graduation rates. We have proposed to the university a system that allows students to take one to three courses without matriculating since this artificially lowers our graduation rates.

B.3: Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each public health degree offered.

Table 4: Post-Graduation Outcomes for MPH Alumni

Conferral Year (Fiscal)	Employed	Continuing Education	Seeking Work	Not Seeking Work	Total Responses	Total Conferred
2012	4	0	0	0	4	8
2013	5	0	1	0	6	17
2014	10	0	2	1	13	26
2015	21	1	1	0	23	65
2016	34	2	5	1	42	98
2017	49	2	17	1	69	141
2018	21	2	9	0	32	52

The MPH Alumni Survey conducted in November 2017 included all FY17 MPH alumni. Table 4 reflects the employment status gathered from MPH alumni FY12-18 via text survey in November 2017 as well.

B.4: Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.
The program documents and regularly examines its methodology as well as its substantive outcomes to ensure useful data.

MPH Alumni are surveyed annually by the Office of Educational Effectiveness & Accreditation. The survey is included in the Electronic Resource File. In addition, and in order to attain a greater response rate, a 3-question text message survey was deployed in November 2017. The text-based survey asked the alumni if they were employed, which type of agency and whether they were obtaining additional education.

To supplement the survey data that is routinely collected by the Office of Educational Effectiveness & Accreditation, the MPH faculty conducted a focus group of MPH alumni as a tool for synthesizing student perceptions of their MPH program and how it prepared them for a career in public health. The alumni were recruited by posting an announcement in the MPH

student organization and related email. Alumni who have graduated within the period 2013-2017 were asked to participate. The sample was stratified to include: 8 alumni specializing in Health Promotion, 8 alumni specializing in Healthcare Administration, and 4 alumni specializing in Mental Health.

The focus groups were convened online using Zoom; they were recorded and transcribed. Transcripts were entered in a project using Atlas TI version 8 software. Answers to each question were compiled and analyzed for themes. Quotes are included without attribution.

Summary and recommendations:

The alumni had very positive experiences with the MPH program. The program prepared them for work in the field of public health. They recommended more orientation and mentorship for students. Faculty mentors were very important to their success and satisfaction.

B.5: Defining Evaluation Practices
The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

Evaluation Practices
Instruction
1. 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.
    - Objective 1A: Faculty and administration with input from the advisory board, students and alumni, will assess the curriculum and student achievement of program learning outcomes annually.
    - Outcome: 1A completed Program Annual Review (PAR) including outcomes, targets, findings, reflections and recommendations will be entered into the AMS system at the end of each fiscal year.

2. To matriculate, retain and graduate a diverse student body
    - Objective 2A: To enroll a minimum of 45 students into the MPH program each academic year.
    - Outcome 2A: Enrollment measured annually.
    - Objective 2B: 70% of MPH students will graduate within 72 months of matriculation.
    - Outcome 2B: The graduation rate of MPH students will be measured 72 months after attending their first class. MPH students included in this measurement will include those who enrolled in three or more classes and were not deployed by the military.

3. To attract, retain, mentor and promote a diverse faculty who are doctorally-prepared in a discipline of Public Health who contribute to excellence in education by preparing students for proficiency in public health practice.

- Objective 3A: To employ full-time faculty members in the Department of Community Health who hold doctorate degrees in the public health discipline in which they teach.
- Outcome 3A: 100% of full-time faculty hired by the MPH program each fiscal year will hold terminal degrees in a public health discipline.
- Objective 3B: To employ adjunct faculty members who hold doctorate degrees to teach in the MPH program.
- Outcome 3B: 100% of new adjunct faculty hired by the MPH program each fiscal year will hold terminal degrees in the public health fields in which they teach.
- Objective 3C: The full-time, associate and adjunct faculty who teach in the MPH program will mirror the racial/ethnic composition of the state of California so that each racial/ethnic group with a population of 10% or more will be represented by at least one faculty member.
- Outcome 3C: An ethnically diverse MPH faculty.

4. To administer, operate and sustain a CEPH-accredited MPH program through decisive and cooperative leadership where the perspectives and needs of the community, students and faculty are incorporated into the mission, values, goals and objectives.
   - Objective 4A: By April 2018, to complete a self-study as required by CEPH.
   - Objective 4B: By May 11, 2018, to host a site-visit by the CEPH team.
   - Objective 4C: By July 2018, to be granted re-accreditation by CEPH.
   - Objective 4D: To comply with CEPH requirements for interim reports and substantive changes, annually.
   - Outcome2 A-4D: Sustained accreditation by CEPH.

Research
5. To support faculty and students who contribute to an intellectual community that fosters a culture of inquiry and discovery that promotes learning and the advancement of public health knowledge.
   - Objective 5A: All full-time MPH faculty members will present to the SHHS Scholarly Corner or Faculty Focus on Research once per fiscal year.
   - Outcome 5A: An archive of presentations available for review by faculty and students.
   - Objective 5B: All full-time MPH faculty members will be planning, conducting and disseminating empirical or translational public health research.
   - Outcome 5B: Dissemination of research findings to local, national and global audiences annually.
   - Objective 5C: Prepare students to design, undertake and disseminate relevant public health research
   - Outcome 5C: 10% of graduates make public presentation of their academic work
   - Objective 5D: Promote ethical, compassionate public health research by requiring all students, before conducting their capstone project, and faculty, every three years as required by CITI, to be trained in protection of human subjects and confidentiality of health information
   - Outcome 5D: Collaborative Institutional Training Initiative Reports
   - Objective 5E: Promote research focused on community needs
   - Outcome: 5E or more students per year complete capstone projects focused on research subjects proposed by our community partners.

Service
6. To serve local southern California, national and global communities in partnerships that result in Community Based Participatory Research, program planning, implementation, evaluation, and cooperative learning.
   - Objective 6A: All full-time MPH faculty members will conduct community and professional service each year.
   - Outcome 6A: Community and Professional Service documented in FDPs and AARs.

Table 5: National University MPH program outcomes measures 2014-2017

Goal	Objective	Outcome Measure	2015	2016	2017
INSTRUCTION 1. 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.	Faculty and administration with input from the advisory board, students and alumni, will assess the curriculum and student achievement of program learning outcomes annually.	A completed Program Annual Review (PAR) including outcomes, targets, findings, reflections and recommendations will be entered into the AMS system at the end of each fiscal year.	PAR was completed in June 2015 and is available in the AMS/Taskstream system. All program learning outcomes were measured by signature assignments and surveys. Recommendations were submitted to the department chair, school dean, graduate council and provost.	Five Year Review was completed in June 2016 and is available in the AMS/Taskstream system. External Reviewer produced a comprehensive report. Recommendations were submitted to the department chair, school dean, graduate council and provost.	PAR was completed in June 2017 and is available in the AMS/Taskstream system. All program learning outcomes were measured by signature assignments and surveys. Recommendations were submitted to the department chair, school dean, graduate council and provost.
2. To matriculate, retain and graduate a diverse student body.	To enroll 45 students into the MPH program each academic year.	Three cohorts of 15 students attending classes.	242 MPH students admitted	243 MPH students admitted	222 MPH students admitted
	80% of MPH students will continue to enroll within 12 months of matriculation.	Data available in Tableau	78.9%	81.4%	81.1%
3. To attract, retain, mentor and promote a diverse faculty who are doctorally-prepared in a discipline of Public Health who contribute to excellence in education by preparing students for proficiency in public health practice.	To employ full-time faculty members in the Department of Community Health who hold doctorate degrees in the public health discipline in which they teach.	100% of full-time faculty hired by the MPH program each fiscal year will hold terminal degrees in a public health discipline.	2 full time faculty members were hired. 100% hold doctorate degrees.	No additional fulltime faculty members were hired	No additional fulltime faculty members were hired
	To employ adjunct faculty members who hold doctorate degrees to teach in the MPH program.	100% of new adjunct faculty hired by the MPH program each fiscal year will hold terminal degrees or more than 10 years' experience	63%, 29 of the 46 adjunct faculty who taught in the MPH held doctorate degrees. 32%, 15 of the 46, hold a master's	63%, 29 of the 46 adjunct faculty who taught in the MPH held doctorate degrees. 32%, 15 of the 46, hold a master's	63%, 29 of the 46 adjunct faculty who taught in the MPH held doctorate degrees. 32%, 15 of the 46, hold a master's

		in the public health fields in which they teach.	degree and ten or more years' experience.	degree and ten or more years' experience.	degree and ten or more years' experience.
4.To administer, operate and sustain a CEPH-accredited MPH program through decisive and cooperative leadership where the perspectives and needs of the community, students and faculty are incorporated into the mission, values, goals and objectives.	By September 2017, to complete a self-study as required by CEPH. By July 2018, to be granted accreditation by CEPH.	Approval of the preliminary self-study.	Continued accreditation Interim report accepted	Continued accreditation Interim report accepted	Draft Self Study submitted. Site visit scheduled Continued accreditation
RESEARCH 5.To support faculty and students who contribute to an intellectual community that fosters a culture of inquiry and discovery that promotes learning and the advancement of public health knowledge.	All full-time MPH faculty members will present to the SHHS Journal Club or Scholars corner or Faculty Focus on Research.	An archive of presentations available for review by faculty and students.	11 presentations at Faculty Focus on Research: 100% of full-time faculty	7 presentations at Faculty Focus on Research: 63 % of full-time faculty	6 presentations at Faculty Focus on Research: 2 presentations at Scholars corner 72% of full-time faculty
	All full-time MPH faculty members will be planning, conducting and disseminating empirical or translational public health research.	Dissemination of research findings to local, national and global audiences annually.	15 peer-reviewed publications 100% of full-time faculty	15 peer-reviewed publications 80% of full-time faculty	22 peer-reviewed publications to-date 80% of full-time faculty
	Prepare students to design, undertake and disseminate relevant public health research	The minimum of 5 students or graduates make public presentation of their academic work	8 MPH students presented their research at the NU Student Scholarship conference	5 MPH students presented their research at the NU Student Scholarship conference	9 MPH students presented their research at the NU Student Scholarship conference
	Promote ethical, compassionate public health research All students and faculty are trained in protection of human subjects and confidentiality of health information	CITI Reports	100% of MPH students enrolled in COH 611: Public Health Research Methods 100% of full-time MPH faculty	100% of MPH students enrolled in COH 611: Public Health Research Methods 100% of full-time MPH faculty	100% of MPH students enrolled in COH 611: Public Health Research Methods 100% of full-time MPH faculty
	Promote research focused on community needs	5 or more students per year complete capstone projects focused on research subjects proposed by our community partners.			
SERVICE	All full-time MPH faculty members will conduct	Community and Professional Service	100% of full-time MPH faculty	100% of full-time MPH faculty	100% of full-time MPH faculty

6.To serve local southern California, national and global communities in partnerships that result in Community Based Participatory Research, program planning, implementation, evaluation, and cooperative learning.	community and professional service each year.	documented in FDPs and AARs			

B.6: Use of Evaluation Data

The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings. The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

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

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

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

The MPH program goals and objectives are monitored annually by the Academic Program Director. Instructional goals and objectives are monitored on a monthly basis by reviewing new admissions to the program, probation reports from the registrar's office, course enrollment, grades and progress toward graduation. Faculty members submit Faculty Development Plans (FDPs) annually that describe their expectations for teaching, scholarship and service each year prior to the new fiscal year. The department chair and school dean review, negotiate and approve these FDPs. In addition, faculty members submit an Annual Activity Report (AAR) or

merit review every June that provides evidence regarding the fulfillment of the previous year's FDP. The FDPs are compiled for the MPH program to measure the achievement of goals and objectives related to instruction, research and service.

Strengths and Weakness related to Criterion B

The MPH Program has a clear vision, mission, goals and objectives that guide the decisions made in the program and are communicated to the students and community in many venues. The alumni are thriving in public health careers and were prepared for these positions by the MPH program.

The retention and graduation rates, though they meet the criterion, are made lower than our goals. Plans to improve retention and graduation rates are in place.

Criterion C:

C.1: Fiscal Resources
The program has financial resources adequate to fulfill its stated mission and goals.
Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

Table 6: MPH Program Budget

Sources of Funds and Expenditures by Major Category, 2013 to 2017					
	FY13	FY14	FY15	FY16	FY17
Source of Funds					
Tuition & Fees	1,324,215	3,109,167	4,100,091	4,426,370	4,762,019
Total	1,324,215	3,109,167	4,100,091	4,426,370	4,762,019
Expenditures					
Faculty Salaries & Benefits	406,000	742,000	798,000	892,500	794,500
Staff Salaries & Benefits	74,912	106,830	145,930	157,071	170,836
Operations	95,839	62,664	122,607	103,579	64,644
Travel	25,134	8,346	16,465	14,162	13,282
University Overhead	331,054	777,292	1,025,023	1,106,593	1,190,505
Total	932,939	1,697,132	2,108,025	2,273,905	2,233,767

C.2: Faculty Resources
The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

C2-A. Minimum faculty requirement by accreditation unit
Programs employ, at a minimum, three primary instructional faculty.

Table 7: National University MPH Primary Instructional Faculty

Concentration	PIF 1	PIF 2	Faculty 3	Additional Faculty
MPH Health Promotion	GinaMarie Piane 1.0	Brandon Eggleston 1.0	Irina Campbell 1.0	PIF: 2 (Diaz, Boman-Davis) Non-PIF: (Schiltz)
MPH Healthcare Administration	LaDon Jones 1.0	Joann Harper 1.0	Peggy Ranke 0.5	PIF: 2 (Ensign, Lemberg)
MPH Mental Health	Ritika Bhawal 1.0	Tyler Smith 0.5	Tara Zolnikov 1.0	PIF: 1 (A. Smith)

Named PIFs	9
Total-PIFs	14
Non-PIFs	1

Faculty FTEs are calculated based on the percentage of assigned workload that is devoted to the MPH program. Without any course reassignment, fulltime faculty are assigned to teach 7 courses each fiscal year. Therefore, if all 7 are within the MPH, they are designated as 1.0 FTE. If the faculty member has been granted course reassignments for scholarship or service, then a percentage of the scholarship, service and teaching that is devoted to the MPH is determined.

C2-B. Minimum faculty requirement by range of offerings
Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise. To provide this basic breadth and range and to assure quality, programs employ, at a minimum, three faculty members
per concentration area for the first degree level offered.

C2-C. Faculty resource adequacy, beyond minimum eligibility
In addition to meeting the minimum quantitative standards above, the size of the program's faculty complement is appropriate for the size of the student body and supports and encourages effective, regular and substantive student-faculty interactions.
The program documents the adequacy of the faculty complement through multiple quantitative and qualitative measures, including the following: advising ratios; availability of faculty to supervise MPH integrative learning experiences and doctoral students' final projects; and data on student perceptions of class size and faculty availability.

Table 8: Faculty regularly involved in advising, mentoring and the integrative experience

2017			
	Minimum	Maximum	Average
General advising & career counseling			
MPH Primary Instructional Faculty			
MPH Adjunct Faculty			
Staff: Admissions and Career Advisors	1	6	3
Advising in MPH integrative experience (Internship and Global Health Experience)			
MPH Primary Instructional Faculty	13	34	21
MPH Adjunct Faculty	57	57	57
Staff: Internship	104	104	104
Mentoring/primary advising on MPH Capstone Project			
MPH Primary Instructional Faculty	2	26	11
MPH Adjunct Faculty	11	49	27

In calendar year 2017, National University Admissions advisors and career advisors averaged 3 MPH students each. Three Primary Instructional Faculty advised and average of 21 MPH students on internship and global health experience. One adjunct faculty member advised 57 internship students throughout the year. Six primary Instructional Faculty and three adjunct faculty mentored MPH students through the completion of the capstone project.

A Special Project Opportunity funding request to hire additional faculty advisors is pending the Board of Trustees approval.

C3. Staff and Other Personnel Resources
The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

Table 9: Staff Support for MPH Program (2017-2018)

Role/function	FTE
Internship coordinator: Tonya Lawrence	1.0
Assistant to the Dean: Briana Erickson	0.1
Director, Enrollment and Student Support Services for SHHS: Kyle Wolfson	0.1
Coordinator, Scheduling and Adjunct Hiring for SHHS: Shannon Snipes	0.1
Administrative Assistant to Faculty: Ann Marie Nichols	0.1
Director of Academic Placement and Compliance: Christy Schumacher	0.1
Assistant to Department Chairs: Ron Cunanan	0.1

The MPH program also is supported by the Office of Educational Effectiveness and Accreditation. Kim Levey, Executive Director of Educational Effectiveness & Accreditation, Allison Blackwell, Associate Director of Academic and Co-Curricular Assessment, Heidi Trent

Burnett, Senior Assessment Analyst, and Sonia Vasquez, Education Effectiveness Coordinator offer EEA Support Services. The services include:

- Survey Support (including development, deployment, reporting, and interpretation)
- Focus Group Support (including moderation, administration, reporting, and interpretation)
- AMS/Taskstream
- Program Annual Review (PAR) Training and Mentorship
- Five-Year Review Training and Mentorship
- End of Course Evaluation Deployment
- Program and Co-Curricular Assessment
- Accreditation Support

International Programs
The National University International Programs Office is located at 9388 Lightwave Avenue in San Diego, CA. The International Programs Office features a student counseling center, computer lab, science lab, teacher lab, student lounge, cafeteria, and computerized classrooms, as well as a state-of-the-art library. The International Programs Office facilitates the approval of study abroad proposals and enrollment of students.

Veterans Services
The National University Veteran Center supports veterans through the transition to university life and successfully earning their degree. Located at the Spectrum campus in Kearny Mesa, San Diego, the Veteran Center offers a number of services tailored to your unique needs, including: Quarterly student orientations; A dedicated military transition coach; the Veteran Fellows Program with monthly engagement activities; Work-study opportunities; Connections to community veteran resources that provide support outside the classroom; the Veteran Center Lounge; and Mentoring opportunities, including strengths assessments, development workshops, and networking opportunities.

The Veteran Center also serves as the point of contact for information about the National University Student Veteran Organization (NUSVO), providing opportunities for student veteran professional development and leadership.

Center for Innovation in Learning
The MPH program is also supported by the Center for Innovation in Learning (CIL), specifically, the instructional designer, James Flaherty MSED, works with the Academic Program Director, and faculty to provide the highest quality online content. CIL Training is a professional development department that delivers relevant pedagogical and technological training to advance faculty in the effective facilitation of learning. The Online Faculty Concierge (OFC) team is dedicated to providing Faculty with comprehensive support and guidance regarding their online courses. With technical expertise and a solutions-based approach, the OFC representatives empower Faculty to build and maintain an exceptional online learning experience. The Instructional Design team is comprised of industry-leading professionals focused on innovation and committed to personalized learning. CIL's goal is to produce creative, relevant, and exceptional student experiences by championing best practices for online learning, while working in support of, and in collaboration with, subject-matter experts and faculty members across all of our affiliates. The Multimedia Design & Production Team consists of project managers, designers, developers, and a video specialist. This team uses creative and technical expertise to develop multimedia solutions aimed at enhancing the student and faculty online learning experience.

C4. Physical Resources

The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

The MPH program is housed at the Technology and Health Sciences Center in San Diego, California. To view the facility, please see the video tour: http://www.nu.edu/Locations/SanDiego/Technology-Center.html.

MPH students have access to classrooms and conference rooms to meet and complete group projects. Each National University classroom has computer access, projection, audio, and availability for streaming video and video conference. In some locations, a conference center is also available to students and faculty of National University. The executive style conference room has flat screen monitoring and digital video cameras for distant conference capability, allowing for real-time telecommuting for students, faculty, and staff.

Students also have access to a student lounge at each location. The student lounges are equipped with tables and chairs, microwave, vending machines, photocopy machines, telephone, bulletin board posting, and television access. The lounges can be utilized for study, meetings, meals, or social gathering.

Work space assignments for MPH faculty are consistent and equally distributed in all the Centers to which faculty are assigned. Faculty are assigned shared office space where each faculty member has approximately 80 square feet of office space separated by partitions. Provisions are made for each faculty member to have a computer, office phone, access to printers, parking, and assistance from staff. MPH faculty also have access to private conference rooms for meetings with students. All Regional faculty receive administrative support from the Associate Regional Dean (ARD) on site and the Department Chair, and Dean at the San Diego headquarters.

C5. Information and Technology Resources

The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

National University Library System
National University Library supports master level student academic success by providing access to our many electronic resources. Scholarly books and journals are available online, at the Library in San Diego or through document delivery. Individual and group consultations with library liaisons and reference librarians are available to provide research support both at the San Diego Library and virtually. The Library also provides a series of workshops and webinars geared to capstone students on topics such as research strategies, effective database use,

citation managers, and scholarly communication. Library space is available for quiet study and small group collaboration.

National University Library System's staff of twenty-five full-time and nine part-time employees effectively provide the full range of library resources and services. Professional librarians participate in team initiatives to support collection development, instruction, and reference/research needs for each of the National University System's academic programs. The library teams work closely with faculty to develop information literacy presentations and other course resources.

The Library provides several levels of library instruction based on the *National University Library System Library Information Literacy Plan*, adopted in 2000.

- *iLibrary*, the Library's orientation tutorial, provides a general overview of library resources and services and instruction on locating books in the online catalog and articles from the general databases of EBSCO and ProQuest.
- *Introduction to the Discipline* presentations introduce students to key databases and reference sources integral to their course work. The library instruction team collaborates with lead faculty to incorporate presentations in key classes.
- *Advanced Research* presentations focus on the development of a review of the literature.
- *Course-Related Instruction* presentations are scheduled on faculty demand for assistance with specialized collections or library-related assignments.

The Library website also provides just-in-time delivery of tutorials such as *Finding Full Text* or searching the online reference collections.

In addition to the above library instruction, students may request a research consultation with a librarian or contact the Library Help Desk for one-on-one assistance by phone, e-mail, or over the Internet during library hours. The Library is open seven days a week for a total of 71.5 hours. Online resources are available twenty-four/seven.

Library materials support the instructional mission of the University. Selection of Library materials is governed by the *Library Collection Development Policy*, which is continually updated to reflect the University's evolving curriculum, with input from the faculty and the Library's collection development staff. Faculty members actively participate in the selection process by recommending the purchase of books, journals, and videos and by informing the Library Team about curriculum changes and additions. This active partnership of faculty and librarians helps insure breadth and depth across all curricular areas.

Current online or regional students and faculty may request print resources be sent to them through Books Direct (free 2-day delivery) or Journal Direct (free 24-hour electronic delivery) from the Library's document delivery service. In addition, items not owned by the Library may be borrowed through Interlibrary Loan free of charge.

Information Resources
National University is committed to providing students, faculty and staff with easy access to information resources that enhance the student academic experience, enable staff to perform their jobs efficiently and effectively, and allow faculty to focus on developing innovative educational content. The University employs online systems for delivering educational content,

promoting collaboration between students and faculty, and building a sense of online community for students.

The University's online learning management system, BlackBoard, is used by faculty to collaboratively develop new course content and to share educational materials with students.

The National University holdings include access to MEDLINE, PubMed, ERIC, Psychlit and CINAHL which are adequate for the MPH program. The MPH faculty are surveyed annually to determine if the library holding sufficiently support their teaching and research.

Strengths and Weakness related to Criterion C

National University is a tuition supported institution that is fiscally healthy. The administrative, library, facilities and support are available to the MPH program. The university's practice of employing more adjunct faculty than full time faculty allows for the sharing of considerable experience however overburdens the fulltime faculty with leadership responsibilities.

Criterion D:

D1. MPH Foundational Public Health Knowledge
The program ensures that all MPH graduates are grounded in Foundational public health knowledge.

Table 10: Content coverage for MPH

Content	Course number & name or other educational requirements
1. Explain public health history, philosophy and values	**HCA 600: US Health Care System** **COH 601: Global Public Health**
2. Identify the core functions of public health and the 10 Essential Services	**HCA 600: US Health Care System** **COH 601: Global Public Health**
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	**COH 602: Biostatistics** **COH 606: Epidemiology** **COH 611: Public Health Research Methods** **COH 613: Public Health Informatics** **COH 614: Psychosocial Epidemiology**
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the program	**HCA 600: US Health Care System** **COH 601: Global Public Health**
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	**COH 601: Global Public Health** **COH 606: Epidemiology**
6. Explain the critical importance of evidence in advancing public health knowledge	**COH 602: Biostatistics** **COH 607: Health Promotion Program Planning** **COH 616: Mental Health Planning**
7. Explain effects of environmental factors on a population's health	**COH 601: Global Public Health** **COH 608: Environmental Health**
8. Explain biological and genetic factors that affect a population's health	**COH 603: Public Health Biology**
9. Explain behavioral and psychological factors that affect a population's health	**COH 604: Health Behavior**
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	**COH 601: Global Public Health** **COH 605: Health Promotion**
11. Explain how globalization affects global burdens of disease	**COH 601: Global Public Health**
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	**COH 603: Public Health Biology** **COH 608: Environmental Health**

D2. MPH Foundational Competencies
The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each competency below, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.

Table 11: Assessment of Competencies in the Health Promotion Specialization

Assessment of Competencies in the Health Promotion Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
Evidence-based Approaches to Public Health 1. Apply epidemiological methods to the breadth of settings and situations in public health practice	COH 606: Epidemiology	Research paper: Find two peer reviewed journal articles that examine the same hypothesis, using different study designs	1
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	COH 602: Biostatistics	CPH Biostatistics questions embedded into final exam	2
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	COH 602: Biostatistics	Data set analysis using SAS	3
4. Interpret results of data analysis for public health research, policy or practice	COH 613: Public Health Informatics	Secondary analysis of public use data set	4
Public Health & Health Care Systems 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HCA 600: US Healthcare System	Research paper: Compare the US Healthcare Systems with that of another nation	5
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational,	COH 601: Global Public Health	Research paper on health disparities.	6

Assessment of Competencies in the Health Promotion Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
community and societal levels			
Planning & Management to Promote Health 7. Assess population needs, assets and capacities that affect communities' health	COH 607: Health Promotion Program Planning	Apply the PRECEDE/PROCEED framework to a particular community and health issue	7
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	COH 612: Public Health Advocacy	Propose or support new legislation that enhances public health	8
9. Design a population-based policy, program, project or intervention	COH 607: Health Promotion Program Planning	Develop an intervention appropriate for a particular target audience and health issue	9
10. Explain basic principles and tools of budget and resource management	COH 607: Health Promotion Program Planning	Propose a response to a request for proposals including a budget and budget justification	10
11. Select methods to evaluate public health programs Policy in Public Health	COH 609: Health Promotion Program Evaluation	Apply the RE-AIM framework to a health promotion intervention	11
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	COH 612: Public Health Advocacy	Participate in a debate regarding one of the current legislative issues before the APHA	12
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	COH 618: Health Promotion Strategies and Tactics	Create a lesson plan that meets the needs of a community coalition	13
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	COH 612: Public Health Advocacy	Meet with legislators in advance of a vote on a bill that enhances public health	14
15. Evaluate policies for their impact on public health and health equity	COH 612: Public Health Advocacy	Present a proposed policy that enhances public health	15

Assessment of Competencies in the Health Promotion Specialization			
Competency	Course Number and Name	Specific Assessment Opportunity	ERF
Leadership 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	COH 691: Public Health Internship or COH 500: Global Health Experience	Describe how the internship or global health experience has contributed to the mastery of competencies in public health	16
17. Apply negotiation and mediation skills to address organizational or community challenges	COH 691: Public Health Internship or COH 500: Global Health Experience	Effectively work through a challenges with the internship preceptor or global health experience leader	17
Communication 18. Select communication strategies for different audiences and sectors	COH 618: Health Promotion Strategies and Tactics	Create a lesson plan that addresses the literacy of a target group as well as uses the appropriate channel of communication	18
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	COH 605: Health Promotion	Present a Health Promotion module that targets a particular target audience	19
20. Describe the importance of cultural competence in communicating public health content	COH 605: Health Promotion	Research paper the describes the cultural components of health communication messages	20
Interprofessional Practice 21. Perform effectively on interprofessional teams	HCA 600: US Healthcare System	Group project on health care systems	21
Systems Thinking 22. Apply systems thinking tools to a public health issue	COH 692: Public Health Capstone Project	Plan, implement and evaluate original research regarding a contemporary public health issue.	22

Table 12: Assessment of Competencies in the Mental Health Specialization

Assessment of Competencies in the Mental Health Specialization			
Competency	Course Number and Name	Specific Assessment Opportunity	ERF
Evidence-based Approaches to Public Health 1. Apply epidemiological methods to the breadth of	COH 606: Epidemiology	Research paper: Find two peer reviewed journal articles that examine the same hypothesis, using different study designs	1

Assessment of Competencies in the Mental Health Specialization			
Competency	Course Number and Name	Specific Assessment Opportunity	ERF
settings and situations in public health practice			
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	COH 602: Biostatistics	CPH Biostatistics questions embedded into final exam	2
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	COH 602: Biostatistics	Data set analysis using SAS	3
4. Interpret results of data analysis for public health research, policy or practice	COH 614: Psychosocial Epidemiology	Present the epidemiology of one particular mental disorder including the risk factors and distribution	23
Public Health & Health Care Systems 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HCA 600: US Healthcare System	Research paper: Compare the US Healthcare Systems with that of another nation	5
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	COH 601: Global Public Health	Research paper on health disparities.	6
Planning & Management to Promote Health 7. Assess population needs, assets and capacities that affect communities' health	COH 616: Mental Health Program Planning	Apply the PRECEDE/PROCEED framework to a particular community and mental health issue	24
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	COH 612: Public Health Advocacy	Propose or support new legislation that enhances public mental health	8

Assessment of Competencies in the Mental Health Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
9. Design a population-based policy, program, project or intervention	COH 616: Mental Health Program Planning	Develop an intervention appropriate for a particular target audience and health issue	25
10. Explain basic principles and tools of budget and resource management	COH 616: Mental Health Program Planning	Propose a response to a request for proposals including a budget and budget justification	26
11. Select methods to evaluate public health programs Policy in Public Health	COH 609: Health Promotion Program Evaluation	Apply the RE-AIM framework to a health promotion intervention	11
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	COH 612: Public Health Advocacy	Participate in a debate regarding one of the current legislative issues before the APHA	12
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	COH 619: Public Health Aspects of Human Sexuality	Create a lesson plan regarding human sexuality that meets the needs of a community coalition	27
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	COH 612: Public Health Advocacy	Meet with legislators in advance of a vote on a bill that enhances public health	14
15. Evaluate policies for their impact on public health and health equity	COH 612: Public Health Advocacy	Present a proposed policy that enhances public health	15
Leadership 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	COH 691: Public Health Internship or COH 500: Global Health Experience	Describe how the internship or global health experience has contributed to the mastery of competencies in public health	16
17. Apply negotiation and mediation skills to address organizational or community challenges	COH 691: Public Health Internship or COH 500: Global Health Experience	Effectively work through a challenges with the internship preceptor or global health experience leader	17
Communication	COH 617: Public Health Aspects of Violence Prevention	Create a lesson plan to prevent violence that addresses the literacy of a	28

Assessment of Competencies in the Mental Health Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
18. Select communication strategies for different audiences and sectors		target group as well as uses the appropriate channel of communication	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	COH 621: Public Health Aspects of Drug Addiction	Present a Prevention of Drug Addiction module that targets a particular target audience	29
20. Describe the importance of cultural competence in communicating public health content	COH 619: Public Health Aspects of Human Sexuality	Research paper the describes the cultural components of sexual health communication messages	30
Interprofessional Practice 21. Perform effectively on interprofessional teams	HCA 600: US Healthcare System	Group project on health care systems	21
Systems Thinking 22. Apply systems thinking tools to a public health issue	COH 692: Public Health Capstone Project	Plan, implement and evaluate original research regarding a contemporary public health issue.	22

Table 13: Assessment of Competencies in the Healthcare Administration Specialization

Assessment of Competencies in the Healthcare Administration Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
Evidence-based Approaches to Public Health 1. Apply epidemiological methods to the breadth of settings and situations in public health practice	COH 606: Epidemiology	Research paper: Find two peer reviewed journal articles that examine the same hypothesis, using different study designs	1
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	COH 602: Biostatistics	CPH Biostatistics questions embedded into final exam	2
3. Analyze quantitative and qualitative data using biostatistics, informatics,	COH 602: Biostatistics	Data set analysis using SAS	3

Assessment of Competencies in the Healthcare Administration Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
computer-based programming and software, as appropriate			
4. Interpret results of data analysis for public health research, policy or practice	HCA 626: Healthcare Information Systems	Secondary analysis of a public use data set	31
Public Health & Health Care Systems 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HCA 600: US Healthcare System	Research paper: Compare the US Healthcare Systems with that of another nation	5
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	HCA 660: Healthcare Economics	Research paper on health disparities.	32
Planning & Management to Promote Health 7. Assess population needs, assets and capacities that affect communities' health	HCA 624: Healthcare Planning and Marketing	Strategic Plan and Environmental Assessment	33
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HCA 610: Health Policy and Advocacy	Executive Policy Briefing	34

Assessment of Competencies in the Healthcare Administration Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
9. Design a population-based policy, program, project or intervention	HCA 660: Healthcare Economics	Research paper	35
10. Explain basic principles and tools of budget and resource management	HCA 663: Healthcare Accounting and Finance	Business plan including budget	36
11. Select methods to evaluate public health programs Policy in Public Health	HCA 622: Quality Appraisal and Evaluation	The world of quality in health review	37
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HCA 610: Health Policy and Advocacy	Participate in a debate regarding one of the current legislative issues before the APHA	38
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HCA 624: Healthcare Planning and Marketing	Strategic Plan and Environmental Assessment	39
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HCA 630: Healthcare Law and Ethics	Research paper in advance of a vote on a bill that enhances public health	40
15. Evaluate policies for their impact on public health and health equity	HCA 610: Health Policy and Advocacy	Present a proposed policy that enhances public health	41
Leadership 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and	COH 691: Public Health Internship or COH 500: Global Health Experience	Describe how the internship or global health experience has contributed to the mastery of competencies in public health	16

Assessment of Competencies in the Healthcare Administration Specialization			
Competency	**Course Number and Name**	**Specific Assessment Opportunity**	**ERF**
guiding decision making			
17. Apply negotiation and mediation skills to address organizational or community challenges	COH 691: Public Health Internship or COH 500: Global Health Experience	Effectively work through a challenges with the internship preceptor or global health experience leader	17
Communication 18. Select communication strategies for different audiences and sectors	HCA 624: Healthcare Planning and Marketing	Marketing plan for a healthcare facility including segments of the target population	42
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	HCA 630: Healthcare Law and Ethics	Presentation regarding an ethical issue in public health	43
20. Describe the importance of cultural competence in communicating public health content	HCA 610: Health Policy and Advocacy	Executive Briefing including cultural components	44
Interprofessional Practice 21. Perform effectively on interprofessional teams	HCA 600: US Healthcare System	Group project on health care systems	21
Systems Thinking 22. Apply systems thinking tools to a public health issue	COH 692: Public Health Capstone Project	Plan, implement and evaluate original research regarding a contemporary public health issue.	22

Table 14: Student Perceptions of Achievement of MPH Foundational Competencies (N=60)

Competency	Response	Frequency	Percentage
Apply epidemiological methods to the breadth of settings and situations in public health practice	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	 60	 100%
Select quantitative and qualitative data collection methods appropriate for a given public health context	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	11 44 3 0 1 1	**18%** **73%** 5% 0 2% 2%
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	16 35 5 3 0 1	**27%** **58%** 8% 5% 0 2%
Interpret results of data analysis for public health research, policy or practice	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	19 31 7 0 1 2	**32%** **51%** 12% 0 2% 3%
Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	17 33 7 0 1 2	**28%** **55%** 12% 0 2% 3%
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	25 33 0 0 0 2	**42%** **55%** 0 0 0 3%
Assess population needs, assets and capacities that affect communities' health	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	24 32 1 1 0 2	**40%** **53%** 2% 2% 0 3%
Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	Strongly Agree Agree Neither Agree nor Disagree Disagree	24 31 2 1	**40%** **52%** 3% 2%

Competency	Response	Frequency	Percentage
	Strongly Disagree	0	0
	Unanswered	2	3%
Design a population-based policy, program, project or intervention	Strongly Agree	17	**28%**
	Agree	34	**57%**
	Neither Agree nor Disagree	4	7%
	Disagree	3	5%
	Strongly Disagree	0	0
	Unanswered	2	3%
Explain basic principles and tools of budget and resource management	Strongly Agree	14	**23%**
	Agree	31	**52%**
	Neither Agree nor Disagree	9	15%
	Disagree	4	7%
	Strongly Disagree	0	0
	Unanswered	2	3%
Select methods to evaluate public health programs	Strongly Agree	17	**28%**
	Agree	35	**58%**
	Neither Agree nor Disagree	6	10%
	Disagree	0	0
	Strongly Disagree	0	0
	Unanswered	2	3%
Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	Strongly Agree	12	**20%**
	Agree	36	**60%**
	Neither Agree nor Disagree	7	12%
	Disagree	3	5%
	Strongly Disagree	0	0
	Unanswered	2	3%
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Strongly Agree	16	**27%**
	Agree	36	**60%**
	Neither Agree nor Disagree	4	7%
	Disagree	2	3%
	Strongly Disagree	0	0
	Unanswered	2	3%
Advocate for political, social or economic policies and programs that will improve health in diverse populations	Strongly Agree	20	**34%**
	Agree	28	**47%**
	Neither Agree nor Disagree	9	15%
	Disagree	1	2%
	Strongly Disagree	0	0
	Unanswered	2	3%
Evaluate policies for their impact on public health and health equity	Strongly Agree	16	**27%**
	Agree	36	**60%**
	Neither Agree nor Disagree	5	42%
	Disagree	1	2%
	Strongly Disagree	0	0
	Unanswered	2	3%
Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering	Strongly Agree	20	**34%**
	Agree	33	**55%**
	Neither Agree nor Disagree	4	7%
	Disagree	1	2%
	Strongly Disagree	0	0

Competency	Response	Frequency	Percentage
collaboration and guiding decision making	Unanswered	2	3%
Apply negotiation and mediation skills to address organizational or community challenges	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	14 30 12 2 0 2	**23%** **50%** 20% 3% 0 3%
Select communication strategies for different audiences and sectors	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	22 31 5 0 0 2	**37%** **52%** 83% 0 0 3%
Communicate audience-appropriate public health content, both in writing and through oral presentation	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	27 28 3 0 0 2	**45%** **47%** 5% 0 0 3%
Describe the importance of cultural competence in communicating public health content	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	23 32 2 1 0 2	**38%** **53%** 3% 2% 0 3%
Perform effectively on interprofessional teams	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	 60	 100%
Apply systems thinking tools to a public health issue	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Unanswered	 60	 100%

MPH Students who enrolled in COH 691: Public Health Internship in 2017 completed a survey that asked them to rate their achievement of the 22 MPH Foundational competencies using a Likert scale. The range of overall responses for each competency was from 73% to 92% of students stating that they either agreed or strongly agree that they were prepared in that competency. More than 90% of students perceived that they were prepared in the areas of communication and cultural competence. Less than 80% of students perceived that they were prepared to apply negotiation and mediation skills, to analyze data, and to apply principles of

leadership. This may indicate a need to either increase the time devoted to these competencies in our classes or to devise other methods to enhance students' learning.

D4. MPH Concentration Competencies
MPH graduates attain competencies in addition to the foundational competencies listed in Criteria D2 and D3. These competencies relate to the program's mission and/or to the area(s) of concentration. The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2or D3. The list of competencies may expand on or enhance foundational competencies, but the program must define a specific set of statements that articulates the depth or enhancement for all concentrations and for generalist degrees.
The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.
If the program intends to prepare students for a specific credential (eg, CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

Table 15: MPH Health Promotion Competencies

Competency	Course and Title	Assessment Assignment
Assess individual and community needs for health education.	COH 609: Public Health Program Evaluation	CHES Exam Questions related to Needs Assessment
	COH 607: Public Health Program Development	Health Promotion Program Proposal Needs Assessment
Plan health education strategies, interventions, and programs.	COH 609: Public Health Program Evaluation	Health Promotion Program Description
	COH 607: Public Health Program Development	Grant Proposal
Implement health education strategies,	COH 618: Health Promotion Strategies and Tactics	Education Strategies Case Study Analysis

Competency	Course and Title	Assessment Assignment
interventions, and programs.	COH 609: Public Health Program Evaluation	Program Evaluation Proposal, Intervention component
Conduct evaluation related to health education.	COH 609: Public Health Program Evaluation COH 609: Public Health Program Evaluation	CHES Exam Questions related to Evaluation Program Evaluation Plan
Administer health education strategies and interventions.	COH 618: Health Promotion Strategies and Tactics COH 613: Public Health Informatics	Research Paper Strategies and Interventions Secondary Analysis Research Questions and Strategies
Serve as a health education resource person.	COH 618: Health Promotion Strategies and Tactics COH 613: Public Health Informatics	Group Project Low Literacy Health Education Secondary Analysis Presentation of Results
Communicate and advocate for health and health education.	COH 618: Health Promotion Strategies and Tactics COH 612: Public Health Policy and Advocacy	Presentation of Lesson Plan CHES Exam Questions related to Advocacy and Communication
Apply appropriate research principles and techniques in health education.	COH 609: Public Health Program Evaluation COH 613: Public Health Informatics	Logic model Secondary Analysis conclusions

Table 16: MPH Mental Health Competencies

Competency	Course and Title	Assessment Assignment
Plan mental health interventions and programs.	COH 616: Mental Health Program Planning	Mental Health Promotion Program Proposal
Plan the implementation of mental health programs.	COH 609: Public Health Program Evaluation COH 616: Mental Health Program Planning	Mental Health Promotion Program Description Elements of a Grant Proposal
Conduct evaluations related to mental health.	COH 616: Mental Health Program Planning COH 616: Mental Health Program Planning	CHES Exam Questions related to Evaluation Mental Health Program Evaluation Plan
Administer health education strategies and interventions.	COH 619: Public Health Aspects of Human Sexuality COH 617: Public Health Aspects of Drug Addiction	Develop a lesson plan for a intervention to promote healthy sexuality Propose a community intervention to create informed choice regarding drug use
Relate fundamental principles of epidemiology to mental and substance abuse disorders.	COH 614: Psychosocial Epidemiology	Present the epidemiology of a mental disorder including its incidence, prevalence, distribution and disparity
Advocate for mental health in communities.	COH 612: Public Health Policy and Advocacy	CHES exam questions related to advocacy and communication embedded into the final exam

Competency	Course and Title	Assessment Assignment
	COH 621: Public Health Aspects of Violence Prevention	Develop a community intervention to prevent violence
Apply appropriate research principles and techniques to mental health.	COH 617: Public Health Aspects of Drug Addiction	Research paper regarding the efficacy of community level interventions to prevent addiction

Table 17: MPH Healthcare Administration Competencies

Competency	Course and Title	Assessment Assignment
Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.	HCA 663: Healthcare Accounting and Finance	Business plan including budget and financial report
Apply healthcare management methods to healthcare organizations	HCA 620: Healthcare Management	Journal article critique of management in a healthcare organization
Use administrative and health information technology to develop process and performance improvement plans.	HCA 626: Healthcare Information Systems	Secondary analysis of a public use data set
Incorporate the principles of quality management for	HCA 622: Quality Appraisal and Evaluation	The world of quality in health review

Competency	Course and Title	Assessment Assignment
improving outcomes in healthcare organizations.		
Synthesize best practices in healthcare leadership.	HCA 670: Healthcare Leadership	Complete the leadership challenge research paper

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

All MPH students are required to complete an internship consisting of a minimum of 120 hours of practice-based learning under the supervision of a preceptor. They work in public health agencies planning, implementing and/or evaluating a health promotion or mental health or healthcare administration program or programs. The prerequisites for internship are successful completion of all 14 didactic courses including the public health core and specialization courses.

Students may choose from agencies and preceptors with affiliation agreements that are current with the Department of Community Health. They may also initiate affiliations with new sites and preceptors.

The preceptors are selected using the following criteria:

- They should hold a Master's or Doctorate degree in Public Health or a related discipline.
- They must be willing to mentor the MPH student for at least 120 hours in a public health facility, agency, NGO, healthcare facility, research department or other community organization.

The process for internship placement is described in detail in the *Internship Handbook* (ERF). Students are expected to begin the process 3 months before they enroll in the internship course. The Academic Program Director presents the details of internship and distributes the Internship Handbook to all students during the first week of COH 611: Research Methods. Students are to conduct a self-assessment to determine their perception of preparation to perform each of the Program and Specialization Learning Outcomes and to formulate specific learning objectives for their internship. The student can then meet with the Academic Program Director to select three possible placements that match their specific learning objectives. The student and the Internship Coordinator (a staff position) make arrangements to interview the potential preceptors. The student may choose from among the preceptors who offer a position after the interview. Once the student chooses one agency and preceptor an internship proposal

including learning objectives and activities must be approved by the MPH Academic Program Director, student and Preceptor.

Both on-line students and on campus students may require an internship placement at a distance from the campuses. Some on-campus students have been placed in internship sites out of the United States. In these cases, the internship coordinator will correspond with the internship preceptors by e-mail, phone and using Skype.

The facility must have an affiliation agreement in force before the placement begins. The Internship Coordinator facilitates the approval and signing of the affiliation agreement between the agency and National University. Affiliation Agreements are signed by the Vice Chancellor for Business Operations for National University.

Specific learning objectives and activities must fulfill the Course Learning Outcomes of COH 691: Public Health Internship:

- Apply the professional knowledge and skills learned in didactic public health courses to work in a public health agency.
- Plan and complete one or more supervised applied project(s) related to public health in an approved public health organization.
- Specific learning objectives and activities must also support the MPH and Specialization Program Learning Outcomes.

The student, preceptor and Internship Coordinator meet at the facility or via phone conference during the first week of the placement to clarify expectations. The students are monitored by the MPH Academic Program Director through a series of writing assignments meant to elicit reflection among the students. At the close of the internship hours, the student, preceptor and Internship Coordinator meet again to discuss how the student fulfilled the specific learning objectives and performed during the placement. The MPH Academic Program Director grades the students based on the written reflections, any written reports produced during the internship and the assessment by the preceptor. The preceptor evaluates the student during the exit interview as well as by using a survey instrument that asks for answers to objective questions using a Lickert Scale and open ended questions. The students earn grades of *Satisfactory*, *Unsatisfactory* or *In Progress* in COH 691: Public Health Internship. Students who receive the grade *In Progress* have up to 12 months to complete the requirements.

Students are required to complete an evaluation of their internship experience. The internship coordinator uses these evaluations to determine whether or not to send another student to that site.

Pilot Project: Redesign the Internship for Competency Based Education
A pilot project, was funded by the National University system, from January through December 2017, to redesign the community health internship experience based upon the new competency-based criteria.

 All students admitted and entering the MPH program were enrolled in a new blackboard organization, where they could assess and enhance their public health competencies and skills, connect with other public health students and professionals, locate various internship opportunities, develop an online showcase of their accomplishments, keep in touch with alumni,

and further their career employment opportunities. All students were able to complete the internship requirement in a variety of formats, from enrollment in this Blackboard site until they complete their regularly scheduled COH 691 course towards the end of the program. The Pilot Study ended in 2017 and the evaluation of the project informed decisions to revise the internship course.

Global Health Experience
In 2014, the MPH Program added an option of COH 500: Global Health Experience or COH 691: Public Health Internship. Both are culminating experiential courses. The first offering of COH 500, a faculty led short term study abroad course was conducted in Germany. Since then, 61 MPH students have participated in 6 study abroad courses. Groups of students led by fulltime MPH faculty performed service learning and experiential learning in Cambodia, Cuba, Germany and Peru. The MPH program plans to propose 2-4 study abroad options per year.

MPH Student Demonstrating Dental Hygiene

D7. MPH Integrative Learning Experience
MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals.

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. Student projects may require Institutional Review Board (IRB) approval. Students are required to: Identify a relevant problem

related to the theory or practice of public health; Conduct a review of the literature related to a problem in public health and summarize that review in writing; Formulate a valid solution to a problem in public health, either in the form of a testable hypothesis or in the form of a scholarly activity; Collect empirical data applicable to an empirical hypothesis or gather resources necessary to support scholarly activity in public health; Complete either a data-based research study or other scholarly activity; Perform a professional quality oral presentation describing the outcomes of either a research study or scholarly activity; and Complete a professional quality written report describing the outcome of either a research study or scholarly activity.

The Capstone project must be approved by the Academic Program Director, the Department Chair and at least one other MPH faculty member. A copy of the scoring rubric for the capstone project is found in the ERF. The rubric contains the following criteria for capstone approval:

- It clearly and concisely summarizes the research questions, methodology, results, discussion and conclusion;
- expresses the rationale, significance, and context of the research being conducted;
- represents a broad to narrow organization of all relevant professional literature related to the study question;
- seamlessly synthesizes the literature findings into a cohesive essay;
- references at a minimum of 25 professional peer-reviewed, published, research articles;
- gives enough detail so that the reader has a clear picture of how the research was conducted including step-by-step directions, instruments, measurements, sampling, and tests of statistical and clinical significance;
- includes tables or graphs that represent evaluation of the study questions or hypotheses;
- applies the proper statistical test and clearly indicates the confidence interval or p-values; describes how the research could be improved in future based on evidence presented in results;
- clearly expresses limitations of study design;
- provides a clear and concise answer to the research questions;
- citations and references are in proper APA format;
- ample sources are cited; all claims are supported with a professional reference;
- the paper is well organized both overall and at the paragraph level;
- sentences are smooth and carefully crafted;
- there are virtually no errors in punctuation, spelling, grammar or usage.

The Academic Program Director presents the details of the capstone project, the course outline and grading rubrics to all MPH students through the BlackBoard Student Organization. Samples of acceptable capstone projects are made available to the students. The students are encouraged to begin formulating research questions during the research methods class. The capstone project is again presented to the students during COH 613: Public Health Informatics. Since the students are required to conduct a secondary analysis in COH 613, they are encouraged to expand the secondary analysis for their capstone project. All students are required to complete CITI training before the first week of COH 611. This facilitates the submission of the capstone project proposals to the National University IRB.

Students are required to submit their topic for approval before beginning their project. The topic must relate to the student's specialization. Students are encouraged to work with a faculty member who represents the specialization in formulating their research questions and analysis. The faculty continuously give the students timely feedback throughout the process of writing by using 'track changes' to offer suggestions, corrections and comments on each chapter of the

project. If the final project is submitted and approved before the end of the two-month course, a grade of Satisfactory or Honors is given. If the project is neither complete nor approved a grade of In Progress is given. The Student has 12 months to submit an approved capstone project. If the student fails to submit an approved capstone project within the 12-month period, their grade will revert to Unsatisfactory. Students may re-enroll in COH 692 and begin the process anew.

D14. MPH Program Length
An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.
Schools and programs use university definitions for credit hours.

The National University MPH program consists of 72 quarter units of public health instruction (equivalent to 48.5 semester credit units). The National University MPH is an accelerated program in which students may complete the degree in 18 months. This is equivalent to two years in a traditional semester-based university. A student is considered to graduate with his or her class if graduation occurs within 6 years of matriculation.

National University complies with the WSCUC requirement that credit hours for a quarter unit system be at least 10 to 12 hours for each credit hour awarded. The University uses the Carnegie hour that is 50 minutes in length and the 10-hour minimum for graduate courses.

Typical Course of Study
The MPH courses are scheduled in strings of 16 courses over 18 months. Ideally a student will begin with the first course (HCA 600) and continue for 18 months until graduation. Each course builds on the previous course. The students enroll in the courses as a cohort. The cohort is very supportive of its students as they learn collaboratively. The support of the cohort is especially important to the international students who are not only returning to school but also acclimating to a new culture. We have made exceptions by allowing a few students to enter the cohort with the second through fifth course since these core public health courses do not have prerequisites. These students must take some courses out of sequence. These exceptions are rare. We anticipate fewer exceptions as student demand increased and strings of courses are scheduled more frequently.

The strings of courses can be scheduled to begin any month according to university policy. For ease of planning, the MPH program is scheduled to begin every March and September onsite in our Technology and Health Science Center in the Kearny Mesa neighborhood of San Diego. In addition, strings of courses are being offered online beginning in June and. National University's one course per month format allows the flexibility to offer additional strings to meet student demand rather than increasing class size.

D20. Distance Education
A degree program offered via distance education is a curriculum or course of study designated to be accessed remotely via various technologies, including internet-based course management systems, audio or web-based conferencing, video, chat or other modes of delivery. All methods support regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously and are a) consistent with the mission of the program and within the program's established areas of expertise; b) guided by clearly articulated student learning outcomes that are rigorously evaluated; c)

subject to the same quality control processes that other degree programs in the university are; and d) providing planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

The university provides needed support for the program, including administrative, communication, information technology, and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

The program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and passcode; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

The MPH program enrolled its first online students in March 2012. The three specializations are offered onsite as well as online. The curriculum is the same as the on-site MPH with the same course requirements, internship and capstone project. The classes are conducted by subject matter experts with terminal degrees in the field in which they are teaching. Both full-time faculty, associate faculty and adjunct faculty teach online. While all full-time faculty teach on site and online, some adjunct faculty teach exclusively online since they live at a distance from a campus. The same signature assignments are required and when compared across delivery modes in the Program Annual Review there are no significant differences in student achievement. The content of courses taught online and onsite is enhanced by the use of technology.

All on-site courses are supplemented by a BlackBoard website which includes the lecture notes, usually PowerPoint slides, a webliography of resources for the students and the grade book. Also included are samples of assignments, rubrics, online quizzes or exams and links to resources throughout the university, for example, the library, the writing center, math tutoring, and technical assistance.

Case studies that direct the students to the Health Science Online Research Center are strategically placed throughout the curriculum and are designed to make this resource familiar to the students. For example, in COH 604: Health Behavior, the students are required to access the BRFSS data to investigate trends in smoking rates and other measured behaviors. By the time students are enrolled in COH 613: Public Health Informatics, they will have enough familiarity to navigate the site easily. They are required to conduct a secondary analysis of

public access data in COH 613. The Health Science Online Research Center has also become a resource for students to access data for their capstone projects.

The online classes are conducted using the BlackBoard platform which allows for ease in navigating. All MPH classes run synchronous lecture/discussion sections at a minimum of 2 hours, twice a week using BlackBoard collaborate Ultra. The classes include streaming video, lecture capture, interactive quizzes, matching and other games that require application of material in the lectures. Exams are administered online with timing restrictions at the discretion of the professor.

Both the BlackBoard course shells online and onsite are beneficial to the students and to the program administration. The students have constant access to the course materials, have links to supplemental materials and can monitor their progress throughout the course. The MPH Academic Program Director accesses the course shell to extract assessment data, to add program specific content like the internship handbook, capstone requirements, internship opportunities, APA writing guidelines, student sponsored events, requests for student representatives, scholarship availability and other announcements. In addition, the Program Director and Course Lead can monitor the course shell to insure uniformity among the professors and the delivery modalities. The lecture/discussion sessions for the online courses are archived. Therefore, students can replay the lectures to reinforce the material and students who cannot attend the synchronous sessions have access to the sessions. Lastly, the Academic Program Director and Department Chair also have access which allows for peer and administrative evaluation of teaching.

The MPH Student Organization was created in BlackBoard in October 2015 as a channel for communication among students, faculty and alumni. Every matriculated MPH student is added to the organization upon admission. The MPH Student Organization contains webpages for "Latest News" in which faculty post announcements that are also emailed to all students and alumni. Announcements range from availability of study abroad courses, scholarships, awards ceremony invitations and important public health news. The MPH organization also has a meeting space in which faculty can 'meet' with all MPH students for orientation and other program related dialog. Students can find up-to-date information regarding the Academic Program Directorship, internship, capstone project and study abroad courses. Additional spaces on the MPH organization include information for students on Council for Education in Public Health, the Gamma Psi chapter of Delta Omega, information regarding CPH and CHES exams as well as important links to APHA, WHO, SAMSHA, CDC, NIH, ACHE, Peace Corps and NU Student Services.

There are 1139 users of the MPH Student Organization as of November 8, 2017. Dozens of job postings as well as multiple job clearinghouse listing are included in the site. On average, students and alumni receive one announcement form the MPH Organization every week.

Verification

In October 2014, National University implemented a Single Sign-On (SSO) system for all students, faculty, and staff. This implementation coincided with the University's completion of its conversion from Pearson's eCollege Learning Management System (LMS) to Blackboard Learn. The University's Information Technology Department implemented the cloud-based Okta Identity Provider (IdP). All student, faculty, and staff access to the Blackboard Learn LMS is controlled by the Okta IdP. The Okta IdP system is an identity management and single sign-on

system that integrates with web-based applications using the Security Assertion Markup Language (SAML) standard. The Blackboard Learn LMS utilizes the Shibboleth federated identity Service Provider (SP), which issues SAML assertions to the Okta IdP to securely authenticate users.

The Blackboard Learn LMS can be accessed by students, faculty, and staff from a common SSO Portal or by navigating to the University's Blackboard Learn LMS directly (https://nu.blackboard.com). In order to authenticate, a student, faculty member, or staff member must log into the Okta IdP system using the University's SSO login page (https://login.nu.edu). If an un-authenticated student were to navigate to the Blackboard Learn LMS directly, they would be redirected to the University's SSO login page for authentication.

National University configured the Okta IdP system to require strong passwords and password aging rules. Currently passwords must be a minimum of 10 characters in length, contain lowercase and uppercase and numeric characters, and cannot include any part of the user's username. Passwords must be changed at least every 180 days and passwords may not be reused for 24 revisions.

National University and the MPH program are piloting the use of examiGO® to verify students' identities when taking an exam in the online classes. Once in the course, there are varying practices in places that increase integrity and decrease academic misconduct issues. Assessments are designed to be frequent, varied, and authentic to the application of learning. Instructors rely on interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams. Assessments are often modified from semester to semester.

Strengths and Weakness related to Criterion D

The National University MPH program has a strong curriculum that is aligned with the CEPH competencies. The assessment procedures that are in place are robust and transparent. The Five Year Review (FYR) of the MPH program was thorough and indicated many areas of strength. The external reviewer, Dr. Sylvia Furner, wrote that "The MPH at NU, which admitted its first students in March 2010, is a strong academic program with its own unique niche in serving adult learners with special emphasis on adults in the military. This niche along with the non-traditional course delivery format of the four-week intensive one course at a time, as well as the preponderance of students enrolled in the online version of the program, sets this program apart from others around the country." Dr. Furner also stated that ": Currency and relevancy of curriculum content are clearly emphasized in this program, further, the syllabi for all courses identify the PLOs and content in each course aligns well with these learning outcomes. The program evaluation systems in place provide excellent opportunities to assess the program and make appropriate changes. Annual review via the PARs provides insights into whether the program meets or exceeds the targets established for each PLO."

Criterion E:

E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience. Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

Education refers to faculty members' degrees, certifications, fellowships, post-doctoral training, formal coursework completed, etc.

Experience refers to a range of activities including substantial employment or involvement in public health activities outside of academia. Experience also refers to the depth of service provided to professional and community-based public health organizations and to peer-reviewed scholarship in a discipline. Finally, experience relates to the individual's record of excellence in providing instruction in a discipline.

The Faculty of the National University MPH program consists of 11 core full-time faculty members, 3 associate faculty members (part time, salaried faculty with a course load of 6) and 46 adjunct faculty members.

The National University Master of Public Health Faculty members are highly academically and experientially qualified to teach the discipline of Public Health. Together with the adjunct faculty, they represent strong mentors and roles models for the Public Health Professionals of the future. Abbreviated Curriculum Vitae for all primary faculty members can be found in the Electronic Resource Files.

The Master of Public Health program faculty includes 11 Full-time professors:

Table 18. Primary Instructional Faculty Aligned with Degrees Offered

Name	Title Academic Rank	Graduate Degrees Earned	Institution from which degrees were earned	Discipline in which the degrees were earned	Specialization
Ritika Bhawal	Assistant Professor	MPH PhD	Indiana University	Public Health: Health Behavior	Mental Health
Marie Boman-Davis	Assistant Professor	MPH PhD	University of California San Diego and San Diego State University	Public Health: Health Behavior Public Health: Health Promotion	Health Promotion

Name	Title Academic Rank	Graduate Degrees Earned	Institution from which degrees were earned	Discipline in which the degrees were earned	Specialization
Irina Campbell	Professor	MPH M Phil PhD	Columbia University	Health Administration, Policy & Management Sociomedical Sciences/ Social Medicine Sociomedical Sciences/ Social Epidemiology	Health Promotion
Alba Lucia Diaz	Associate Professor	MPH EdD	San Jose State University University of San Francisco	Public Health: Health Education International Multicultural Education	Health Promotion
Brandon Eggleston	Professor	MPH PhD	Indiana University	Behavioral Health Science Health Behavior	Health Promotion
Brooks Ensign	Associate Faculty	MBA	Harvard University	Accounting	Healthcare Administration
Joann Harper	Associate Professor	MS PhD	La Verne University University of San Diego	Healthcare Administration Health Science: Leadership	Healthcare Administration
LaDon Jones	Associate Professor	MSHA PhD	University of Alabama at Birmingham	Health Administration Health Services Administration	Healthcare Administration

Name	Title Academic Rank	Graduate Degrees Earned	Institution from which degrees were earned	Discipline in which the degrees were earned	Specialization
David Lemberg	Associate Faculty	DCH	New York Chiropractic College	Chiropractic Medicine	Healthcare Administration
GinaMarie Piane	Professor	MPH DrPH	University of Illinois	Public Health: Community Health Sciences	Health Promotion
Peggy Ranke	Assistant Professor	MPH	San Diego State University	Public Health: Health Administration, Management, and Policy	Healthcare Administration
		DrHA	Central Michigan University	Leadership	
Patric Schiltz	Professor	PhD	Howard University	Anatomy	Health Promotion
Alan Smith	Associate Faculty	PhD	University of California, San Diego	Public Health: Epidemiology	Mental Health
Tyler Smith	Associate Professor	MS	University of Kentucky	Statistics	Mental Health
		PhD	University of California, San Diego	Epidemiology	
Tara Zolnikov	Assistant Professor	MS	Montana Tech of the University of Montana	Environmental Health: Environmental Epidemiology	Health Promotion
		PhD	North Dakota State University	Developmental Science	

Note: National University does not have a Tenure system.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Schools and programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools and programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

Part-time faculty members contribute greatly to the relevance of overall instruction and support the University's scholar practitioner model. National University has a four-tiered part-time faculty structure: adjunct faculty, associate faculty, core adjunct faculty, certified core and adjunct faculty. Associate faculty members have two-year contracts to teach six courses annually, and they participate in the dossier review for reappointment Adjunct faculty serve National University by teaching individual classes. Part-Time faculty receive the same orientation and training as full-time faculty.

The MPH program faculty includes 46 adjunct professors. Their education, experience, research interests and areas of teaching are aligned with the mission of the MPH program. Objective 3B states that we will achieve and maintain an adjunct faculty who are academically and experientially prepared in the discipline in which they teach. This objective has been exceeded.

Full-time MPH faculty members have experience working in state and county health departments, CDC, CHS, with UNICEF, with the US Department of Veterans Affairs, Department of the Defense, with public health research groups, community non-profit organizations and in hospitals. They have expertise in biostatistics, epidemiology, data analytics, global public health, cultural competence, group dynamics, human behavior, experiential education and interactive education. Their expertise stems from terminal degrees as well as professional public health experience and teaching experience. The adjunct faculty members bring additional expertise in environmental health as well as access to professional networks since most of them are working public health professionals. The expertise of the faculty is supplemented by guest lecturers from local health departments and professional organizations such as Southern California Society for Public Health Education and San Diego Organization of Healthcare Leaders (SOHL). SOHL invites the Healthcare Administration students to local events by presenting in our classes. Health advocates from the region as well as from outside the United States are brought into the classrooms in person or by using web based conferencing.

Faculty and Student at APHA 2017

E3. Faculty Instructional Effectiveness

The program ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

Table 19: Student End of Course Evaluations of Teaching and Learning

Calendar year	Overall (average)	Learning	Teaching	Course content
2013	4.36	4.28	4.42	4.28
2014	4.33	4.25	4.39	4.27
2015	4.37	4.33	4.40	NA
2016	4.35	4.31	4.37	NA
2017	4.47	4.42	4.50	NA

(NA Question removed by university administration from survey in 2015)

Students voluntarily assess their learning and the teaching using electronic end-of-course surveys. Table 19 indicates that the students who take courses across all MPH Specializations perceive that their learning and teaching is superior. The variance across specializations and courses is not significant and neither is the variance among full time and part time faculty.

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E4. Faculty Scholarship
The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered. All types of research are valuable, whether conducted with the purpose of improving public health practice or for generating new knowledge.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

National University cultivates a culture of intellectual engagement and inquiry that is essential to quality undergraduate, graduate, and professional programs. The thread that connects faculty members' commitment to their teaching and their research is the characteristic ability to question, challenge, and review an issue from multiple perspectives, deliberate with others, and craft well-reasoned arguments. The University encourages faculty scholarship through the Distinguished Scholar Award, the Distinguished Teaching Award, the Presidential Scholar Award, and the Presidential Award. The latter two of these awards involve faculty seeking either time or funding. The Faculty Senate plans the Spring Symposium, a two day gathering for sharing of papers, presentations, and poster sessions. All full-time faculty, part-time associate faculty, and members of the Adjunct Academy leadership team attend. All faculty including adjunct faculty have password access to library resources, statistical software tools such as SAS®, have access to the National University IRB (and are required to submit research proposals for review), and are encouraged to collaborate in research with full-time faculty and students through various efforts such as the committee *Faculty Focus on Research.*

The National University Office of Sponsored Programs and Research (OSPR) exists to support National University's faculty and researchers in their efforts to secure extramural funding sponsorship from various sources (primarily governmental) to support program enhancement, scholarly research, and professional development. This office is responsible for dissemination of new funding opportunities, frequent grant-writing workshops, and support in grant writing and submission.

The Research Council was established by the Provost to serve as a faculty advisory body. The Research Council exists to provide leadership fostering a culture of research and enhancing National University's distinction in research, scholarship, and creative activities among faculty and students. This council supports two large internal conferences each year, the Faculty Scholarship Conference that takes place in the fall each year and the Student Scholarship Conference taking place in the spring each year (Approximately 50 submissions are accepted and presented at both). The faculty of the MPH embrace this culture and encourage both faculty and students to take part in these research exchanges.

Scholarship fulfills many functions in the MPH program, including, but not limited to, enhancing teaching, increasing the expertise of faculty within their public health disciplines, and contributing to the further development of public health knowledge. The Faculty Policies (Article 8.5) state that scholarship is a very important part of the faculty's engagement with the University, as this is the way that faculty members enhance their standing, both personally and professionally, in their academic discipline. It is the expectation that the MPH faculty members produce works in their fields that further develops their strength in a given public health discipline. The University supports all faculty to improve their performance through its faculty development processes, which help to support the University mission. Specific expectations for scholarship by rank are found in the Faculty Policies and presented below:

Although all full-time Faculty are expected to engage in scholarly activity, it is recognized that the forms and quantity of scholarship will vary depending on the Faculty member's discipline and the nature of the scholarly work in which he or she is engaged, and that no single standard based on, for example, the number of presentations or publications in a given year can be applied to measure the scholarly or creative work of Faculty across National University. These activities represent only the minimum expected activities faculty should plan in formulating their Faculty Development Plans; they do not represent expected results or outcomes on which faculty will be evaluated for reappointment, promotion, or merit.

Assistant Professor: Annual presentation of scholarly work at peer-reviewed academic or professional conference(s) (i.e. averaging one conference for every year of the contract), or equivalent work appropriate to the discipline agreed upon by the Faculty member and the Department Chair. Publication or acceptance of at least one peer-reviewed manuscript during the Faculty's contract period following the initial appointment.

Associate Professor: Annual presentation of scholarly work at peer-reviewed academic or professional conference(s) (i.e. averaging one conference for every year of the c contract) and publication of scholarly work in peer-reviewed publication (averaging one publication for every three years of employment at this level), or equivalent work appropriate to the discipline agreed upon by the Faculty member and his or her Department Chair. Certain publications, such as peer-reviewed books, are considered to be the equivalent of multiple publications for purposes of reappointment, merit, and promotion; and they are gauged by the number of chapters in which the Faculty member serves as primary author.

Professor: Annual presentation of scholarly work for presentation at peer-reviewed academic or professional conference(s) (i.e. averaging one conference for every year of the contract) and publication of scholarly work in peer-reviewed publication (averaging one publication for every two years at this level), or equivalent work appropriate to the discipline agreed upon by the Faculty member and his or her Department Chair.

Certain publications, such as peer-reviewed books, are considered to be the equivalent of multiple publications for purposes of reappointment, promotion, and merit; and they are gauged by the number of chapters in which the Faculty member serves as primary author.

SHHS Interprofessional grants
The School of Health and Human Services received the following grants:
NEPQR-Vets to Bachelor of Science in Nursing Program
CFDA No 93.359: Project No UFI HP 26986
Grant Award $1,400,000
Principal Investigator: Dean Gloria McNeal

(Collaborating faculty Dr. Tyler Smith, Department of Community Health)

National University Nurse-Managed Health Clinic
Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services
Grant Award $1,500,000
Principal Investigator: Dean Gloria McNeal
(Collaborating faculty Dr. Tyler Smith and Dr. Irina Campbell, Department of Community Health)

MPH program research
The MPH program places great emphasis on research. We believe that research is essential to the MPH program since our students are expected to conduct research. The faculty need to be role models in conducting research and mentors in developing research skills in our students. To this end, the Department of Community Health initiated a research forum called *Faculty Focus on Research* in November 2011 which meets each month including all faculty members in Department of Community Health. The *Faculty Focus on Research* goals are:

- To support the research agenda of the department
- To foster an intellectual community
- To encourage collaborative research projects
- To increase the dissemination of scholarly work by the faculty members in the department

Each month one faculty member presents original research for up to 30 minutes. The participating faculty members brainstorm, give suggestions, advice, and constructive reviews of the research. In the six years since *Faculty Focus on Research* was initiated, many faculty members have initiated collaborative research, most have submitted research to professional meetings, most have submitted manuscripts for publication and all believe that *Faculty Focus on Research* should be continued. The assistant professors reported that their self-efficacy in conducting research has increased due to *Faculty Focus on Research.*

To further facilitate research among faculty and students, the National University Health Science Research Center was designed with foundation components to include: (1) a portal cataloging links to public access data; (2) consolidated access to Institutional Review Board rules and regulations; (3) analytic tools including tutorials and sample programming code; (4) links to library resources including search and referencing tools; (5) searchable cases studies connecting disciplines and National University programs. Additional components include: RSS feeds; current news including articles, scholarly pages, and websites; and (6) a forum for aggregation of published work and scientific presentations. This center was designed to enhance the learning environment offered to students while facilitating faculty teaching and research efforts at National University. This Center was also designed to present a public facing capability allowing for much of the functionality to be available to non-National University researchers and students in the health research community. (http://ohrc.nu.edu/).

Faculty and students are enhancing the field of public health by engaging in a variety of scholarly and community-based service activities at National University. Dr. Zolnikov has lead multiple students in conducting academic research in Kenya to identify causes to health disparities in sub-Saharan Africa. Dr. Smith has worked on several research projects with students and faculty that have produced 5 student peer-reviewed publications aimed at improving community health including several projects with Community Health Improvement

Partners, Physician's Resource Partners, and the City of San Diego Health and Human Services Dr. Piane has also lead multiple international public health efforts and most recently worked in Nigeria as a Fulbright Scholar addressing maternal-child health issues. Dr. Eggleston has partnered with local schools and non-profit organizations to provide wellness programs including both health education initiatives and mindfulness/stress management programs (yoga/meditation) for elementary, middle, and high school students in San Diego and Los Angeles Counties. Dr. Smith has served in various capacities for SAS Global Forum, notably as the conference chair in 2015 and the executive board.

National University Student Scholarship Conference

E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative and judicial bodies; serving as board members and officers of professional associations; reviewing grant applications; and serving as members of community-based organizations, community advisory boards or other groups. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

Service is a panoramic screen covering professional and scholarly service to schools, business, industry, and local, state, national, and international organizations. All faculty engage in service as part of their role as a National University Faculty member. This includes but is not limited to providing expert guidance in public health to state and local health agencies through partnerships established by the School.

Policies
Service may be defined as the work of Faculty which employs professional expertise to meet the mission of the institution. Faculty carry out service in many ways: to the University and its schools and departments; to communities and organizations; to national or local academic and professional organizations. Section 8.6 of the Faculty Policies establishes that, like evidence relevant for assessment of teaching and scholarship, the evidence regarding service must include documentation of the quality of service activities as well as the results of that activity. Evidence of service includes a detailed self-assessment and documented activities such as these:

- organizing seminars, panels, or colloquia
- developing training programs, continuing education programs, consulting
- leading community organizations in work relevant to one's academic discipline
- serving in leadership positions in professional organizations and societies
- assuming special administrative responsibilities or assignments

Procedures
In preparation for the fiscal year, faculty members prepare a Faculty Development Plan (FDP) which includes teaching, scholarship and service activities for the coming year. The Department Chair and Dean review the FDPs before they are approved. All FDPs must describe a significant service agenda that includes service to the public health workforce.

Practices
Faculty members are encouraged to perform community service by allowing them to have flexible office hours. 8 hours of office hours per week over two days is the minimum stated in the *Faculty Policies.* This allows ample time for faculty to perform service to the public health workforce.

Dr. Bhawal has started a student chapter of the organization Children Rights and You (CRY), which is a non-profit organization based in India aimed at raising resources and awareness for children's rights in India. Recently her team was honored as the top fund raising chapter in the United States. Dr. Boman-Davis has worked with several students on anti-tobacco policy and advocacy campaigns with the American Lung Association and also both County and State Health Department officials. Dr. Piane is a volunteer with the American Red Cross and she has assisted with several disaster relief efforts and also fundraising efforts. In addition, she and a group of MPH students partnered with Volunteers Around the World to provide primary care to the world's neediest people. Dr. Diaz has worked with students including MPH capstone students on addressing border health disparities for immigrants who work and live near the US-Mexico border in San Diego and Tijuana. The promotoras project has created lay health workers to address the health literacy and knowledge gaps for immigrants who live/work on both sides of the border.

Indicators related to service

As listed in table 5, 1005 of the MPH faculty participate in extramural services activities. The number of community-based projects averages 15 and has been increasing during the period 2013-2017. Cross-sector partnerships for service are indicated above, most notably partnerships with primary care providers.

Strengths and Weakness related to Criterion E

The National University MPH program is implemented by a cadre of highly qualified full time faculty who have both academic and experiential qualifications. To augment this full time faculty, the program employs several highly qualified adjunct professors who add to the breadth of experience that is enjoyed by the students.

While the primary mission of the university and program is teaching, the faculty also are leaders in creation of new information in the field of public health. They also contribute with service to the profession and community. The organization of National University requires a higher level of service to the university than is typical. Therefore, the faculty are limited in the time that they can spend on scholarship.

Criterion F:

F1. Community Involvement in Program Evaluation and Assessment
The program engages constituents, including community stakeholders, alumni, employers and other relevant community partners.

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum and overall planning processes, including the self-study process.

With regard to obtaining constituent input on student outcomes and on the strengths and weaknesses of the program's curricula:

- **The program defines qualitative and/or quantitative methods designed to provide useful information.**
- **Data from supervisors of student practice experiences may be useful but should not be used exclusively.**
- **The program documents and regularly examines its methods for obtaining this input as well as its substantive outcomes.**

The full time MPH faculty regularly obtain constituent input on student outcomes from our adjunct faculty who are experienced in the field of public health, from the public health professionals who supervise our students on internship, from our alumni and their employers and from our board of trustees.

The adjunct faculty participate in bi-annual faculty meetings where they are informed regarding student outcomes. Their input is valuable to the MPH program as we continuously seek to improve student outcomes.

Our internship preceptors evaluate the students under their supervision regarding their preparation in necessary career skills in public health. They complete a survey with both closed-ended questions on a Likert scale and open ended questions. They also discuss the students' preparation during a scheduled phone call with the internship professor.

Alumni are surveyed annually as are their employers. Due to low response rates in the past, we have also added focus groups of alumni and their employers to obtain more in-depth responses.

F2. Student Involvement in Community and Professional Service
Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

The Department of Community Health at National University has fostered many community-based research partnerships in which faculty and students may participate for research or capstone project purposes. The MPH program strongly encourages our students to conduct

research projects that will benefit the community. We believe that these partnerships facilitate this goal.

Physician Partners
The School of Health and Human Services entered into a partnership with Physician Partners in 2011, a physician business organization and medical group consisting of more than 1000 physicians. Specific faculty roles include arranging internships and accessing clinical data for joint research studies and capstone projects.

Palomar Pomerado Hospital
The School of Health and Human Services formed a partnership with Palomar Pomerado Hospital, a Magnet®-Recognized Public Health System in North San Diego with two hospitals – Palomar Medical Center and Pomerado Hospital, affiliated medical groups, skilled nursing facilities and Palomar Health express care health centers that provides medical services in virtually all fields of medicine in 2012.The MPH faculty and the health system clinicians have formed teams to conduct outcomes research.

Planetree
The National University School of Health and Human Services, based in San Diego, California, has been awarded Planetree Silver Recognition for Significant Advancement in Person-Centered Care. As the first academic institution in the world to achieve Planetree Recognition, National University is positioned to train a new generation of healthcare providers in principles aimed at advancing the highest standards of person-centered healthcare.

Planetree is a global leader in establishing and advancing person-centered health care approaches through partnerships with 700 healthcare organizations in 23 countries. Person-centered healthcare prioritizes the active participation of patients and their families throughout the healthcare process with an emphasis on partnership, compassion, transparency, inclusion, and quality. In the case of National University, which offers programs both in person and online, the Planetree Silver Recognition affirms the commitment of the School of Health and Human Services to meet similar standards within the academic setting.

CHIP
The Department of Community Health Chair is a member of the Executive Partners of the Community Health Improvement Partners (CHIP), a collaborative of San Diego health care systems, hospitals, community clinics, insurers, physicians, universities, community based organizations and the County of San Diego who are dedicated to a common vision. The mission of CHIP is to assess and address priority health needs through collaboration.

Health Science Research Center
All faculty are encouraged to include students in their research projects, however, the University does not have a means to hire research assistants. Students are encouraged to conduct and participate in research through research-based signature assignments, capstone projects, access to the Health Science Research Center and by the faculty who notify students of opportunities to disseminate their research at professional meetings such as APHA, SOPHE and the San Diego Epidemiology Exchange.

CITI
All MPH students are required to successfully complete a research methods course, plan a research project, and complete a research based capstone project.

The National University Health Science Research Center has been incorporated into coursework throughout the MPH. Students utilize the Center for current news from CDC and HHS through RS feeds, links to CITI human subjects training and IRB information, content searches through public sources as well as full-text and library search capabilities, case studies designed to present a public health question with information on how to utilize a public use data file to answer the question, sample statistical programming code, links to faculty and student published or presented work, and highlights a large public use data portal.

Faculty Focus on Research
While not part of a formal grade, a professional presentation at national, regional, and local conferences and events and peer-reviewed publication is considered a pinnacle of student achievement in the MPH program. Faculty coordinate conferences, student needs, student strengths, and timing during established time at the monthly Faculty Focus on Research meeting to identify students that are individually encouraged to draft and submit abstracts. These meeting dates and submission criteria are also presented in the MPH Student Organization site as the dates are established.

NU Student Scholarship Conference
Students are encouraged to submit class projects, capstones, and other scholarly work and currently, there is a strong recruitment of students to the yearly National University Student Scholarship Conference. In preparation for this local conference, many MPH students work with faculty mentors to design, conduct, and present a public health research project. Each year the National University MPH program funds two students to attend the APHA annual meeting. The selection process includes all MPH faculty and requires the students to submit a short essay regarding their expectations in attending the conference.

Public Service
The MPH program encourages students to perform public service in the community by exploring opportunities, sharing the information with students and by having faculty participate alongside the students. The MPH Students Organization on BlackBoard allows all students access to announcements regarding volunteer opportunities. They often form teams to participate in walks for Breast Cancer, Liver Disease, Suicide Prevention, etc.

US Mexico Border Health Association
The Community Health Workers (CHW) Education Committee led by the US Mexico Border Health Association has provided opportunities for MPH students from National University to play significant roles as volunteers in the organization/planning, implementation and evaluation of Annual Symposium on Health Promotion, the largest Conference of the Bi-National US/Mexico week events. Dr. Alba Lucia Diaz formed the teams of students and performed volunteer work, herself.

National Institute of Public Health of Mexico
National University has initiated and established a partnership with the National Institute of Public Health of Mexico (www.insp.mx). The Memorandum of Understanding (MOU) between the two institutions was signed, on November 2011 by National University and on January 2012 by INSP, this allows National University MPH students to participate in a structured two-week Community Service, and Immersion Program in Cuernavaca.

Global Service Learning
Students who enroll in COH 500: Global Health Experience perform service learning as part of the curriculum. This varies by the host country. The students who participated in Peru in 2018 helped to provide primary care to 535 Peruvians. In addition, they provided public health education to patients and school children.

F3. Assessment of the Community's Professional Development Needs
The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities. Examples could include periodic meetings with community members and stakeholders, formal or informal needs assessments, focus groups with external constituents, surveys that are administered or co-administered to external constituents and use of existing data sets.

Since National University serves students from all areas of the United States and abroad, our students perform internships across the states and often abroad, our MPH faculty live in all areas of the United States, we define our community widely. To determine the needs of our community's professional development we periodically examine the existing data sets and assessments that are published in peer-reviewed journals or on professional websites. An examination conducted in 2017 revealed that the public health workforce has identified the need for additional professional development in the area of analytical skills, cultural competence and communication skills. In addition, leadership development is also cited. Changes in the public health workforce that influence our decisions regarding the content of professional development opportunities include a nearly universal access to the internet and the availability of national and international professional development opportunities from CDC, NIH and other leaders in public health.

GIS Training
The future of data collection in public health is steering towards using ArcGIS as a tool for demonstrating dimensional impacts of needs assessment results. ArcGIS takes into account other factors that cannot be captured on a pen and paper survey and corresponding data

analysis. An informal needs assessment was conducted (e.g., unstructured key informant interviews, document review of course outlines) to identify opportunities to incorporate GIS training for students and community members. Special projects funds were obtained from National University which were used to purchase 100 ArcGIS user licenses.

Cultural Competence for Community Health Workers
The call to support bilingualism and intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally and socially different others, the National University School of Health and Human Services community, started the Mobile Clinic initiative in Los Angeles area, placing social justice and health care services to those in need as an essential value of the Nursing practice. In less than two years, the work of the Mobile clinics has gone beyond the provision of services, to a more meaningfully engagement of those others, highlighting the respect and support to cultural differences at the core of transformative learning.

Aware of the fact that intercultural knowledge and competence requires a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically - and flexibly to unfamiliar ways of being, Dean McNeal recently approached the Department of Extended Learning to explore ways to provide innovative extended learning programs for community leaders.

As an outcome of this meeting, the Department of Extended learning has offered opportunities to train community leaders in two innovative programs. The first one of these learning opportunities will be the training on Computer Literacy for two groups of Community Health Workers. This training was offered the last week of September 2017 at two National University campuses: South Bay and Kearny Mesa - San Diego.

F4. Delivery of Professional Development Opportunities for the Workforce
The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

GIS Training
On June 5th and June 6th, 2016 two free real-time data collection, mapping and analyses workshops on were held in classrooms at the National University Technology and Health Sciences Center located at 3678 Aero Court, San Diego, CA 92123. The workshops will be centered on ESRI ArcGIS, Community Analyst and Collector facilitated by Marie Boman-Davis, PhD, MPH, MCHES, Assistant Professor, Department of Community Health, School of Health and Human Services, National University.

The first workshop was "Mapping Your Tobacco Control Story in Real-Time: An Introduction to ESRI ArcGIS, Community Analyst and Collector". The primary purpose of the workshop was to introduce participants to technologies available from ESRI for real-time data collection, mapping and analyses. By the end of the workshop participants were able to identify three ESRI mapping tools used for data collection, mapping and analyses. Participants were also be able to discuss

at least one experience with ESRI technologies and at least one application of the technologies to their work (e.g., tobacco retail license, outdoor dining).

The second workshop was "Mapping Your Tobacco Control Story in Real-Time: Collecting Experience with ESRI Collector". The primary purpose of this workshop was to introduce participants to field data collection using the ESRI Collector application on a mobile device (e.g., iPod Touch, smart phone) following an action research protocol. By the end of the workshop participants were able describe at least one experience with ESRI Collector and discuss at least one application of an action research protocol to their work.

National, state and local tobacco control stakeholders in attendance included professionals from organizations, including but not limited to, the Campaign for Tobacco Free Kids, California Tobacco Control Evaluation Center, San Dieguito Alliance and students from National University.

CHES Exam Preparation
A CHES preparation course is offered every 6 months for students, alumni and community members to review before sitting for the CHES exam in October and April. The CHES preparation course is conducted by Dr. Gina Piane, MPH, DrPH, CHES and covers all competencies. The format is a synchronous on-line tutorial that requires the participants to answer and discuss questions taken from the NCHEC study guides. The Blackboard platform is used to conduct the CHES preparation in the same manner as our on-line courses.

SAS conferences
We have a complex curriculum that requires advanced technical expertise in order to conduct research. To develop our professors in these technical areas and thus have the ability to teach our students in these areas, we have initiated and manage onsite full-day to full-week SAS workshops that are free to professors at NU and professors from around the country. To date, we have had six 3-5 day workshops in January 2013, June 2013, June 2014, January 2015, January 2017, and January 2018.

The Community Health Department offers HEDX1101 Health Education for School Teachers through the National University Division of Extended Learning. This course is required for all students in teacher credentialing programs.

Strengths and Weakness related to Criterion F

Despite being geographically dispersed, National University's MPH program has involved the community in our strategic plans for assessment and evaluation. Our community of public health professionals includes adjunct faculty, internship preceptors, and community partners. NU's MPH students participate in community service through volunteer opportunities, domestic and abroad, as well as professional service.

Criterion G:
G1. Diversity and Cultural Competence
The program defines systematic, coherent and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship and community engagement efforts.

The program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.

Cultural Competence and Social Responsibility are themes that are apparent in the MPH curriculum and program. The diversity of the students and faculty are celebrated in class activities and assignments, extra-curricular events and in the focus of our research projects and community service. MPH students who specialize in Health Promotion or Mental Health are required to complete COH 601: Global Public Health. Class content in Global Public Health emphasizes disparities in health status and access to healthcare among the nations of the world. Assignments include analysis of health indicators for a low-income, a middle income and high –income nation as well as examination of cultural practices that affect health status. All

MPH students are required to complete COH 604: Health Behavior. Assignments in this class include a description of health beliefs, attitudes, knowledge and behaviors among a cultural group.

MPH students who specialize in Health Promotion are encouraged to share information about their own culture and health beliefs in COH 605: Health Promotion. Students enjoy this opportunity and often bring food for their classmates. Guest lecturers in COH 612: Public Health Policy and Advocacy are invited to share their advocacy work with the students. Most of these projects target specific cultural groups in the San Diego area.

MPH students are encouraged to participate in volunteer opportunities in the San Diego and Los Angeles area. The opportunities are posted in the eCollege platform for all MPH students. More often than not, the students are volunteering with low-income communities that are predominantly Latino, Asian, African American or from the First Nations. In addition, current faculty research includes Maternal Mortality in Sub-Saharan Africa, Lead Poisoning in Ecuador, Migrant Mental Health and Primary Care in Ghana.

Table 20: Ethnicity of MPH students as of April 2017

Program	Ethnicity	FY13	FY14	FY15	FY16	FY17YTD (Mar)
Master of Public Health	American Indian/Alaskan Native	2	1	3	1	1
	Asian	33	65	95	95	85
	Black or African American	39	79	106	131	125
	Hispanic	45	81	92	96	82
	Native Hawaiian/Pacific Island	5	5	5	5	6
	Nonresident Alien	14	18	25	28	30
	Race and Ethnicity unknown	6	14	22	25	21
	Two or more races	9	20	28	33	28
	White	38	62	97	125	132
Grand Total		**191**	**345**	**473**	**539**	**510**

Program	Sex	FY13	FY14	FY15	FY16	FY17YTD (Mar)
Master of Public Health	Female	146	252	343	380	355
	Male	43	90	123	147	154
	Unspecified	2	3	7	12	1
Grand Total		**191**	**345**	**473**	**539**	**510**

Table 21: Ethnicity of the National University MPH Students compared to California and the United States

Ethnic Group	United States Population- 2017	California Population - 2016	National University MPH Students- 2017 (n=510)	
White, alone	76.9%	72.7%	25.9%	underrepresented
Black or African American, alone	13.3%	6.5%	24.5%	overrepresented
American Indian, Alaska Native, Native Hawaiian	1.5%	2.2%	1.4%	underrepresented
Asian, alone	5.7%	14.8%	16.7%	overrepresented
Two or more races	2.6%	3.8%	5.5%	overrepresented
Hispanic or Latino	17.8%	38.9%	16.1%	underrepresented

*sources U.S. Census Bureau and Taskstream

At the national level, National University ranks

- first in California in awarding master's degrees to women; among the top 10 in the nation
- first in California in granting master's degrees to Hispanic and African-American students
- first in California in granting master's degrees in all disciplines combined to Hispanics, African-Americans, and Native Americans
- first in California in awarding master's degrees in education to all minorities
- first in the nation in granting master's degrees in education to Hispanics
- fifth in the nation in enrollment of Hispanic graduate students
- fifth in the nation in granting master's degrees to Hispanics
- fifth in the nation in granting master's degrees in education to all minorities

To support diversity in hiring faculty, the Human Resources department, in collaboration with the provost, has developed a webinar for faculty that addresses objective interviewing, equal opportunity for all applicants, legal implications of improper hiring practices, impact of hiring on education quality, and reference to the internal process defined by faculty policy (Faculty Policies Article 6.2). The provost has requested that all faculty members serving on search committees from July 2010 forward review this webinar. In addition, all new employees, including full-time faculty, are required to participate in an employee orientation that includes a review of the University's diversity policies. In an ongoing way, the University promotes association with diverse communities by advertising in the Black Employment Journal and Hispanic Employment Journal to raise awareness of National University.

National University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. University policies support a culture of inquiry based on academic freedom. Specifically, the University prohibits discrimination or harassment on the basis of race, ethnic or national origin,

religion, age, sex, color, physical or mental disability, marital or veteran status under any program or activity offered under its control.

Faculty Search Committees view international and multicultural experience positively. We believe that international experience, service and research are an asset to the MPH program. National University is an Equal Opportunity Employer. The University promotes diversity in its hiring practices and prohibits discrimination or harassment on the basis of race, ethnic or national origin, religion, age gender, color, physical or mental disability or veteran status under any program or activity offered. The University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, pregnancy, childbirth, or related medical conditions and inappropriate conduct of a sexual nature. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students and between student and employees or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action. The University statement on nondiscrimination and equal opportunity requirements appears on page 274 of the 2018 National University catalog. http://www.nu.edu/OurPrograms/Catalog.html.

Military Personnel and Veterans

National University has fostered a cooperative relationship with the military bases and veteran's services that are abundant in San Diego. The University has been recognized for its accommodations for military personnel, their families and veterans. In June 2011, the MPH program began program on-site at Balboa Naval Hospital in San Diego exclusively for military personnel and their dependents. We have recruited faculty who are familiar with military operations to facilitate mentoring of these students.   Two of our adjunct faculty members are active duty military personnel. One of our full-time faculty members has more than fifteen years' experience working with the Department of Defense. National University has designated a regional dean to work exclusively with the military and has assigned academic advisors for military students. In addition to advising students regarding their veteran's benefits and education allowance for active duty military, the University has reduced the cost of tuition for courses taught on military bases.

Table 22. Diversity of Instructional Faculty (Academic Year July 1, 2017-June 30, 2018)

Name	Ethnicity	Gender
Primary Instructional Faculty		
Ritika Bhawal	Asian	Female
Marie Boman-Davis	White	Female
Irina Campbell		Female
Alba Lucia Diaz	Hispanic	Female
Brandon Eggleston	White	Male
Brooks Ensign	White	Male
Joann Harper	White	Female
LaDon Jones	Black	Male

Name	Ethnicity	Gender
David Lemberg	White	Male
GinaMarie Piane	Amerindian/ Latina	Female
Peggy Ranke	White	Female
Patric Schiltz	White	Male
Alan Smith	White	Male
Tyler Smith	White	Male
Tara Zolnikov		Female
	60% White 7% Black 7% Asian 7% Hispanic 7% Amerindian 13% declined to state	53% Female
Non-Primary Instructional Faculty		
Adeoye, Olayemi Olufikayo	Black	Male
Adkins, Stephanie Charese	Black	Female
Asham, Maha	Middle-Eastern	Female
Bednarchik, Lori	White	Female
Benson, Michelle Christine	White	Female
Brady, James William	White	Male
Brollini, Selina Lavonne	Hispanic	Female
Burch, Eric	White	Male
Butler, Kimberly Wynn		Female
Chowdhury, Zohir	Asian	Male
Clegg, Robert Layne	White	Male
Clobes, Thomas A	White	Male
Cunningham, Melissa	Middle Eastern	Female
Cuomo, Raphael	Hispanic	Male
Eichmann, Kelly K	White	Female
Emory, Kristen	White	Female
Finneran, Karen L		Female
Ghoniem, Jasmine Suzanne	Middle Eastern	Female
Hilleary, Gwenmarie Angelique	White	Female
Imbriani, Stephen Erik	White	Male
Iranfar, Negin	Middle Eastern	Female
Klense, Stephen	White	Male
LaChapelle, Kevin Michael	White	Male
Leonard, Susan A	White	Female
Mace, Casey J.	White	Female
Martin, Stephen Wayne	White	Male
Masri, Shahir	Middle Eastern	Male
Mortensen-Torres, Heidi Jean	White	Female
Naeger, Sarah		Female
Nwachuku, Ijeoma	Black	Female
Patterson II, James Robert		Male
Paul-Richiez, Darling	Black	Female

Name	Ethnicity	Gender
Pinzon-Perez, Helda Lucia	Hispanic	Female
Porter III, Austin	Black	Male
Reinbold, Opal	White	Female
Rovira-Osterwalder, Tanya Y.	Hispanic	Female
Rutledge, Jared Thomas	White	Male
Santibanez, Margarita	Hispanic	Female
Schweitzer, Tiffany	White	Female
Shumulinsky, Victoria	White	Female
Skaggs, John C	White	Male
Tweeten, Sara Samantha	White	Female
Vidal-Calgaro, LeiLani M.	Asian	Female
Vontsolos, Alexander		Male
Wosu, Oluwafeyikemi Adesina	Black	Female
Wright, Kynna	Black	Female
	48% White 15% Black 11% Hispanic 11% Middle Eastern 4% Asian	63% Female
Total Instructional Faculty	51% White 13% Black 10% Hispanic 8% Middle Eastern 5% Asian 2% Amerindian	60% Female

Strengths and Weakness related to Criterion G

National University has a diverse student body and faculty. The MPH program is the most diverse in the nation. We serve working adults and military personnel as well as students who are members of minority groups throughout the nation.

Criterion H:
H1. Academic Advising
The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

Admissions advisers shepherd students through the application and admission process and register students into their program of study. The Admissions department and Registrar's Office verify eligibility for graduate admissions. Admissions advisers also process petitions to make exceptions in standard policy including accepting transfer credit, allowing students to enroll in courses without meeting the prerequisites, accelerated study, independent study and academic probation. Admission for international students is processed by the International Programs Office. There are also separate admissions departments for military personnel and veterans.

H2. Career Advising

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 also provides job postings. The MPH Academic Program Directors will also post messages with updates on the MPH program and also make requests for feedback from graduates.

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.

H3. Student Complaint Procedures

Policies are referred to in the General Catalog https://www.nu.edu/assets/resources/pageResources/NU17_GeneralCatalog%2081.pdf page 59, regarding grade appeals, civil rights violations, classroom discipline, etc. Any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs may file a complaint with the Vice President for Student Services. The University will endeavor to maintain confidentiality to the extent permitted by law. Where the complainant's desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the complainant's desire for privacy and confidentiality and its responsibility to provide an

environment free of discrimination. The University has a duty to review even if the student declines to file a complaint or demand action. The University may take more formal action in cases of egregious discrimination that may require complete disclosure of all relevant facts.

The Office of Student Conduct serves the National University community by advocating for accepted norms of fairness, decency and ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication, and unresponsiveness in the application of University rules and processes. The Student Relations Coordinator (SRC) works to fulfill the mission of the University by serving as an informal and impartial resource for the National University community and by acting in the following ways:

- Serving as an advisor who listens and identifies options to address the student's problem;
- Encouraging and assisting people to resolve their own conflicts. When requested, the SRC will intervene and work with all parties to resolve a dispute;
- Identifying personnel appropriate to handle a given problem, explain National University policies, connect people with University resources, and explain how the university system works;
- Assisting when normal channels have failed to resolve students' problems or when there is not a well-defined channel to address the concern;
- Providing a confidential way to raise sensitive or very private concerns; and
- Providing feedback to the President, Board of Trustees, deans, and other University officers about policies, practices, and structures that regularly produce conflicts, problems, and complaints.

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the General Catalog (http://www.nu.edu/assets/resources/pageResources/Catalog76.pdf). Academic advisors, student concierge services, department chairpersons, deans, and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not take sides, but considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome.

The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Information provided by the student to the SRC may not be used in grievance or other formal proceedings

H4. Student Recruitment and Admissions

The majority of recruitment efforts and marketing of programs is conducted by the Marketing office, which is centrally managed in the university. The MPH students typically have a first point of contact by reading the university website, by meeting with an academic adviser or by word-of-mouth from other students or faculty in other programs. Additional recruitment materials are distributed at professional meetings (APHA, HIMMS, AUPHA), graduate school fairs and at health related events at the discretion of the MPH Academic Program Director. The content of the website and the recruitment flyers is written by the MPH Academic Program Director in collaboration with the full-time faculty.

H5. Publication of Educational Offerings

The MPH program is included in the National University General Catalog
https://www.nu.edu/assets/resources/pageResources/NU17_GeneralCatalog%2081.pdf that is
printed and distributed twice yearly. Prospective students and students can acquire a printed
catalog from any of the National University campuses or on-line resource centers.

National University maintains a comprehensive website https://www.nu.edu/ that lists all
academic offerings and related policies. This includes admissions requirements for graduate
programs and specific requirements for the MPH
https://www.nu.edu/OurPrograms/SchoolOfHealthAndHumanServices/CommunityHealth/Progra
ms/MPH.html.

Contact information includes the MPH Academic Program Director, all Faculty, the Chair of the
Department of Community Health, and The Dean of the School of Health and Human Services.

In addition, printed flyers that list the MPH offerings are distributed by each campus and on-line
resource center through the admissions advisers.

Strengths and Weakness related to Criterion H

Students can meet with academic advisers with assistance in admissions and in completing
their programs of study at each of the National University campuses and centers. Academic
Advisers are responsible to advise prospective students and students in all programs offered by
National University. Academic Advisers for MPH students do not always have deep knowledge
regarding the profession and program. We have proposed that the university designate
advisers for the MPH program.

Students have access to the career center for assistance and workshops related to creating a
resume, cover letter and interviewing skills. However, the career center does not have expertise
in public health. National University has clear procedures for students to submit complaints and
processes complaints diligently. The MPH program and its requirements are clearly articulated
in the general catalog, on the website and in the program flyers.