

NATIONAL UNIVERSITY
MASTER OF PUBLIC
HEALTH



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Introduction

1) 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 one of the largest private, nonprofit institutions of higher learning in California. The National University mission is to deliver an exceptional student experience by providing superior programs and services that are relevant and result in meaningful learning. The university's vision is to be a distinctive, leading-edge institution that produces graduates who make positive contributions to the transformation of society. NU values include:

Quality: Provision of an exceptional student experience, from initial contact with a lifelong learner to degree completion and engagement as alumni.

Innovation: Adoption of services, products, processes, programs, and business models that facilitate execution of the NU mission.

Collaboration: Cooperative work relationships within NU, across the National University System (NUS), and with our various partners, defined by mutual respect and professionalism.

Diversity: Service to all students, staff, faculty, and partners in a way that reflects the richness of the sociocultural and economic differences in society.

Access: Flexible, convenient, and affordable courses and programs for any qualified and motivated lifelong learner.

National University's mission, vision, and values are captured in its Institutional Learning Outcomes (ILOs):

- Apply information literacy skills necessary to support continuous, lifelong learning.
- Communicate effectively orally and in writing, and through other appropriate modes of expression.
- Display mastery of knowledge and skills in a discipline.
- Demonstrate cultural and global awareness to be responsible citizens in a diverse society.
- Demonstrate professional ethics and practice academic integrity.
- Utilize research and critical thinking to solve problems.
- Use collaboration and group processes to achieve a common goal.

- 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 is organized academically into three colleges – the Sanford College of Education; the College of Letters and Sciences; and the College of Professional Studies which houses the Master of Public Health Program. These colleges offer 5 associate degrees, 46 bachelor's degrees, 35 master's degrees and 2 doctoral degrees. In addition, the colleges offer several undergraduate and graduate certificates along with credential programs approved by the CA commission on teacher credentialing. NU offers programs at 10 campuses in California (including five in the San Diego area), one in Henderson, Nevada, as well as online.

- c. Number of university faculty, staff and students

There are currently 184 full-time, 21 associate, and 2,184 adjunct faculty; 604 full-time and 67 part-time staff members; and 29,370 unduplicated headcount active students (FY20) in degree programs.

- d. Brief statement of distinguishing university facts and characteristics

NU's commitment to access, a core value since its founding, defines the institution to this day. Foremost among the university's strengths are its highly diverse post-traditional student body and its outstanding faculty and staff. NU earned the Hispanic-Serving Institution designation from the Hispanic Association of Colleges and Universities (HACU) in 2016 and designated as an Asian American and Native American Pacific Islander-Serving Institution in 2019. The university, founded by a military veteran in 1971, has served large numbers of active-duty and former military members since its inception. Addressing the diverse backgrounds and varied educational needs of the post-traditional student has proved to be a difficult assignment for most of higher education, and NU is committed to leading the way.

National University has five regional campuses and nine military learning centers throughout San Diego County. Additional regional campuses are in Oxnard, Costa Mesa, Sacramento (Rancho Cordova), Fresno, Los Angeles, and Henderson, Nevada. National University's administrative and academic headquarters are in La Jolla, California.

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.

National University attracts and serves a diverse adult-student population (age range from early 20s to early 80s, with most being in the 21-41 category) in terms of gender, ethnicity, and military service (current or former military service). The most recent data, from 2020, show a significant proportion of females (50 percent at the associate level, 50.5 percent at the undergraduate level, and 65.7 percent at the graduate level), nonwhites (60.2 percent at the associate level, 55 percent at the undergraduate level, and 52.6 percent at the graduate level), and those with military service (67.5 percent at the associate level, 43.3 percent at the undergraduate level, and 13.2 percent at the graduate level).

Diversity is also evident with modality at National University. Online enrollment in 2020 stood at 63.1 percent at the associate level, 61.1 percent at the undergraduate level, and 85.6 percent at the graduate level. Recognizing the need to serve a diverse population, NU offers a small student/faculty ratio. The average class size is 16 online and 14 on-site. Graduate classes are slightly smaller than undergraduate classes (15 versus 16).

In 2001, the National University System (NUS) was created with National University as the flagship institution. In addition to National University, the members of the system included John F. Kennedy University, City University of Seattle, Northcentral University, and the Division of Pre-College Programs, which includes National University Virtual High School and National University Academy. Entities related to the system include Sanford Harmony, Sanford Inspire, and the Sanford Institute of Philanthropy.

- 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 WASC 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

- 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) to offer the Professional Certificate in Marine Technology
 - Accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) for the offering of the Doctor of Nurse Anesthesia Practice
 - 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 Master of Arts in Human Resource Management
 - Accredited by the International Accreditation Council for Business Education (IACBE) for business programs
- 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 with standardized course master shells for consistency of learning. The Master of Public Health students may begin the general MPH core though they are required to select one of the following concentrations: Health Promotion, Community Mental Health or Healthcare Administration. The onsite and online curricula are identical and annual assessments are in place to assure that outcome measures are consistent across delivery modalities. The program also offers faculty-led, short-term study abroad though currently suspended for the duration of the COVID-19 pandemic.

The rationale for developing the MPH program was based in part on substantial interest from our military partners in the San Diego area who needed an accredited program to allow active duty personnel to advance in the commissioned officers program. In addition, the program received significant interest from prospective students in the San Diego area who were looking for an accommodating format that met the needs of working adults. As a result, the MPH program was developed in 2009 and approved internally by the shared faculty 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 online MPH began in 2012. 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 in the College of Professional Studies (COPS). The resignation of the recently hired MPH Program Director at the end of June 2020, Dr. Stephen Bowman who began in this position in April 2019, has prompted a search for a new Director. An interim program director was named to be Dr. Tyler Smith, the Chair of the Department of Community Health who reports to the Interim COPS Dean (Dr. John Cicero) who reports to the Provost. Once a new MPH Program Director is appointed, this person will report to the Chair, Dr. Tyler Smith.

The Department of Community Health houses the MPH program, with faculty expertise from relevant disciplines and collaboration potential across other programs that are located within the Department. In addition to the MPH, the Department of Community Health is home to the following degree programs:

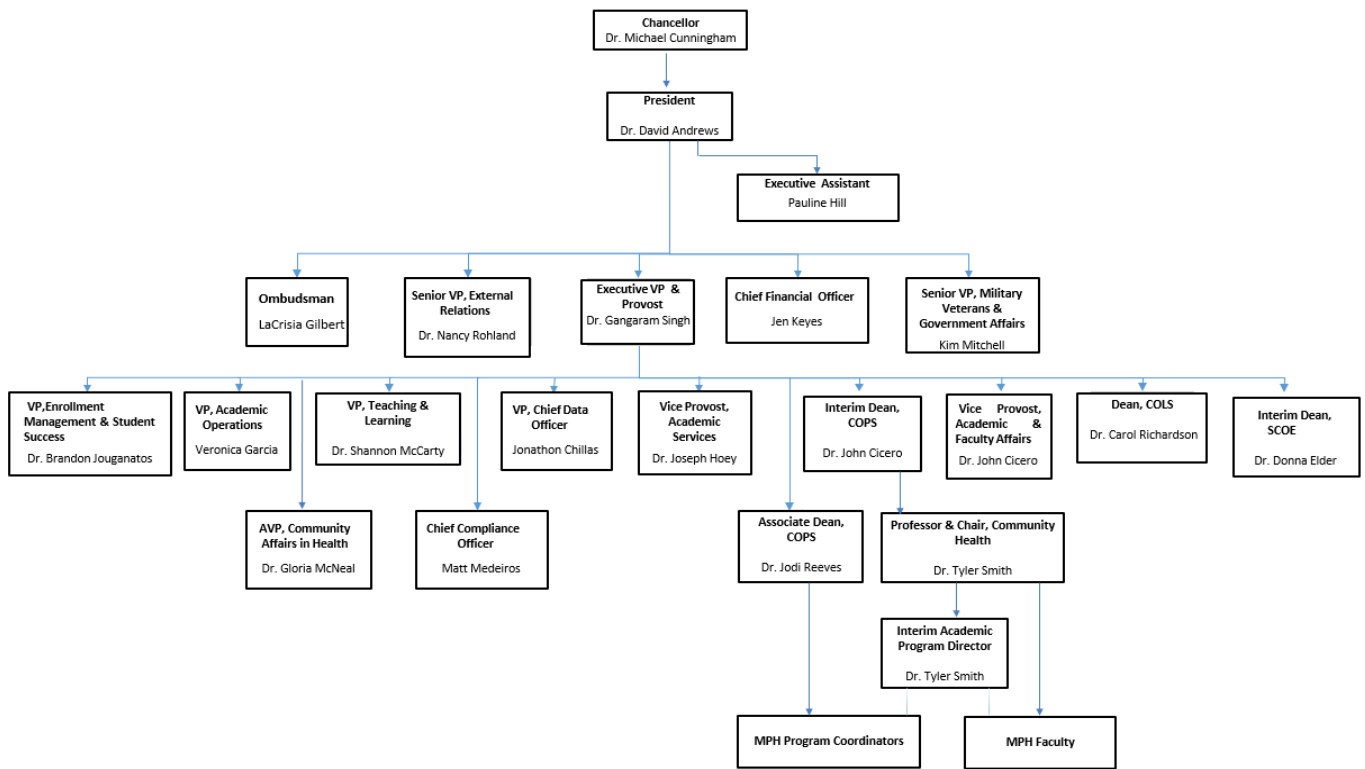
- Bachelor of Science in Public Health
- Bachelor of Science in Healthcare Administration
- Master of Healthcare Administration

2) Organizational charts that clearly depict the following related to the program:

- a. The program's internal organization, including the reporting lines to the dean/director

The MPH program is organizationally housed within the Department of Community Health in the College of Professional Studies. The Interim MPH Program Director, Dr. Tyler Smith, holds a faculty rank of Professor and this position reports to the Chair of the Department of Community Health (currently Dr. Smith). MPH faculty are primarily from within the Department of Community Health, and as such report to the Chair of the Department of

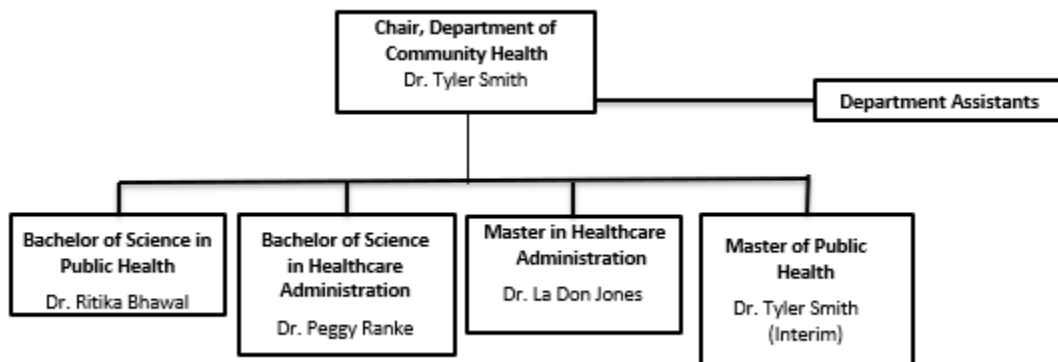
Community Health. The MPH faculty informally report to the MPH Program Director who meets individually each month with full-time faculty to assure communication and coordination. The MPH Program Director also meets monthly with the Chair of the Department of Community Health to coordinate faculty resources and for program planning. The MPH Program Coordinators formally report to the Associate Dean for the College of Professional Studies, but also have informal reporting to the MPH Program Director. The following depicts the organizational structure of the MPH program.



*A copy of the organizational chart is also included in the ERF under Introduction.

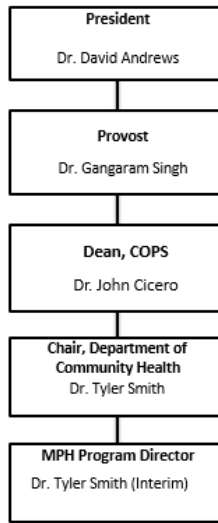
- b. The relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines.

The MPH Program is housed within the Department of Community Health. Three other programs (Bachelor of Science in Public Health, Bachelor of Science in Healthcare Administration, and Master of Healthcare Administration) are also located within this department. Dr. Tyler Smith is the chair of the Department of Community Health. A department assistant is available to support the chair and program directors. The following depicts the organization of the department and its programs.



- c. The lines of authority from the program’s leader to the institution’s chief executive officer (President, Chancellor, etc.), including intermediate levels (e.g., reporting to the president through the Provost)

The MPH Program Director reports to the Chair of the Department of Community Health who reports to the Dean of the College of Professional Studies. The Dean reports directly to the Provost who reports to the President of National University.



- d. For multi-partner programs (as defined in Criterion A2), organizational charts must depict all 1 institutions
Not applicable

3) An instructional matrix presenting all the program’s degree programs and concentrations including bachelor’s, master’s and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

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

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

Intro-2: Instructional Matrix - Degree and Specializations and Enrollments* for Fiscal Year 2020

Degree		Current Enrollment
Master's		
	MPH - Health Promotion	138
	MPH - Community Mental Health	64
	MPH - Healthcare Administration	260

*Active students who have taken a class within the previous 12 months

A1. 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.

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).

1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (eg, two appointed faculty members from each concentration) and list the current members.

- Curriculum Committee - This committee has primary responsibility for developing and revising the program curriculum. The committee meets on a monthly or more frequent basis as needed. The formula for membership is a minimum of one faculty from each concentration and core and two students. An annual solicitation for members is made in June of each year. Current members include Dr. GinaMarie Piane (chair), Dr. Tyler Smith, Dr. LaDon Jones, Dr. Alba Lucia Diaz, Dr. Maha Asham, Dr. Keyonna King, staff members Maureen Lopez and Tonya Lawrence, as well as the following MPH students, Humera Afaq, Gabrielle Anglade, Patrick Cartwright, Elaine Batungbacal, Ashley McGraw, and Tyka Keenan. A detailed document containing MPH curriculum committee has been included in the ERF, Criterion A1.1.
- Evaluation Committee - This committee develops and monitors the evaluation plan and attainment for the MPH program. This committee meets on a monthly or more frequent basis as needed. The formula for membership is a minimum of one faculty from each concentration and core and one student. An annual solicitation for members is made in June of each year. Current members include Dr. Tara Rava Zolnikov (Chair), Dr. Tyler Smith, Dr. Ritika Bhawal, Dr. Brandon Eggleston, Dr. Heidi Mortensen-Torres, Dr. Shahir Masri, Dr. Keyonna King, Dr. Aame Joslin, Dr. Helda Pinzon-Perez, Dr. Alan Smith, staff member Deborah Chambers, as well as MPH student Nathalia Rodriguez, and MPH alumni Farid Pezeshkian and Marie Lea Rayo. A detailed document containing MPH evaluation committee has been included in the ERF, Criterion A1.1.
- Executive Committee - This committee oversees the admissions criteria and procedures for the MPH program and serves as a program steering committee. The formula for membership is the Vice Provost for Academic Services, the Associate Vice President for Curriculum and Educational Effectiveness, the Dean and Associate Dean of COPS, the Chair of the Department of Community Health, and the MPH Program Director. This committee meets on a monthly basis. This committee is currently comprised of six members, determined by organizational role: Dr. Joseph Hoey, Vice Provost for Academic Services; Dr. John Cicero, Interim Dean of the College of Professional Studies; Dr. Jodi Reeves, Associate Dean for the College of Professional Studies; Dr. Kim Levey, Associate Vice President for Curriculum and Educational Effectiveness; Dr. Tyler Smith, Chair of the Department of Community Health; and the MPH Program Director.
- Faculty Affairs Committee - This committee coordinates efforts to support the MPH faculty in attaining reappointment and promotions. This committee meets on a monthly basis or as needed. This committee is currently comprised of five full-time and eleven adjunct faculty members representing each concentration. An annual solicitation for members is made in June of each year. Current members include Dr. Brandon Eggleston (Chair), Dr. Tara Zolnikov, Dr. Casey Firebaugh, Dr. Shahir Masri, Dr. Lori Bednarchik, Ms. Kiera Schminke, Dr. Heidi Mortensen-Torres, Dr. Austin Porter, Ms. Negin Iranfar, Dr. Keyonna King, Dr. Kynna Wright, and staff member Ms. Tonya Lawrence. A detailed document containing MPH faculty affairs committee has been included in the ERF under Criterion A1.1.
- Faculty Focus on Research Committee - This committee supports the research agenda of the department and meets on a bi-monthly basis. All full-time and associate faculty in the Department of Community Health are included in this committee. Current members: Drs. Tara Zolnikov (chair), Dr. Ritika Bhawal, Dr. Alba Lucia Diaz, Dr. Brandon Eggleston, Dr. Joann Harper, Dr. LaDon Jones, Dr. Gina Marie Piane, Dr. Peggy Ranke, Dr. Alan Smith, and Dr. Tyler Smith.
- Student Affairs Committee - This committee was designed to support input and engagement of students in policy and decision making and had met on a monthly basis or as needed until 2020. The role of this committee was determined to be redundant with the Student Organization

and stopped meeting in 2020. As requested by CEPH reviewers, a note exists in the report to document this committee. Meeting minutes are included in the ERF A1.5.

2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

a. Degree Requirements

The full-time and associate faculty collaborate with the MPH Program Director in all decision making regarding the MPH program. To facilitate communication and to assure faculty voices are heard, the MPH Program Director meets monthly with each full-time faculty. These one-on-one meetings are designed to support program faculty and assure that their concerns are heard.

MPH degree requirements are developed in a collaborative process by the full-time faculty, the MPH Program Director, the Department Chair and the College Dean. All policies complied with the previous faculty policies set by the Graduate Council in collaboration with the administration. In June 2020, an interim Faculty Handbook took the place of the previous Faculty Policies. This Faculty Handbook will be formalized with faculty and administration input to become the replacement of all previous faculty policies by late 2020 or early 2021. Program committees can bring forward suggestions for policy revision though they do not create policy. Faculty provide formal input through the MPH program committees and regular faculty program summit meetings. Faculty also serve on University oversight committees that review and approve program proposals for changes to degree requirements.

In addition, the Department of Community Health plans, organizes, and implements periodic meetings for full-time, associate, and adjunct faculty. All faculty may attend in-person or online using an online meeting platform. 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.

The Chair of the Department of Community Health, along with the Chairs of the Departments within the College of Professional Studies, meet regularly with the Dean to plan and coordinate for the department. The Department of Community Health conducts faculty meetings once each month to plan department and program activities as well as to participate in collaborative decision making and to share program updates. Any proposed changes to the MPH degree requirements that have been suggested by the MPH curriculum committee would be presented in this forum to allow wider, formal input by the faculty.

b. Curriculum Design

The MPH Curriculum Committee has primary responsibility for developing and revising the program curriculum. In addition, the MPH Curriculum Committee monitors the catalog for consistency with the information presented in the university website, course syllabi and online course shells. The current tasks include assessment of the alignment of the program learning outcomes, course learning outcomes and the CEPH competencies. This committee meets monthly or more frequently as needed.

MPH faculty who do not serve on the Curriculum Committee are asked for input on proposed changes that originate with this committee. Faculty Program Summits are held to review proposed changes and to seek input from faculty. Faculty input may result in a return of the proposed changes to the Curriculum Committee for further revision or development.

Full-time faculty serve as course leads for MPH courses. This entails course development maintenance, and assessment and coordination with the faculty who teach the courses. As such, they may bring issues and/or proposed changes to the Curriculum Committee for action. Similarly, the Curriculum Committee may ask faculty course leads to attend a scheduled meeting in order to review his/her course.

c. Student Assessment Policies and Processes

The MPH Evaluation Committee develops and monitors the evaluation plan and attainment for the MPH program. The current tasks include collecting evidence of evaluation measures listed in the MPH Evaluation plan including student and faculty publications, presentations, retention and graduation rates, student achievement of CEPH competencies, etc. Members of the committee use the collected

information to inform data-driven and responsive decision-making. The committee meets monthly or as needed.

Faculty provide formal input through the Evaluation Committee, but also in their role as course leads. The Evaluation Committee may reach out to course leads to discuss student assessment policies and practices pertaining to courses in which the faculty member leads. Faculty also provide input and may propose changes relating to the assessment process.

d. Admissions Policies and/or Decisions

The MPH Executive Committee oversees the admissions criteria and procedures for the MPH program. This committee meets monthly and serves as a steering committee for the program. Faculty provide input to the MPH Program Director on the admissions criteria and any proposed changes. While the program establishes the criteria through this process, the admission decisions are managed centrally at the University level using the program-approved criteria.

e. Faculty Recruitment and Promotion

Recruitment

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, Health Services, or closely related field, and relevant work experience in public health or healthcare administration. 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 College Dean, the MPH faculty and the students. Candidates are required to give a presentation of research to the faculty and students in the Department of Community Health. The search committee chair solicits input from all involved faculty, staff, and MPH students. The search committee then 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 contract of up to three years, with the expectation that they will apply for reappointment before the end of the second year. The salaries of full-time faculty are competitive with comparable institutions of higher learning. The contracts for full-time faculty stipulate that faculty members are eligible for 10 weeks of 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, college and department committees.

Adjunct faculty members can be hired at any time during the fiscal year. They apply online for teaching positions. The MPH Program Director reviews the applications to determine whether they should be considered to teach. The application includes a letter of introduction, resume, and references. To complete the process, the MPH Program Director interviews the candidate and if the candidate meets expectations is presented into the formal Chair, Dean, and administrative approval process. Adjunct faculty members are also required to hold a DrPH or PhD in a public health or closely related 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 their maximum workload and stipend.

Promotion

The MPH Faculty Affairs Committee and Department Chair coordinate efforts to support the MPH faculty in attaining reappointment and promotions which are dictated by the institutional faculty policies.

The current tasks include serving as a forum for faculty to discuss their research and to form collaborations, notification of upcoming professional meetings and calls for abstracts and a list of publications. In addition, the committee supports the faculty in identifying university and community service positions. It meets monthly.

f. Research and Service Activities

Faculty Focus on Research (FFOR) is a standing committee within the Department of Community Health. All full-time MPH faculty members participate in FFOR. FFOR meets every other month to support the research agenda of the department, to foster an intellectual community, to encourage collaborative research projects between faculty and students, and to increase the dissemination of scholarly work by the faculty members in the department. All members are invited to present their own on-going research for input from the membership.

The Community Health Community Service and Volunteerism Committee is comprised of full-time faculty, adjunct faculty and student representatives. The committee meets bimonthly to examine and disseminate volunteer opportunities for the MPH students. The committee also monitors volunteer hours and have proposed requiring volunteer hours for all students. Examples of efforts stemming from this committee include events such as Public Health Week where students, faculty and staff organized and celebrated Public Health Month by hosting a Public Health Fair at the Spectrum Campus. Students had the opportunity to get CPR certified, talk to and network with local vendors and organizations, fine tune their resumes, and get moving with a public health walk. This committee has been instrumental in organizing Annual Holiday Cheer event for the past 5 years, a continuing initiative from the previous Dean McNeal and currently the Associate Vice President Community Affairs in Health. The NU student nursing association and Community Health students raised money for these families, along with the involvement of SHHS faculty and staff. The families not only received various gifts of clothing and toys, but a new reconditioned computer as well. This initiative has helped around 25 families since its inception. The other activities include- the CRY Walk for child rights. Community engagement remains a top priority for SHHS Community Health students. 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. Students, Staff, Faculty and Adjunct Faculty came together to volunteer at the Ronald McDonald house at the Radys Hospital to help cook and serve families. We served around 145 people. Current members: Drs. Ritika Bhawal (chair), Alba Lucia Diaz, and Tyler Smith.

The Community Health Department Awards and Recognition Committee meets monthly to coordinate and plan for the annual Awards and Recognition ceremony. The committee meets to frame awards and to design a fair and equitable selection process for all student awards and to plan the awards ceremony. Much of this focus is on research and service, and input from all faculty is encouraged. Current members include Drs. Peggy Ranke (chair), Ritika Bhawal, LaDon Jones, GinaMarie Plane, Tyler Smith, and student member (vacant). Note: Due to COVID-19, the June 2020 Awards and Recognition ceremony was moved to an online platform.

3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the program.

Copies of previous bylaws and policy documents (governing until July 1, 2020) and the new Interim Faculty Handbook are included in ERF, Criterion A1.3.

The program has effective administrative processes in place to fulfill the mission and goals and to confirm to the conditions for accreditation. Faculty participate in program decision-making and have input in degree requirements, curriculum design, student assessment policies and procedures, faculty recruitment and promotion, and research and service activities.

Organization and Administrative Processes

Policies Regarding Academic Oversight

The MPH Program Director is responsible for maintaining academic currency and rigor of the program, overseeing assessment activities, ensuring that the program meets CEPH accreditation requirements,

recommending new full-time and 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 and oversight as well as student advising. The Department of Community Health is part of the College of Professional Studies (COPS), effective July 1, 2019. The program and department were previously part of the School of Health and Human Services, which was incorporated into COPS as part of a major university reorganization. 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, and a Master of Healthcare Administration.

The MPH program was developed under the previous National University faculty policies (ERF, A1.3). In June 2020, the previous faculty policies were replaced with an interim faculty handbook (ERF, A1.3) that will govern graduate programs previously established through shared governance at National.

The previous National University graduate policies included standards for titles of courses, program descriptions, program learning outcomes, course descriptions, course learning outcomes, and number of contact hours per unit. The new National University Academic Affairs Committee is in the process of establishing these policies under the new Faculty Handbook. The university uses a +/- grading system to calculate GPAs. The MPH program faculty and leadership coordinated with the Vice President of Academic Operations to determine 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 Program Director, Department Chair, Dean and Registrar.

Additional policies for the MPH program have been established collaboratively by the faculty 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 university's learning management system) course shells used in on-site and online classes respectively, and the number of synchronous BlackBoard Collaborate sessions required per course.

4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

National University is committed to shared governance and believes it to be a fundamental ingredient of a healthy academic institution and an essential right and responsibility of a scholarly community. The faculty's role in National University governance was described and codified throughout the previous Faculty Policies (last updated in 2018) (ERF, A1.3). In June 2020, the previous faculty policies were replaced with an interim faculty handbook (ERF, A1.3) that will govern graduate programs previously established through shared governance at National University. The interim faculty handbook will become finalized in late 2020 in collaboration with faculty and administration and presents a shared governance platform with fewer University committees than the previous structure that include the University Senate, the University Academic Affairs Committee, the University Institutional Review Board, and the Diversity, Equity, and Inclusion Council. Members of the MPH faculty serve on the University Academic Affairs Committee (Dr. Bhawal), the Institutional Review Board (Dr. Smith), and the President's Diversity, Equity, and Inclusion Council (Dr. Bhawal). Committee membership is determined annually with a call for interested faculty. It is during these meetings that they convey the concerns of the faculty to the administration and hence, share in the decision-making process.

5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

Full-time and part-time faculty regularly interact with their colleagues through several channels, including participation on standing committees (for example the Evaluation Committee includes Drs. Tara Rava Zolnikov (Chair), Tyler Smith, Ritika Bhawal, Brandon Eggleston, Heidi Mortensen-Torres, Shahir Masri, Alan Smith, Keyonna King, Aame Joslin, and Helda Pinzon-Perez. The Curriculum Committee includes Drs. GinaMarie Piane (Chair), Tyler Smith, LaDon Jones, Alba Lucia Diaz, Maha Asham and Keyonna King), participation in the MPH Faculty Meetings, periodic Department of

Community Health faculty summits, the annual Spring Research Symposium, the annual awards ceremony, and commencement. In addition, full-time faculty who serve as course leads and the MPH Director interact on a regular basis with adjunct faculty who are teaching MPH courses as well as refining course curriculum and content. This mentoring and technical assistance helps assure engagement by adjunct faculty and adherence to program standards and policies. Meeting minutes from committee meetings are included in the ERF A1.5.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

Administrative processes are in place at National University, the Department of Community Health and the Master of Public Health program to assure that faculty are engaged in decision making surrounding policies and organization of the program. Adjunct faculty are represented at the University level and are invited and recruited for University level committees. In July of 2020, we conducted an outreach to adjunct faculty to identify candidates who would be willing to serve on committees. This resulted in several adjuncts being included in the Curriculum and Evaluation committees.

Weaknesses

We continue to consider how we can involve more of adjunct faculty in our organization and administrative processes. Many of the teaching faculty are adjuncts and are not required to participate in shared governance. To facilitate adjunct faculty involvement, all committee meetings use our online meeting platform to allow and encourage participation and provide recordings and/or notes after the meeting.

Plans for Improvement

A main barrier to adjunct faculty participation in shared governance at the program level is that compensation has not been available for their time spent on these activities. With a 2019 change to hourly work status for adjunct faculty per California regulation, they are now able to bill for their time spent working on MPH or Departmental committees and related service such as mileage reimbursement at the current federal rate, if travel to a physical meeting is involved.

A2. Multi-Partner Programs (applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)

Not applicable.

A3. 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.

- 1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.**

Students in the program have a variety of formal methods to participate in policy and decision-making with at department and program levels. Through program and department standing committees with students as members, curriculum, assessment, student affairs, awards, and community service are all strong examples of their engagement. Examples of these methods are described below.

Department

The Department of Community Health invites students to participate in the Community Service and Volunteerism Committee and the Awards and Recognition Committee. 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.

Program

MPH students are encouraged to participate in policy making and decision making within the program by serving as voting members on the Curriculum Committee, Evaluation Committee, and the Student Organization (this previous avenue was the MPH Student Affairs committee). Students are engaged in focus groups and asked to engage in areas of discussion and enhancement on these committees in equivalent ways as alumni, full time faculty, associate faculty, and adjunct faculty are and given encouragement to speak freely about potential areas for improvement. Committee minutes documenting student engagement in policymaking and decision making are in the ERF, Criterion A1.5.

The MPH Student Organization was created in Blackboard in October 2015 as a channel for communication among students and faculty. In February 2019, the MPH Student Organization achieved 501c3 status and earned the formal recognition of the university. Every matriculated MPH student is added to the organization upon admission. Officers and bylaws are in place, and the MPH program uses this leadership group as an additional conduit for reaching students to gain input on policy and program planning issues. The MPH Student Organization provides a formal opportunity for students to communicate with faculty. 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.

The Public Health Opportunities Organization is also in place in Blackboard for active MPH students and MPH alumni. The MPH program faculty and staff use this site to share resources for internships and capstones, as well as for career development, job postings, the 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.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

Administrative processes are in place in the Master of Public Health program to assure that students are engaged in decision making surrounding policies and organization of the program. Currently we have good student engagement in the Curriculum and Evaluation committees allowing for student voices to provide input. We also have good engagement in the Student Organization where students can provide input to faculty and faculty are able to communicate efficiently with students of the program.

Weaknesses

Many of the MPH students are working professionals and find it difficult to participate in committees. To address this latter challenge, all committee meetings use our online meeting platform to allow and encourage student participation and engagement.

Plans for Improvement

We lack student engagement in Department Faculty monthly meetings though the input coming from individual department and program committees offers a platform of engagement providing for a good student interaction. The department chair is undertaking an initiative to recruit students at the department committee level.

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

B1. Guiding Statements

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

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).

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

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

- 1) A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.

Vision

The National University MPH program will create an intellectual community of educated and skilled public health professionals who can respond to the evolving health promotion and disease prevention needs, community mental health needs and healthcare administration needs of the diverse communities that they serve.

Mission

The National University MPH program educates and prepares current and future public health professionals to advance the health of populations across the globe.

Goals and Objectives

The following goals and objectives were determined collaboratively by the MPH faculty and recognized by the Department Chair and Dean. Annually at its spring meeting, the MPH Advisory Board will review the goals and objectives and recommend modification as needed.

Instruction

1. To develop foundational public health competencies and specialization competencies across a diverse student body through curricula delivered by highly skilled and engaged faculty.
 - Objective 1A: Enrolled students will reflect the diversity targets of the program.
 - Outcome 1A1: Proportion of students who are active duty military or veterans (target 25%).
 - Outcome 1A2: Proportion of students who are age 30 years or older (target 50%);
 - Outcome 1A3: Proportion who are African American or Black (target 20%);
 - Outcome 1A4: Proportion who are Hispanic or Latino (target 15%) Enrollment measured annually.
 - Objective 1B: Courses will be taught by doctorally-trained instructors.
 - Outcome 1B: Proportion of courses taught by doctorally-trained faculty (target 80%)
 - Objective 1C: Faculty will be rated highly on teaching by students.
 - Outcome 1C: Proportion of faculty receiving mean scores of at least 4 (out of 5) on the summary measure of teaching effectiveness as rated by students (target 90%).
 - Objective 1D: Courses will include two or more authentic assessments designed to assess performance of real-world tasks that represent meaningful application of knowledge and skills.
 - Outcome 1D: Proportion of courses that include at least two authentic assessments (target 90%).
 - Objective 1E: Faculty will grade assignments using rubrics in Blackboard.
 - Outcome 1E: Proportion of courses where faculty used the grading rubric for the signature assignments (target 90% of course offerings).
 - Objective 1F: Graduating students will perceive themselves as competent on the foundational public health competencies.

- Outcome 1F: Proportion of graduating students whose self-assessment of competency attainment indicated competent or better on all 22 foundational public health competencies (target 100%).
- Objective 1G: Graduating students will perceive themselves as competent on the specialization competencies.
 - Outcome 1G: Proportion of graduating students whose self-assessment of competency attainment indicated competent or better on all competencies within their specializations (target 100%).
- Objective 1H: Alumni indicate success in achieving foundational competencies.
 - Outcome 1H: Proportion of foundational competencies where responding alumni indicate that they are competent or better (target 100%).
- Objective 1I: Faculty will be diverse with respect to establish priority populations to include those who are racially and/or ethnically categorized as “non-white”: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and people identifying with two or more races.
 - Outcome 1I: The program’s goal is to achieve at least 20% of faculty representing the priority population.

Student Services

2. To support student success through access to comprehensive, high-quality faculty, academic advising and career advising.
 - Objective 2A: Students will rate high access to faculty on the Current Student Survey.
 - Outcome 2A: Proportion of students who agree or strongly agree that MPH faculty are available and responsive to students (target 90%)
 - Objective 2B: Students will rate academic advising as adequate on the Current Study Survey.
 - Outcome 2B: Proportion of students who agree or strongly agree that academic advisors at NU are knowledgeable and helpful in navigating program requirements (target 90%)
 - Objective 2C: Students will rate career advising as adequate on the Current Student Survey.
 - Outcome 2C: Proportion of students who agree or strongly agree that the Career Services Department is helpful to students in employing career options (target 90%)

Collaborative Administration

3. To engage a variety of stakeholders in programmatic decisions and governance.
 - Objective 3A: Students will be represented on MPH standing committees.
 - Outcome 3A: Proportion of MPH standing committees that include one or more MPH student members (target 100%).
 - Objective 3B: MPH faculty will be engaged in program decision making.
 - Outcome 3B: Proportion of MPH faculty who are members of and participate in at least one MPH committee (target 100%).

Public Health Research and Scholarship

4. 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 4A: MPH students will engage with faculty in research activities (e.g., participation in research, dissemination at meetings, peer-reviewed publications).
 - Outcome 4A: At least 2 students will engage with faculty to present or publish per year on average.
 - Objective 4B: Proportion of MPH full-time faculty will conduct research or scholarly inquiry to advance the field of public health.
 - Outcome 4B: Proportion of faculty who present and/or publish at least once per year (target 70%)
 - Objective 4C: Proportion of full-time faculty who advance the field of public health through scholarly dissemination of peer reviewed articles, technical reports, or book chapters.
 - Outcome 4C: At least 1 professional presentation and/or publication per year on average.

Service and Workforce Development

5. To advance public health practice in collaboration with community, governmental, educational and professional organizations.

- Objective 5A: Full-time faculty will participate in extramural service activities.
 - Outcome 5A: Proportion of full-time faculty holding at least one professional service position (target 100%)
- Objective 5B: Full-time faculty will participate in workforce development initiatives.
 - Outcome 5B: Proportion of full-time faculty who participate in community responsive workforce development initiatives (target 50%)

Values of the National University Master of Public Health Program

1. Our MPH students, staff, faculty, alumni and community are treated with respect and dignity.
2. We value and include students from underserved communities, military personnel and veterans.
3. We believe that health is influenced by individual, social, environmental, political and economic factors.
4. We value social responsibility as an ethical obligation of individuals and organizations to support the welfare, interest and needs of the community in which they operate. We encourage students to volunteer as public health advocates in their communities, and we include advocacy and social responsibility in our curriculum.
5. We strive for academic excellence and are committed to scientific rigor and evidence-based public health practice.
6. We promote and expect the highest standards of ethics, honesty and integrity in all aspects of our program.
7. We value partnerships and collaboration with community, organizational and governmental partners and believe these to be critical to improving public health.
8. We believe in translating and sharing research findings to help communities to implement evidence-based public health practices.
9. We believe in lifelong learning and seek opportunities for professional growth through our research, community service and global studies.

2) If applicable, a program-specific strategic plan or other comparable document.

Current strategic planning has focused on addressing all deficiencies from the 2018 CEPH site visit and reaccreditation decision. Since the MPH Program Director's arrival in late April of 2019, efforts have focused on assuring alignment with CEPH standards. With the completion of this self-study and the scheduled site visit, the program began embarking on a new strategic planning process initiated by National University. The MPH was selected as an early program to go through this process and at the time of this submission in April 2021, with faculty, student, and community involvement we had completed the Programmatic Strategy and submitted for review. This will be included in future CEPH requests for documents.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The MPH program mission, vision and values are reflected in the current population served. Goals and objectives are specific and measurable.

Weaknesses

None noted.

Plan for Improvement

In collaboration with the MPH Advisory Board, Faculty, and Staff, a strategic plan will be developed by December 2020.

B2. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

1) Graduation rate data for each degree in unit of accreditation. See Template B2-1.

Table B2-1 presents the NU MPH graduation data. The self-study year was the last eligible year for the 2014 cohort. The graduation rate at the end of six years was 72.53%.

Table B2-1: Graduation Rates for the MPH program

		Students in MPH Degree, by Cohorts Entering Between 2013-2020							
	Cohort of Students	2013	2014	2015	2016	2017	2018	2019	2020
2013	# Students entered	108							
	# Students withdrew, dropped, etc.	0							
	# Students graduated	0							
	Cumulative graduation rate	0%							
2014	# Students continuing at beginning of this school year (or # entering for newest cohort)	108	182						
	# Students withdrew, dropped, etc.	8	1						
	# Students graduated	3	0						
	Cumulative graduation rate	2.78%	0%						
2015	# Students continuing at beginning of this school year (or # entering for newest cohort)	97	181	193					
	# Students withdrew, dropped, etc.	9	16	0					
	# Students graduated	44	25	0					
	Cumulative graduation rate	43.52%	13.74%	0%					

2016	# Students continuing at beginning of this school year (or # entering for newest cohort)	44	140	193	195				
	# Students withdrew, dropped, etc.	2	9	13	1				
	# Students graduated	19	62	14	0				
	Cumulative graduation rate	61.11%	47.80%	7.25%	0%				
2017	# Students continuing at beginning of this school year (or # entering for newest cohort)	23	69	166	194	201			
	# Students withdrew, dropped, etc.	1	12	11	9	2			
	# Students graduated	9	24	90	29	0			
	Cumulative graduation rate	69.44%	60.99%	53.89%	14.87%	0%			
2018	# Students continuing at beginning of this school year (or # entering for newest cohort)	13	33	65	156	199	152		
	# Students withdrew, dropped, etc.	1	1	8	17	8	0		
	# Students graduated	0	6	21	68	41	0		
	Cumulative graduation rate	69.44%	64.29%	64.77%	49.74%	20.40%	0%		
2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	12	26	36	71	150	152	199	
	# Students withdrew, dropped, etc.	1	2	2	19	14	9	0	

	# Students graduated	7	10	13	22	89	28	0	
	Cumulative graduation rate	75.93%	69.78%	71.50%	61.03%	64.68%	18.42%	0%	
2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	4	14	21	30	47	115	199	91
	# Students withdrew, dropped, etc.	0	7	5	5	11	16	7	1
	# Students graduated	3	5	2	12	20	66	59	3
	Cumulative graduation rate	78.70%	72.53%	72.54%	67.18%	74.63%	61.84%	29.65%	3.30%

Note: Green shaded cells indicate the cohort has reached the end of the available time to degree completion (i.e., 6 years). Graduation rate data are provided by NU Institutional Research.

2) Data on doctoral student progression in the format of Template B2-2.

Not applicable

3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

National University collects data that are available to the MPH Program Director from the Office of Institutional Research. Measures of MPH student success, including retention, persistence, and graduation are available in an easily viewed dashboard, and can be disaggregated by specialization and by certain demographics.

The NU MPH program attracts a diverse student body, including many students who are active duty, Reserve, or National Guard military or recently retired military or spouses of military members. As students may be unsure of their readiness to pursue graduate education, the program encourages students to take a class or two to assess fit. As such, the MPH program defines an MPH student as one who has completed three courses (and the orientation for students admitted after June 1, 2019). This process was adopted following an August 2019 meeting with Kristen Varol from CEPH. This guidance is consistent with the approach that was put forward in the program's original self-study prior to initial accreditation and supports our mission to serve military and other adult learners who are returning to higher education after a significant break.

The graduation rates for students who matriculated in 2010-2013 meet the target rate for graduation. Students who matriculated in 2014 were slightly below the target rate when the preliminary self-study was submitted in December; however, by February 2020, the graduation rate for FY14 was 72.4%. All graduation rate data were updated for the Fall 2020 self-study submission.

The MPH program faculty regularly reach out to students who have completed the didactic courses yet did not complete the internship and/or capstone project. Program faculty offer additional assistance, including re-enrollment without additional tuition and individualized mentorship, to help students succeed. This ongoing effort results in completion of the degree for many students who would not have otherwise completed. 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. The addition of a second MPH coordinator is now allowing us to expand outreach to students who deviate from the expected path to graduation. In collaboration with the NU Institutional Research, the

MPH program has developed and is refining a tracking and monitoring system to allow timely identification and outreach to students at risk of failing.

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, the MPH program defines MPH students as those who take more than three courses. These students are considered program students and are counted in the graduation rates. With the university's support, this approach allows students to explore graduate education and take one to three courses without being formally admitted to the program.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The NU MPH program meets the graduation rate requirements for CEPH accreditation. Our students are diverse and are primarily working adults including active duty, Reserve or National Guard military and spouses of military members. Some students utilize the full six-year time-to-degree-completion period due to their own or their spouse's military deployment or new duty station and other life events. We support non-traditional students in this regard and work to help them continue their studies through adversity and challenges that may prevent completion of the degree in a traditional 2-year period.

A robust system is in place to track and monitor program graduation rates. By the end of time-to-degree completion, the program graduation rate exceeds the minimum 70% level.

Weaknesses

Tracking students who stop out for a period due to military deployment, military re-stationing, or other life circumstances is a manual process that requires student-focused additional time and effort.

Plan for Improvement

An MPH coordinator is continuing collaborations with NU Institutional Research and faculty to enhance the integrated data approach using Tableau and Civitas to identify students at risk so that the program may conduct timely outreach to increase student success.

B3. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1.

Table B3-1: Post-Graduation Outcomes for MPH Alumni

Post-Graduation Outcomes	2018 Number and percentage	2019 Number and percentage	2020 Number and percentage
Employed	65 (43.9%)	117 (79.1%)	122 (77.2%)
Continuing education/training (not employed)	3 (2.0%)	3 (2.0%)	6 (3.8%)
Not seeking employment or not seeking additional education by choice	3 (2.0%)	2 (1.3%)	1 (.06%)
Actively seeking employment or enrollment in further education	18 (12.2%)	19 (12.8%)	17 (10.8%)
Unknown	59 (39.9%)	7 (4.7%)	12 (7.6%)
Total graduates (known + unknown)	*148 (100%)	148 (100%)	158 (100%)

*Note: In 2018, post-graduation outcomes were tracked for students who graduated in the first part of the year. The program missed the 12-month window to assess post-graduation outcomes for the remainder of graduates during that year. To prevent this from occurring in the future, the program has implemented a standardized approach for surveying and tracking graduates. This includes assessment of employment status as the time of graduation via an embedded survey in the capstone course and regular follow up of students with the support of the MPH program coordinator.

- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The MPH Exit and annual Alumni Surveys are used to track post-graduation outcomes. In addition, a text survey is also used to increase response for selected questions. Beginning with FY 2019, the program developed a new and comprehensive system to enhance contact with alumni to determine post-graduation outcomes. This system includes personalized emails from the program director, use of professional social media sites such as LinkedIn to identify current positions, and assistance of capstone faculty who are in existing contact with graduates. The MPH coordinator also attempts to call alumni with unknown employment status. The capstone course now includes an embedded survey link to assess employment status, and faculty receive email confirmation from students to assure that the survey is completed.

Table B3.1 describes the employment status assessed with a hybrid approach of normal survey as well as a complement text survey of MPH graduates through September of 2020. With a very high cumulative response rate using both approaches, the results indicate a near 80% employment rate in 2019 and 2020 with those seeking employment at 10.7% in 2020.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The MPH program serves a wide range of individuals, including active duty, Reserve, and National Guard military and other working adults who are often employed throughout the duration of the program and are responsive to our requests for post-graduation employment data.

Weaknesses

International students may not stay in the United States after graduation and may not use LinkedIn or other social media. As such, these individuals are sometimes challenging to reach after graduation.

Plan for Improvement

With the additional MPH program coordinator, the program will enhance the data approach to tracking post-graduation outcomes by building a database with additional details on employment status, positions held, employment site, and alumni objectives and plans for career advancement. Approvals for a group LinkedIn account is being sought for the MPH program to facilitate ongoing tracking of employment status. The program will use these data, in conjunction with the NU Career Services Department, to improve the delivery of career advising and support for MPH students and alumni.

B4. 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.

- 1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.

The program collects information on alumni perceptions of their own success in achieving defined competencies in their post-graduation placements. The program has defined methods to maximize response rates and provide useful information.

Recent MPH alumni (within 5 years of graduation) are surveyed annually by the Office of Educational Effectiveness & Accreditation. This survey has two aims, inviting alumni to: 1. self-assess their ability to apply domain-level foundational and concentration competencies post-graduation, and 2. share their perceptions on the degree to which they developed competence through the MPH program to succeed in the workplace. The full survey and results are included in the ERF, Criterion B4.1.

In October 2019, all MPH alumni who graduated within the past five years were sent a request to complete the electronic MPH Alumni Survey. Several reminders were sent to increase the response rate. Of the 588 alumni that met the inclusion criteria, 71 (12.1%) responded. We asked alumni to self-assess their level of ability on each of the 22 foundational competencies. For 20 competencies, more than 90% of alumni rated themselves as competent, highly skilled or expert, with 95% or more of alumni rating themselves highly in 9 of these. Two competencies were identified as more challenging for our alumni. For foundational competency 1 (apply epidemiologic methods), 87.1% of alumni assessed themselves as competent or better. For foundational competency 3 (analyzing quantitative and qualitative data using biostatistics), 82% of alumni rate themselves as competent. The biostatistics and epidemiology courses were redeveloped in 2018, but these revisions are not yet likely to be reflected in our alumni perceptions. We have also included SAS training as part of COH 599 – Public Health Foundations – to give students a better start before reaching COH 602 and COH 606 where they will need SAS skills to succeed. The following table summarizes the self-assessed foundational competencies. Note that these data include recent alumni who are within five years of graduation. As such, some will have completed the program under the pre-2016 criteria, and thus the current competencies that were surveyed may not match those that were in place at that time of the student’s program of study.

2019 and 2020 Survey of Recent MPH Alumni within 5 Years of Graduation: Self-Rating of Competencies

#	Question	Competent or Better* 2019	Competent or Better* 2020
1	Apply epidemiological methods to the breadth of settings and situations in public health practice	87.1%	92.7%
2	Select quantitative and qualitative data collection methods appropriate for a given public health context	91.9%	95.1%
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	82.0%	80.0%
4	Interpret results of data analysis for public health research, policy or practice	90.3%	90.0%
5	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	91.8%	92.7%
6	Discuss the means by which structural bias, social inequities and racism undermine health and create	95.1%	97.8%

	challenges to achieving health equity at organizational, community and societal levels		
7	Assess population needs, assets and capacities that affect communities' health	96.8%	95.1%
8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	98.4%	97.6%
9	Design a population-based policy, program, project or intervention	96.8%	90.0%
10	Explain basic principles and tools of budget and resource management	91.8%	88.0%
11	Select methods to evaluate public health programs	96.8%	92.5%
12	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	90.3%	85.4%
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	91.8%	90.0%
14	Advocate for political, social or economic policies and programs that will improve health in diverse populations	93.5%	95.1%
15	Evaluate policies for their impact on public health and health equity	91.8%	84.6%
16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	91.9%	90.2%
17	Apply negotiation and mediation skills to address organizational or community challenges	91.8%	87.5%
18	Select communication strategies for different audiences and sectors	95.2%	95.1%
19	Communicate audience-appropriate public health content, both in writing and through oral presentation	98.4%	97.5%
20	Describe the importance of cultural competence in communicating public health content	100%	87.5%
21	Perform effectively on interprofessional teams	96.7%	95.0%
22	Apply systems thinking tools to a public health issue	90.3%	90.2%

In February 2020, MPH alumni were asked to rate their ability to apply the MPH program competencies to their work settings. Of the 130 respondents, 87% of alumni rated their ability to apply the competencies as excellent or good (57% Excellent, 30% Good). This assessment will be included in our annual MPH Alumni Survey that occurs in October of each year.

In September 2020, an MPH alumni survey was sent to 744 alumni, 47 alumni responded resulting in a response rate of 6.3%. Due to the need of additional specialization competence assessment, the number of reminder emails was not consistent with past annual surveys leading to a lower than previous response rate. The employment rate for the MPH alumni surveyed was 81%. We asked alumni to self-assess their level of ability on each of the 22 foundational competencies. We also asked alumni to access their level of ability for each of the MPH specialization for which they were enrolled. The purpose was to ascertain at a granular level an assessment of the alumni perceptions of competency achievement by each specialization. For the 22 foundational competencies, more than 90% of alumni rated themselves as competent, highly skilled or expert. This result is consistent with the 2019 MPH alumni survey.

For the MPH alumni with a specialization in health promotion, over 86% rated themselves as good or excellent in achieving the health promotion competencies. MPH alumni with a concentration in mental health rated themselves as 75% good or excellent in achieving mastery of the mental health competencies. Alumni in the health administration concentration rated themselves as 90% good or excellent in achieving mastery of their competencies.

Please rate your ability to apply your Health Promotion specialization competencies to a work setting.

#	Question	Good/Excellent 2020
1	Assess factors that influence, enhance or impede health promotion.	91.4%
2	Explain factors that influence implementation of health promotion programs.	86.6%
3	Evaluate the implementation of health promotion programs.	86.3%
4	Integrate the results of health promotion evaluation into interventions and policies.	86.6%
5	Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.	72.7%
6	Provide advice and consultation on health promotion issues.	95.7%
7	Apply appropriate research principles and techniques to develop health promotion programs.	95.7%

Please rate your ability to apply your Mental Health specialization competencies to a work setting.

#	Question	Good/Excellent 2020
1	Assess the social, political, and environmental context of mental health in relation to public health practice.	71.4%
2	Design population-based mental health interventions and programs.	71.4%
3	Apply epidemiologic methods to the cause and consequences of mental disorders in populations.	71.4%
4	Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.	66.7%
5	Apply appropriate research principles and techniques to mental health.	85.7%
6	Advocate for culturally sensitive mental health policies in communities	85.7%

Please rate your ability to apply your Health Care Administration specialization competencies to a work setting.

#	Question	Good/Excellent 2020
1	Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.	90%
2	Apply healthcare management methods to healthcare organizations.	90%
3	Use administrative and health information technology to develop process and performance improvement plans.	90%
4	Incorporate the principles of quality management for improving outcomes in healthcare organizations	90%
5	Synthesize best practices in healthcare leadership.	90%

The complete 2020 alumni survey is in the ERF, B4.2.

In October 2020, a focus group with MPH Alumni participating in the MPH Curriculum Committee was conducted by the Curriculum Committee Chair, Dr. Piane. There were 11 questions prepared for this focus group pertaining to skills, assignments, and competencies in public health and how well the NU MPH meets the needs of diverse students. Responses are being analyzed currently ERF, Criterion B4.1.

2) Provide full documentation of the methodology and findings from alumni data collection.

Alumni Survey

Developed by the Academic Program Director, the Alumni Survey questionnaire covers MPH foundational competencies, program feedback, and employment outcomes with additional specialization competencies added in August/September 2020. This survey is deployed on an annual basis (October) to all program alumni who graduated within the five academic years. Alumni are invited to complete the survey over email with a link to the online survey (Qualtrics). The survey is open for three weeks with three reminders sent to non-respondents. Upon survey close, a report of survey response frequencies and alumni demographics is provided to the Academic Program Director.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

An annual survey of alumni is in place to assess perceptions of curricular effectiveness. The alumni survey assesses alumni competency attainment, and beginning in 2020, the ability of alumni to apply competencies in their work settings. A survey was conducted in February 2020 to assess the ability to apply. This survey will continue to be implemented on an annual basis.

Weaknesses

N/A

Plan for Improvement

The MPH program will continue to use the results of the Alumni survey to provide continuous improvement in the curriculum as well as an indicator for how graduates and alumni of the program perceive success in the attainment of program competencies.

B5. 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.

- 1) Present an evaluation plan that, at a minimum, lists the program's evaluation measures, methods and parties responsible for review. See Template B5-1.

The MPH program defines appropriate evaluations methods, data sources, reviewers and timelines to determine effectiveness in meeting its mission and goals. Table B5-1 describes the goals, evaluation measures, data sources, who is responsible for reviews, and the timepoint for each review.

B5-1. Program Evaluation Measures

Evaluation Measures	Data Source (How are raw data analyzed and presented for decision making)	Responsibility for the Review
INSTRUCTION		
Goal: To develop foundational public health competencies and specialization competencies across a diverse student body through curricula delivered by highly skilled and engaged faculty.		
Proportion of students in each diversity group	MPH enrollment data available electronically (e.g., Tableau) and managed by administrative services (e.g., Institutional Research). Reports examined annually by demographics (e.g., military status, age, race/ethnicity). Target: 25% active duty military, retired, military, veterans or their dependents Target: 50% 30 years or older Target: 20% African American or Black Target: 15% Hispanic or Latino	Evaluation Committee reviewed annually (academic year) enrollment data at its September meeting.
Diverse faculty	MPH Faculty will be diverse with respect to established priority populations to include those who are racially and/or ethnically categorized as "non-white": American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and people identifying with two or more races. Target: at least 20% of faculty representing the priority population	Evaluation Committee reviewed annually (academic year) enrollment data at its September meeting.
Proportion of courses taught by doctorally-trained instructors	Course staffing reports available electronically through administrative resources (e.g., SOAR). Target: 80% of courses taught by instructor who holds a doctorate degree.	MPH Program Director reviews reports annually and discusses with Course Leads and scheduling staff in August for the previous academic year.
Proportion of courses that students rate faculty highly on teaching	Confidential end-of-course evaluation results available	Reports are examined monthly by the MPH Program Director

	electronically through administrative resources (e.g., SOAR). Target: Mean 4.0 or higher out of 5.0 on student's perception of teaching.	as part of the end-of-course evaluation review and approval process. Recommendations directed to Course Leads and Curriculum Committee as appropriate.
Proportion of courses with two or more authentic assessments designed to assess performance of real-world tasks that represent meaningful application of knowledge and skills	Audit of master course outlines Target: 90% of courses	Curriculum Committee reviews annually in September and refers discrepancies and issues to the MPH Director and Course Leads.
Proportion of courses where faculty are grading signature assignments with the approved rubric.	Faculty grading assignments using rubrics in Learning Management System (e.g., Blackboard). Data are exported from the learning management system into a report (e.g., Tableau). Target: Rubrics in LMS used to grade MPH signature assignments in 90% of course offerings.	Curriculum Committee reviews data annually in September and communicates findings to course leadership (e.g., MPH APD and course leads). Improvements (e.g., revise rubrics, discuss with teaching faculty) will be determined and implemented by the course leadership.
Proportion of graduating students who perceive themselves as competent on the foundational competencies	Graduating students self-assess their competency attainment on all 22 foundational competencies in an exit survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g., Office of Educational Effectiveness & Assessment). Target: 100% of graduating students report to be 'Competent' or better on all 22 foundational public health competencies with no significant differences by modality.	Evaluation Committee reviews annually in September. Areas not meeting targets are discussed with the MPH Program Director, Curriculum Committee and Course Leads.
Proportion of graduating students who perceive themselves as competent on their specialization competencies	Graduating students self-assess their competency attainment on all specialization competencies in an exit survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g., Office of Educational Effectiveness & Assessment). Target: 100% of graduating students report to be 'Competent' or better on all specialization competencies with no significant differences by modality.	Report reviewed annually in September with the MPH Program Director, Evaluation Committee, Curriculum Committee and Course Leads.
Proportion of foundational competencies where responding alumni indicate that they are competent or better	Alumni survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g.,	Evaluation Committee reviews annually in December and refers concerns to the MPH Program Director and MPH

	Office of Educational Effectiveness & Assessment). Target: 100% of competencies.	Executive Committee as needed.
STUDENT SERVICES		
Goal: To support student success through access to faculty, academic advising and career advising.		
Proportion of students who agree or strongly agree that MPH faculty are available and responsive to students	Access to faculty rated through the annual Current Student Survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g., Office of Educational Effectiveness & Assessment). Target: 90% of students rated faculty 4.0 or higher out of 5.0 on availability and responsiveness.	Report reviewed annually in January with the MPH Program Director, Evaluation Committee, Curriculum Committee and Course Leads. Issues of concern are referred to the MPH Executive Committee.
Proportion of students rating adequate academic advising	Academic advising rated through annual Current Student Survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g., Office of Educational Effectiveness & Assessment). Target: 90% of students rate adequacy of academic advising at 4.0 or higher out of 5.0 overall.	Report reviewed annually in January with the MPH Program Director, Evaluation Committee, Curriculum Committee and Course Leads, with referral to the MPH Executive Committee as needed.
Proportion of students rating career advising as adequate	Career advising rated through annual Current Student Survey deployed electronically (e.g., Qualtrics) and managed by administrative services (e.g., Office of Educational Effectiveness & Assessment). Target: 90% of students rate adequacy of career advising at 4.0 or higher out of 5.0.	Report reviewed annually in January with the MPH Program Director, Evaluation Committee, Curriculum Committee and Course Leads, with referral to the MPH Executive Committee as needed.
COLLABORATIVE ADMINISTRATION		
Goal: To engage stakeholders in programmatic decisions and governance.		
Proportion of MPH standing committees with student members engaged in MPH program decision making	Student engagement of standing MPH committees (e.g., Curriculum, Evaluation) as shown on meeting minutes. Target: 100% of committees engage at least one student.	MPH Program Director reviews annually in July.
Proportion of full-time and associate MPH faculty who are engaged in MPH program decision making *Note: All MPH adjunct faculty are invited to participate.	Faculty on Committees shown on meeting minutes. Target: 100% of MPH full-time and associate faculty participate on at least one standing MPH committee.	MPH Program Director reviews annually in July.
Number of MPH Advisory Board meetings	Community participation and engagement in the MPH Advisory Board. Target: 2 meetings per year.	MPH Executive Committee reviews annually in July.

PROMOTE PUBLIC HEALTH RESEARCH AND SCHOLARSHIP		
Goal: To support faculty and students who contribute to an intellectual community that fosters a culture of inquiry and discovery which promotes learning and the advancement of public health knowledge.		
Number of students who engage with faculty research activities (e.g., participation in research, dissemination at meetings, peer-reviewed publications).	List of presentations and publications by students. Target: At least 2 students will engage with faculty to present or publish per year on average.	Awards and Recognition Committee reviews annually in April.
Proportion of full-time faculty conducting research to advance the field of Public Health	Curriculum vitae or annual faculty report shows participation in research activities. Target: At least 75% full-time faculty will give a professional presentation and/or publication per year on average.	Department Chair reviews annually in April/May.
Proportion of full-time faculty who advance the field of public health through scholarly dissemination of peer reviewed articles, technical reports, or book chapters	Curriculum vitae show public health publications and presentations. Target: At least 1 professional presentation and/or publication per year on average.	Department Chair reviews annually in April/May.
SERVICE AND WORKFORCE DEVELOPMENT		
Goal: To advance public health practice in collaboration with community, governmental, educational and professional organizations.		
Proportion of full-time faculty participating in extramural service activities	Curriculum vitae show service to the public health profession. Report reviewed annually. Target: At least 1 extramural service activity per year on average.	Department Chair reviews annually in June.
Number of community-based projects with involvement of faculty and/or students	Annual survey of faculty and MPH Student Organization Target: At least 3 community-based projects per year.	Faculty Affairs Committee reviews annually in July.
Number of public/private or cross-sector partnerships for engagement and service	Annual survey of faculty and MPH Student Organization Target: At least 1 public/private or cross-sector partnerships for engagement and service.	Faculty Affairs Committee reviews annually in July.
Number of professional development education sessions offered	Annual number of webinars offered Target: 5 per year	Faculty Affairs Committee reviews annually in July.
Proportion of full-time faculty who participate in community responsive workforce development initiatives	Curriculum vitae show participation in community responsive workforce development initiatives, Target: At least 50% of full-time faculty participate each year.	Department Chair reviews annually in June.

- 2) Briefly describe how the chosen evaluation methods and measures track the program's progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success.

The MPH program has defined appropriate ongoing and systematic evaluation methods and measures (see Table B5.) to determine its effectiveness in advancing its mission and goals across all components of the program. The Evaluation Committee has met regularly and has collaborated with the MPH Program Director, the Department Chair, the MPH Executive Committee, Student and Faculty Affairs Committee, the Awards and Recognition Committee, and the Curriculum Committee to create appropriate measures, assess and monitor these measures, and close the loop with communicating the findings to the appropriate committee or stakeholder. A timetable that includes each of the evaluation measures in Table B5-1 is included in the ERF, Criterion B5.1.

3) Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.

Implementation of a more holistic evaluation program began with new focus in the summer of 2018. Measuring student experience from entry to becoming alumni required a deeper and integrated understanding of evaluation measures already in place along with understanding the gaps and formalizing additional methods to ensure a more robust evaluation program. Data summaries, minutes of meetings, and other copies of materials (e.g., webinar schedule, survey data, publication and presentations) are included in the ERF, Criterion B5.3.

One significant example of how these new evaluation methods enhanced student experience was in the area of orientation and faculty advising. Starting in June 2020, all MPH faculty will teach COH599 Public Health Foundations and in this initial course, gain a group of MPH students to be closely followed in an advising capacity from beginning to end of the MPH program. This will help facilitate communication, preparation, engagement, and student research.

Another example of a systematic evaluation approach stems from Faculty Focus on Research which gathers data on a monthly basis that assesses its overall faculty-student publication activities. From this, the MPH Director can gauge student collaboration with faculty in research and can on a monthly basis direct more focus as necessary to this vital component. Further, since July 2020, the Department of Community Health has requested and has been granted more time for research and scholarship as part of MPH faculty essential duties (20% of time) within our faculty performance plans in the College of Professional Studies (COPS) over the course of the year. See ERF, Criterion B5.3.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The MPH program utilizes a robust system of regular interval evaluation methods and measures for determining effectiveness in advancing its mission and goals. Enhancements such as monitoring and improving student success through initiating of faculty advising and using predictive analytics to find at risk students will have significant impact in advancing the field of public health through instruction, scholarship and service. Amidst the teaching-intensive nature of National University, program faculty are actively engaged in scholarship.

Weaknesses

None noted

Plan for Improvement

We will continue to refine our evaluation techniques to identify specific strategies for adjusting and improving evaluation measures.

B6. 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.

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

The program engages in regular, substantive review of all evaluation and implements an explicit process for translating evaluation findings into programmatic plans and changes while providing evidence of changes based on evaluation findings. The MPH program goals and objectives are monitored annually by the Evaluation Committee, the MPH Advisory Board and the MPH 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 when available, course enrollment, grades and progress toward graduation.

1. The evaluation findings determined by the MPH Curriculum Committee after an audit of master course shells (B5 Table 5 Instructional Goal #5) indicated that the proportion of courses with two or more authentic assessments designed to assess performance of real-world tasks that represent meaningful application of knowledge and skills did not meet the target. The Curriculum Committee responded by mapping all assignments to the public health foundational competencies and to the specialization competencies with a focus on assessing real-world tasks and meaningful application of knowledge. This resulted in changes in assignments in several courses to include up-to-date case studies (COH 599, COH 605, COH 618, HCA 620), and revised assignments (executive briefings, budget templates, and fact sheets).

The curriculum committee performed an audit of all required courses for the MPH in June 2019, by identifying all assignments that are linked to CEPH Public Health Foundational Competencies and identified that 100% of the courses required students to complete more than 2 assignments. It was determined that in 2020, the committee will assess the assignments by having alumni who are working in the field of public health review each assignment, score them on how closely they match tasks that they perform on the job, and make recommendations for revisions if needed. This task will be completed in September 2020. An update on the task for alumni has been included in the ERF, Criterion B6.

2. The evaluation findings determined by annual survey and interpreted by the MPH Executive Committee (B5 Student Services Goals 2 and 3) have indicated that both the proportion of students rating adequate academic advising and the proportion of students rating career advising as adequate did not meet the target. To address this inadequacy, the MPH Program Director presented the findings to the MPH Executive Committee and proposed solutions that included academic advising and career counseling specific to the health programs and not centralized at the university level. This also resulted in the creation of the two MPH coordinator program staff positions, that assist with internship and career advising of the students. The two MPH Program Coordinator staff positions were created and filled in March 2020 and July 2020.

3. The evaluation findings determined by the MPH Academic Program Director by auditing the minutes of program committees (B5 Collaborative Administration Goal #1) indicated that the proportion of MPH standing committees with student members engaged in MPH program decision making did not meet the target. The MPH Program Director communicated with every MPH student and invited them to apply for one of the committees. This resulted in student representation on every MPH committee. The students who could not attend the meetings in real time have been allowed to give their feedback and commentary in response to the minutes and recording of the meetings. The practice of allowing asynchronous attendance addresses the unique needs of our adult learners who are working professionals.

Beginning in July 2019, the MPH Curriculum Committee began each meeting by reviewing input from the students. If the student could not attend the synchronous meeting, they could review the recording and give their feedback by email.

4. The evaluation findings determined by survey and interpreted by the Faculty and Student Affairs Committee (B5 Service and Workforce Development Goal #5) indicated that the number of professional development education sessions offered did not meet the target and were not clearly linked to the need assessment. This resulted in a regularly scheduled professional development series presented by faculty on a bi-monthly basis that is clearly linked to the priority areas indicated by the Advisory Board and the community and student surveys.

2) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

The MPH program reviews evaluation findings and translates these into programmatic changes to improve the instructional delivery and student success.

Weaknesses

N/A

Plan for Improvement

N/A

C1. 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.

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:**

The program has the financial resources and administrative support to fulfill its mission and goals. The following section details financial support for all core functions, including coursework and other elements necessary to support the full array of courses and ongoing operations.

National University operates on a centralized budgeting model with zero-based budgeting and cross-subsidization by department. Since departments and divisions do not automatically receive a certain sum each year, all money allocated to a program has a purpose, carefully managing discretionary spending. The centralized budgeting system allows National University leadership to provide the resources necessary to properly sustain and grow current programs, with attention to the health of all programs vital to mission achievement

Budget Process

The fiscal resources and processes of the MPH program are determined by systematic fiscal-oriented activities that happen within the program and the department, college and university levels as noted above. The information presented at the last site visit did not provide a comprehensive and accurate description of university and program fiscal resources and processes.

The following text describes the multilevel fiscal processes of the MPH program: Each February the University begins the budget process for the upcoming fiscal year, which starts July 1. Annual strategic goals and budgeting priorities are developed by the President in collaboration with the Board of Trustees and in line with the National University System. These annual goals and priorities are presented to the academic leadership – Academic Program Directors, the Department Chairs, then Deans, then to the Executive Vice President & Provost and finally to the Chief Finance Officer (CFO) of the institution. As such, on an annual basis the department chair develops a zero-based expense budget centered around the revenue projections determined by the academic leadership and CFO. Each expense line item includes justifications and further explanations for increased expenses from the prior year. Department Chairs consult with Academic Program Directors reporting to them to ensure each program can have input into the budget expense requests. Departmental budgets then roll up to the school/college Dean who finalizes the requested budget for the academic leadership and CFO approval. There is continual feedback in the process with several revisions to develop action plans for the coming year, identifying additional resources needed. The CFO, together with the Academic Program Director, the Department Chair, and the Dean create revenue growth projections for each operational and academic department and the university as a whole. Finance department leaders meet with each school/college afore mentioned group to review and discuss the projections and identify any cross-subsidies needed to develop and finalize action plans.

In addition to the annual budget, the University maintains a robust academic program review process by which Academic Program Directors complete a deep dive into the currency, relevancy, and success of their program. Stemming from the findings, the Academic Program Director generates a Memorandum of Agreement to request resources to fulfill recommendations that require additional funding or resources. During the 2018 academic year, the MPH program completed a Memorandum of Agreement and from that received the approval for a new faculty position, transfer of one staff position to the program, and one new staff position.

- a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.**

Faculty salaries are guaranteed by NU and there is currently no requirement for faculty to raise extramural funds to cover their salaries.

- b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.**

Effective FY19, a "Request for a New Faculty" form is required by the Office of the Executive Vice President & Provost to be submitted by the program. The form requires underlying data to support the need, such as multiple year enrollment trends and current and forecasted financial data, along with a rationale of why the new position is needed, the value add of the position and expected return on investment (i.e., increase in enrollment, increase in program quality, provision of faculty capstone project supervision, etc.). The form also requires an explanation of alignment with NU's strategic plan and addresses areas such as diversity and recruitment plans. The form is reviewed by the Academic Program Director, Department Chair, and Dean with final decision from the Provost.

There are multiple ways to address the need for staff. During the 2018 academic year, the MPH program completed a Memorandum of Agreement as part of the five year review and from that received the approval to transfer of one staff position to the program and create one new staff position. Further, in 2019, the MPH Program Director presented need-based findings to the MPH Executive Committee and proposed solutions that included an additional MPH coordinator program staff positions that assists with career advising and tracking of the MPH students.

- c) Describe how the program funds the following:**

- d) operational costs (programs define "operational" in their own contexts; definition must be included in response)**

Operational costs are funded through the budget process described above. These costs include faculty and staff salaries and benefits, equipment, software, student material costs, lab supplies, faculty development expenses (e.g., travel support and student support (e.g., scholarships, conference travel, student activities). Every full-time MPH faculty member is provided \$2,400 per year to spend on professional development.

Marketing, Advertising, Information Technology, and Human Resources support are provided by a system level service agreement and are not included in this budget process. The President and Chief Financial Officer of NU work in collaboration with the NU System to understand their budget process and assumptions as it relates to the service level and cost to NU for these services.

- e) student support, including scholarships, support for student conference travel, support for student activities, etc.**

Student support such as central advising, tutoring, financial packaging, etc., is provided through the Academic Operations and Student Success departments at the institution. These departments follow the same budgeting process and seek input from faculty and students to inform continuous improvement. Funding to support these activities are included in the Operations line in the budget.

Each 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. To encourage participation in shared governance, MPH Student Organization Officers receive priority in this selection process. This allows the student leaders to participate in networking, the attend research sessions and to help recruit at the Expo. This did not occur in 2019 due to the reorganization of the college and did not occur in 2020 due to the pandemic, though is planned to restart in 2021.

- f) faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples**

Faculty development expenses are included in Operations and include travel support. Every full-time MPH faculty member is provided up to \$2,400 per year to spend on professional development and is reviewed by the program director, department chair, and school dean. Additionally, some faculty travel and conference registration is supported above the \$2,400 to attend the APHA conference and represent the program in the booth.

- g) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.**

National University has a formal process in place for evidence-based request for additional funding. In particular, the program annual review (PAR) process in place since 2007 allows faculty to request new funding each year based on findings concerning student learning. Secondly, the University uses a formal academic program review cycle based on a six-year model which results in a Memorandum of Agreement (MOA) that secures additional resources for the program. The most recent MOA from 2018 is included in the ERF, Criterion C1. Additionally, as needs arise for program-based travel, affiliations, and other operational costs throughout the year, the MPH program director works with the department chair and the college dean to secure additional funds as necessary.

- h) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program’s funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.**

Tuition and fees paid by students are generally recorded as revenue in the College’s financial statements. Certain fees are recorded in the University’s general fund and allocated to the College using a ratio of units taught for the College to total units University-wide. Like most Universities, National University operates on a cross institutionally subsidized model and surpluses are used to subsidize programs, departments and schools in need. Thus, a surplus in one educational program, in a particular year, may be used to cross subsidize another program that experienced a sudden loss in enrollment or similar situation. In regard to the MPH, fees are returned to enhance student experience and student graduation through areas such as additional staff support (3.5 FTE supporting the MPH), additional faculty support, program supported travel, and University level scholarships. In FY2020, University level scholarships were received by 182 MPH students' scholarships with the average scholarship being \$1,973.

- i) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.**

Though a teaching focused program, NU allocates indirect costs as follows: 25% to Dean of College awarded the grant, 25% to the Program Director or Principal Investigator, 25% to the Office of Sponsored Research and 25% to the University’s General Fund.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not Applicable

- 2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.**

Sources of Funds and Expenditures by Major Category, 2015 to 2020						
	FY15	FY16	FY17	FY18	FY19	FY20
Source of Funds						
Tuition & Fees	2,174,427	2,580,025	3,373,252	4,172,085	4,703,171	4,131,106
Grants/Contracts	113,390	134,541	89,090	55,501	264,955	243,811
Total	2,287,817	2,714,566	3,462,342	4,227,587	4,968,126	4,374,916
Expenditures						
Faculty Salaries & Benefits	1,021,164	1,043,131	1,037,748	933,203	1,239,493	1,412,055

Staff Salaries & Benefits	102,864	108,954	270,429	301,010	257,804	159,044
Operations	49,093	44,923	152,803	195,620	159,107	67,653
Travel	21,159	20,292	28,357	22,498	24,762	9,672
Scholarships	67,550	80,150	110,170	143,363	234,573	353,626
University Tax	993,590	1,075,404	1,743,530	2,314,527	2,066,731	1,795,018
Total	2,255,421	2,380,415	3,343,038	3,910,220	3,982,471	3,797,068
	32,396	334,150	119,304	317,366	985,656	577,848

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program is fiscally healthy, and resources for faculty and staff are consistently applied via the annual budget cycle. Travel, conference sponsorships and student support for APHA are requested by the MPH Program Director during the budget process and are reviewed and approved by the Department Chair and Dean.

Weaknesses

The MPH Program Director does not have complete budgetary control but can make new budget requests through the annual budget planning process of the university.

Plan for Improvement

With the reorganization of the School of Health and Human Services into the College of Professional Studies, discussions are underway for providing more budgetary control at the department level. With the Department Chair, the MPH Program Director will advocate for ongoing budget needs and new initiatives to assist the program in meeting its mission.

C2. 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.

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.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in each area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1.

Specialization	PIF 1	PIF 2	PIF 3	Additional Faculty
MPH Health Promotion	Tyler Smith 0.75	Tara Zolnikov 0.75	Brandon Eggleston 1.0	PIF: 2 Non-PIF:19
MPH Healthcare Administration	La Don Jones 0.75	Brandon Eggleston 1.0	GinaMarie Plane 1.0	PIF: 1 Non-PIF:28
MPH Community Mental Health	GinaMarie Plane 1.0	Ritika Bhawal 0.5	Alba Diaz 0.5	PIF: 1 Non-PIF:11

*Faculty search is ongoing, two replacement faculty will be joining the team by end of the academic FY21 year.

Named PIFs	9
Total-PIFs	11
Non-PIFs	58

- 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

Faculty FTEs are calculated based on the percentage of assigned workload that is devoted to the MPH program. Fulltime faculty are assigned responsibilities which includes advising students, curriculum development and refinement, teaching courses, program administration, university and department level efforts relevant to the MPH, and public health focused scholarship. Each academic year the workload is considered in a collaborative approach with the program director and the department chair, one that establishes a fair and equitable workload consistent with a 10-month period and dependent upon course type, numbers of students, program evaluation needs, student advising needs, faculty and team building efforts, scholarship, and other components contribute to the workload. Courses, advising, and curriculum refinements are determined prior to July 1 and the start of the new academic year though may be subject to collaborative change during the year based upon developing need. Therefore, if all teaching, advising, curriculum development, program administration, and college or department efforts are dedicated to the MPH, the faculty member is designated as 1.0 FTE. Faculty members conducting scholarship or providing service aligned with MPH needs and requirements are also determined and calculated into the percentage of the 1.0 FTE. Administrative roles such as MPH Program Director includes less teaching and more administrative responsibility time for fulfillment of the administrative duties of the position. Additionally, adjunct faculty FTE are calculated based upon $1 \text{ FTE} = (\text{courses taught by adjunct or part-time faculty} * 100 \text{ hours allotted for each course}) / (1940 \text{ hours for a year of full-time employment of 40 hours each week})$.

- 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

National University utilizes a staff advisor model for general academic advising complemented by a faculty advisor model linking faculty with students for the duration of their program. Primary instructional faculty are assigned to specific students for advising during the orientation class COH599. Informal advising also occurs through courses, and the MPH Program Director is available to students for one-on-one advising on request. For the integrative experience, the program primarily uses primary instructional faculty, with occasional adjunct faculty teaching these courses. For the MPH Project Capstone, a target ratio of one faculty per 10 students is the goal. Table C2-2 reflects the current advising ratios for the program.

In FY20, 74 academic staff advisors supported all National University students, including MPH students. The university also supports career advisors including multiple scalable technology support solutions. The average actively enrolled student load per academic advisor is 250 students at National University. The Career Services Department provides a combination of student support and resources through its advising staff, virtual environments including interactive webtools, and career services events throughout its campus locations/virtual fairs, such as regional/industry specific job fairs and resume/interview workshops. Additionally, as of June 2020, the program supports students with academic and career advising through a platform of MPH faculty advising established by faculty teaching the COH599 foundations course and working with those students until graduation.

4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

Table C2-2 reflects the current advising ratios for the program.

**Table C2-2 Faculty regularly involved in advising, mentoring and the integrative experience
FY 2019**

	Average	Minimum	Maximum
General advising & career counseling			
MPH Primary Instructional Faculty	9	9	9
Staff: Academic Advisors	65	60	74
Staff: Career Advisors	7	7	7
Advising in MPH integrative experience (Internship and Global Health Experience)			
MPH Primary Instructional Faculty	17	10	23
MPH Adjunct Faculty	8	8	8
Staff: Internship	131	131	131
Mentoring/primary advising on MPH Capstone Project			
MPH Primary Instructional Faculty	9	4	13
MPH Adjunct Faculty	12	5	18

**Faculty do not serve as formal academic advisors to MPH students. They provide informal advising through courses, integrative experiences and capstones. The MPH Program Director serves as a de facto advisor to all MPH students and is available for one-on-one meetings.

5) Quantitative data on student perceptions of the following for the most recent year:

- a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

The annual Current Student Survey asks students to report on adequacy of class sizes. The 2019 administration of the survey resulted in the following:

“My classes in the MPH program are an adequate size to facilitate learning and mentoring by faculty.”

#	Answer	2019 %	2019 Count	2020 %	2020 Count
1	Strongly disagree	4.50%	5	4.88%	2

2	Disagree	0.90%	1	0.00%	0
3	Neutral	3.60%	4	9.76%	4
4	Agree	25.23%	28	36.59%	15
5	Strongly Agree	65.77%	73	48.78%	20
	Total	100%	111	100.1*%	41

*Percentages sum to slightly greater than 100% due to round off error

b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

As part of the annual current student survey, students are asked to assess faculty availability and responsiveness, as well as academic and career services advising. In 2019, 94% of students found faculty to be both available and responsive to students. However, only 70% of students found academic staff advisors to be knowledgeable and helpful in navigating program requirements. In addition, 43% of students report that Career Services Department was helpful in exploring career options. In terms of academic advising, these results may reflect the generalist nature of staff advising at National University. Advisors are not focused on specific areas or programs, but rather serve all students and programs. The unique requirements of the MPH program may not be fully understood by advisors. Similarly, general career services may not be adequately versed on opportunities for public health graduates. National University has engaged with multiple consultants and internal institutional committees to conduct research and collect feedback from faculty, staff, and administration on the University's plan to reinvigorate academic advising and create a new model called Programmatic Holistic Student Support. The goal of this partnership is to develop a holistic/programmatic advising model, where the current academic advisors are being assigned to colleges/programs with comprehensive and personalized support. The roll-out of this model is part of the National University 2023 Strategic Plan and part of the University's pursuit of precision education. Through this partnership, elements of the various NU student profiles and best practices in student service and support have been identified for implementation. The University will be providing goal-oriented student success support that focuses on the student's whole journey, including but not limited to their academic progress. Students receive personalized learning plans and individualized engagement and support. This approach is proactive, agile, responsive, & transparent (PART). The University is rolling out this new advising model in phases and will continue to integrate more programs each month throughout 2021. The MPH program was scheduled for rollout in the first half of 2021 though this has moved to later in the academic year. In addition to centralized advising support, one role of our new MPH program coordinator has been to help strengthen career opportunity resources available to students and alumni.

Detailed results from the Current Student Survey are in the ERF, Criterion C2.6.

6) Qualitative data on student perceptions of class size and availability of faculty.

Students provide qualitative feedback on class size and availability of faculty as part of each end-of-course evaluation. The MPH Program Director reads all student comments that are submitted in these surveys.

A comprehensive list of student comments related to faculty availability and class size are listed in the ERF under Criterion C2.6. A few sample comments are listed below:

Faculty availability comments:

- a) COH602 "Dr. Smith is exceptional, very patient, receptive, makes himself available to questions and assistance. He makes learning a difficult subject understandable and as interesting as it can be."
- b) COH604 "Dr. Bednarchik was a very involved professor who delivered clear expectations of the students in her class. Her lectures were to the point and delivered the information well. She was willing to work with student schedules. If she is available for additional classes, I would certainly like to enroll in more of her courses."
- c) COH604 "Professor Eggleston has a way of making the information stick. During week one, I would attempt to read the material prior to class so I could broaden my knowledge of the subject. The information from the text was dry if I can be honest. It was difficult for me to retain the information provided. I started to attend Dr. Eggleston's class first and read the material about it was so much easier

to understand. Also, he makes himself readily available to all his students. He would keep his schedule open for students to receive feedback on their papers and how they could improve me included.”

d) COH601 “I really enjoyed this class and Dr. Adeoye was amazing. The lectures given helped solidify my understanding of the topics I was reading in the book. He was always available to answer questions and really encouraged participation, which I felt made me focus more since I wanted to be able to answer any question given to me correctly. Overall, great class and I would definitely take a class with Dr. Adeoye as the professor again.”

Class size comments:

a) COH608 “Dr. Zolnikov was an amazing teacher. She made an online class feel as though it was taking place in a brick and mortar setting. She was also far more available to us than any of my previous teachers. I greatly appreciated that aspect as well.”

b) COH603 “This was the most amazing and exciting class. I have really enjoyed the sessions and I think Dr. Schultz was the reason behind this class being very energetic. Attendance was not graded but everyone was present in the live session.”

c) COH602 “The class was great, and I learned a lot. For such an extensive class, the instructor did a great job of organizing the lectures and provided us with detailed lectures. The lectures helped a great deal with assignments and exams.”

d) COH608 “I really enjoyed the class. It was very interesting and informative. The professor is very well organized. Everything he explains we have on the quizzes and exams. He is always helpful and responds very fast to all questions and concerns. I strongly recommend the professor to teach further classes.”

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program meets the minimum faculty staffing requirements and has implemented a faculty advising model to integrate into a holistic staff/faculty advising model. A stable permanent faculty is complemented by a strong cadre of well-qualified adjunct faculty.

Weaknesses

None noted

Plan for Improvement

Maintaining current faculty assigned to the MPH will allow us to continue to meet CEPH faculty staffing requirements.

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.

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

C3-1. Role/function	FTE
MPH Program Coordinator: Tonya Lawrence	1.0
MPH Program Coordinator: Alicia McIntire resigned, replaced by Collin Smith (1May 2021)	1.0
MPH Program Coordinator: Deborah Chambers	1.0
Director, Enrollment and Student Support Services for the school/college	0.1
Director of Academic Placement and Compliance	0.1
Assistant to Department of Community Health	0.5

- 2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

With the resources of the third MPH coordinator beginning in July 2020, the program plans to enhance career resources on the MPH Student Organization site starting in 2021. This effort will include expanding links to existing public health job postings and related career services resources focused on public health. The MPH Program Director is also hosting monthly "Conversation with the MPH Director" webinars for all students. While specific topics may vary by month, each webinar offers students opportunities to ask for assistance and guidance on career planning.

The MPH program is also supported by the Office of Educational Effectiveness and Accreditation which includes the following positions: Associate Vice President of Curriculum and Educational Effectiveness, Senior Assessment Analyst, Associate Director of Academic and Co-Curricular Assessment, and Education Effectiveness Coordinator. This office provides the following services:

- Survey Support (including development, deployment, reporting, and interpretation)
- Focus Group Support (including moderation, administration, reporting, and interpretation)
- AMS/Task stream
- 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

The MPH program also receives support from the Office of Institutional Research. Gabrielle Martin, Institutional Researcher and Lindsey McPhillips, Institutional Research Analyst offer IR support services including:

- Admissions data
- Graduation data
- Student demographic data

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 military student 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.

3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

The program currently has the staff resources to support its stated mission and goals. In FY19, the program's request for additional MPH Program Coordinator staff was approved and funded beginning FY20. Additionally, in FY21 a staff team member was added to the team to create a holistic and integrated staff support system with clear role delineation and ongoing efforts. Table C3-1 illustrates the current staffing support for the MPH program. A detailed position description for the MPH Program Coordinators is included in the ERF, Criterion C3.3.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program has staff and other personnel adequate to fulfill its stated mission and goals. The resources are stable.

Weaknesses

N/A

Plan for Improvement

N/A

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.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)

- Faculty office space

As of October 1, 2020, the MPH program is housed at the National University Spectrum campus. Currently, due to the pandemic, MPH faculty work from home and the post-pandemic workspace will present a shared workspace platform offering shared office space, office supplies, IT interaction, staff interaction, and meeting space.

Prior to the new home on the Spectrum campus, the MPH program was housed at the Kearny Mesa Technology and Health Sciences Center in San Diego, California. Each full-time faculty member had access to a cubicle and shared office space. Small conference rooms were also available for private meetings with students.

To view the facility, please see the video tour: <https://www.nu.edu/locations/sandiego/spectrum/>

- Staff office space

The MPH program coordinators were located at the Technology and Health Sciences Center (until October 1, 2020), and each had a sufficiently sized cubicle to assure adequate workspace. Staff also has access to conference rooms for private meetings with students. Academic advisors and career services staff are stationed at various National University campus locations. Currently, due to the pandemic, MPH staff work from home and the post-pandemic workspace will present a shared workspace platform offering shared office space, office supplies, IT interaction, staff interaction, and meeting space.

- Classrooms

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.

- Shared student space

Students also have access to a student lounge at each National University campus (though currently closed due to the COVID-19 pandemic. 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.

- Laboratories, if applicable to public health degree program offerings

N/A

2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

Workspace assignments for MPH faculty are consistent and equally distributed in all the Centers to which faculty are assigned. Faculty have access to shared office space and provisions are made for each faculty member to have a computer, resources for WIFI, 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 Center Director on site and the Department Chair and Dean at the San Diego headquarters. Physical space is sufficient to meet the needs of the program.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program has the necessary physical resources to fulfill its stated mission and goals. Classroom space at the Technology and Health Sciences Center is sufficient to meet the needs of students attending onsite classes.

Weaknesses

None noted.

Plan for Improvement

N/A

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.

The program has information and technology resources to fulfill its stated mission, goals and instructional program. These supports are detailed below.

1) **Briefly describe, with data if applicable, the following:**

- library resources and support available for students and faculty

The program has information and technology resources to fulfill its stated mission, goals and instructional program. These supports are detailed below.

National University Library System

Staffing: National University Library System's staff of sixteen full-time staff (including eight professional librarians) effectively provide the full range of library services and resources. Professional librarians are assigned as liaisons to support collection development, instruction, and reference/research needs for each of the National University System's academic programs. The library liaison for Health and Human Services programs works closely with faculty to develop information literacy presentations and other course resources.

Instructional Services: The Library provides several levels of library instruction based on the *National University Library System Library Information Literacy Plan*. Focus of library instruction for MPH students is on evidence-based inquiry and scholarly communication. Several orientation resources are available to help students locate and use library resources effectively:

- *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 during cohort orientations and first class.
- *Advanced Research* presentations focus on the development of literature and clinical reviews.
- *Course-Related Instruction* presentations are scheduled on faculty demand for assistance with specialized collections or library-related assignments.

The library liaison provides on-site instruction for San Diego-based classes as well as online instruction with Adobe Connect, Zoom, and Blackboard Collaborate.

The Library website also provides just-in-time delivery of tutorials such as *How to Find a Research Article in CINAHL*, *Three Reading Method*, as well as more general *Finding Full Text* and *Google Scholar*.

Liaisons develop and maintain guides for each program highlighting key resources and search strategies. Course guides provide assignment-based library support with an emphasis on evidence-based research. Topical guides are also available, such as the *APA* and *AMA Citation Guide*. All guides are accessible through the library website and in online course supplements.

Support: In addition to the above library instruction, students may request a research consultation with their library liaison or contact the Library Help Desk for one-on-one assistance by phone, e-mail, chat, or other online communication tools 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. Links to Library resources and services are provided within the course management system for online classes. Liaisons support research needs for faculty and students through collections and research assistance.

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.

- student access to hardware and software (including access to specific software or other technology required for instructional programs)

The National University Library Resources table below highlights some of the Library's electronic resources that support the MPH program.

National University Library Resources

Writing Database	Notes
Academic Writer	APA's tool for teaching and learning effective writing.
Article Database	Notes
EBSCO: Academic Search Premier AHFS Consumer Medication Information Alt-Health Watch AMED (Alternative Medicine) CINAHL Plus Health Source (Consumer & Academic Editions) Professional Development Collection PsycARTICLES PsycINFO Psychology and Behavioral Sciences Collection SocINDEX SportDiscus	EBSCO provides one of the largest collections of scholarly journals for the fields surrounding health and human services. Its strengths are education, nursing, psychology, and sociology. The field of informatics is well covered.
ProQuest Central: PQ Dissertations & Theses PQ Biology Journals PQ Health & Medical Collection PQ Nursing & Allied Health Database PQ Psychology Database PQ Research Library PQ Science Database PQ Social Science Database	PQ Central cumulates all of the ProQuest databases into one search interface.
JSTOR	Provides collection archives of core research journals.
Medline	Information on nursing, medicine, health care, and more from over 4,800 current biomedical journals
PubMed Central	Free peer-reviewed journal article database (nearly 4 million articles) from the National Library of Medicine.
UpToDate	A point-of-care clinical resource. Useful for quick information about conditions, drugs, etc.
Additional Databases	Notes
Cochrane Library	Systematic reviews on the effectiveness of healthcare treatment and intervention as well as diagnostic tests
Evidence-Based Medicine Reviews	Free website with reviews summarizing the prevention and treatment of clinical conditions
Nexis Uni	Features more than 15,000 news, business and legal sources, including U.S. Supreme Court decisions dating back to 1790.
Ovid Nursing Full Text Plus	Exclusive combination of 43 premier journals from Lippincott Williams & Wilkins plus the nursing subset of MEDLINE

Science Direct	Provides full text to scholarly journals not included in other databases.
Statista	Statista is a statistics portal that integrates data on over 60,000 topics from over 18,000 sources. Statistical categories include media, business, finance, and politics. Infographics with popular statistics are available for use in presentations or your research papers
Video Databases	Notes
Academic Video Online	Includes material available with curricular relevance: documentaries, interviews, performances, news programs, news reels, and more
Films on Demand	Streaming video collection includes diseases, health care, and public health

Additionally, the following electronic reference and e-book collections are available online: Credo Reference, Ebook Central (ProQuest), eBook Collection (EBSCO), GALE Virtual Reference Library, Oxford Reference Online Premium, PsycBOOKS, SAGE Knowledge, and SAGE Research Methods.

Library Collection Totals (8/31/2019)

Print Books	195,476
E-Books	422,457
Print Periodicals	581
E-Journals	152,976
Streaming Videos	48,668
Databases	190

Students enrolled in online or regional classes may request that print resources be sent to them through Books Direct (free 2-day delivery) or Journal Direct (free 24-hour electronic delivery) through the Library's Document Delivery Service. Interlibrary Loan is an additional free service if materials are not owned by the Library. Science Direct allows free access to pay-per-view Elsevier journals supported by the Library.

The National University holdings include access to MEDLINE, PubMed, ERIC, Psychlit and CINAHL which are adequate for the MPH program. The MPH faculty are encouraged to suggest improvements if the library holding is not sufficiently supporting their teaching and research.

2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

- a. faculty access to hardware and software (including access to specific software or other technology required for instructional programs)

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.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program has the necessary library and technology resources to support its mission and goals.

Weaknesses

None noted.

Plan for Improvement

N/A

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

Prompted by the previous site visit and self-study review, the MPH curriculum committee has made several substantive changes in the required courses. COH 601: Global Public Health and COH 612: Public Health Advocacy and Policy are now required for all MPH students, regardless of specialization. COH 608: Environmental Health has been removed from the core and moved to the Health Promotion Specialization. These curricular changes were submitted through the approval process of the university on September 3, 2019. They were approved by the MPH Curriculum Committee, the Department Chair, the interim Dean of the College of Professional Studies, Program Review Committee, the Graduate Council and the Provost and were published in the March 2020 University Catalog 82, Addendum H. All students who matriculated in March 2020 and forward are required to adhere to this curriculum.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

D1-1 Content Coverage for the MPH Program	
Content	Course number & name or other educational requirements
1. Explain public health history, philosophy and values	COH 599: Public Health Foundation HCA 600: US Health Care System COH 601: Global Public Health
2. Identify the core functions of public health and the 10 Essential Services	COH 599: Public Health Foundation
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
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the program	COH 601: Global Public Health COH 606: Epidemiology
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	COH 606: Epidemiology
6. Explain the critical importance of evidence in advancing public health knowledge	COH 599: Public Health Foundation
7. Explain effects of environmental factors on a population's health	COH 601: Global Public Health
8. Explain biological and genetic factors that affect a population's health	COH 601: Global Public Health COH 604: Health Behavior COH 606: Epidemiology
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
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	COH 601: Global Public Health COH 604: Health Behavior

health and ecosystem health (e.g., One Health)	
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Required Foundational Course	Foundational Knowledge
COH 599: Public Health Foundation	Explain public health history, philosophy and values Identify the core functions of public health and the 10 Essential Services Explain the critical importance of evidence in advancing public health knowledge
HCA 600: US Health Care System	Explain public health history, philosophy and values Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
COH 601: Global Public Health	Explain public health history, philosophy and values List major causes and trends of morbidity and mortality in the US or other community relevant to the program Explain effects of environmental factors on a population's health Explain how globalization affects global burdens of disease Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)
COH 602: Biostatistics	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
COH 606: Epidemiology	List major causes and trends of morbidity and mortality in the US or other community relevant to the program List major causes and trends of morbidity and mortality in the US or other community relevant to the program Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. Explain biological and genetic factors that affect a population's health
COH 611: Public Health Research Methods	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
COH 604: Health Behavior	Explain behavioral and psychological factors that affect a population's health Explain biological and genetic factors that affect a population's health Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

- 2) **Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.**

The 12 Public Health Foundational Knowledge components are assessed in the core courses that are required for all MPH students (COH 599, HCA 600, COH 601, COH 602, COH 604, COH 606, COH 611, and COH 612). Some knowledge areas are introduced and developed in more than one required course. This foundational knowledge is mastered in subsequent courses in the MPH core and in the specializations. Inclusion of this vital content in the MPH courses is ensured by providing all instructors with a master syllabus template and providing a fully developed course shell in BlackBoard which contain links to lectures and videos that cover the content. In addition, COH 599: Public Health

Foundation was developed to give entering students an orientation to the field of public health and the MPH program. It was first offered in September 2019. All syllabi are included in the ERF D1.2, D2.3, D4.3.

- 3) **If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

The program incorporates the 12 foundational public health knowledge areas in its core courses.

Weaknesses

None noted.

Plan for Improvement

N/A

D2. MPH Foundational Competencies

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

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

- 1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration and combined degree option. Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

D2-1 Requirements for MPH degree by Concentration		
Health Promotion Concentration (72 credits)		
Course number	Course name*	Credits (if applicable)
COH 599	Public Health Foundation	1.5
HCA 600	U.S. Healthcare System	4.5
COH 601	Global Public Health	4.5
COH 602	Biostatistics	4.5
COH 604	Theories of Health Behavior	4.5
COH 606	Epidemiology	4.5
COH 611	Public Health Research Methods	4.5
COH 612	Health Policy and Advocacy	4.5
COH 603	Public Health Biology	4.5
COH 605	Public Health Promotion	4.5
COH 607	Public Health Program Development	4.5
COH 608	Public Health and the Environment	4.5
COH 609	Public Health Program Evaluation	4.5
COH 613	Public Health Informatics	4.5
COH 618	Health Promotion Strategies	4.5
COH 693A*	Health Promotion Experience	3.0
COH 694A	Health Promotion Capstone	4.5
Requirements for MPH degree, Community Mental Health Concentration (72 credits)		
Course number	Course name*	Credits (if applicable)
COH 599	Public Health Foundation	1.5
HCA 600	U.S. Healthcare System	4.5
COH 601	Global Public Health	4.5
COH 602	Biostatistics	4.5
COH 604	Theories of Health Behavior	4.5
COH 606	Epidemiology	4.5
COH 611	Public Health Research Methods	4.5
COH 612	Health Policy and Advocacy	4.5

COH 614	Psychosocial Epidemiology	4.5
COH 616	Mental Health Promotion	4.5
COH 617	Public Health Aspects of Violence	4.5
COH 619	Public Health Aspects of Human Sexuality	4.5
COH 621	Public Health Aspects of Drug Addiction	4.5
COH 623	Mental Health Services	4.5
COH 627	Mental Health Populations	4.5
COH 693C*	Community Mental Health Experience	3
COH 694C	Community Mental Health Capstone	4.5
Requirements for MPH degree, Healthcare Administration Concentration (72 credits)		
Course number	Course name*	Credits (if applicable)
COH 599	Public Health Foundation	1.5
HCA 600	U.S. Healthcare System	4.5
COH 601	Global Public Health	4.5
COH 602	Biostatistics	4.5
COH 604	Theories of Health Behavior	4.5
COH 606	Epidemiology	4.5
COH 611	Public Health Research Methods	4.5
COH 612	Health Policy and Advocacy	4.5
HCA 620	Health Organization Management	4.5
HCA 622	Quality Appraisal and Evaluation	4.5
HCA 624	Healthcare Planning and Marketing	4.5
HCA 626	Healthcare Information Systems	4.5
HCA 628	Healthcare Human Resource Management	4.5
HCA 663	Healthcare Accounting/Finance	4.5
HCA 670	Healthcare Leadership	4.5
COH 693B*	Healthcare Administration Experience	3.0
COH 694B	Healthcare Administration Capstone	4.5

*COH 550 Global Health Experience (3 credits) may be substituted for COH 693A, COH 693B or COH 693C

- 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

D2-2 Assessment of Competencies for MPH (all concentrations)		
Core courses: COH 599, HCA 600, COH 601, COH 602, COH 604, COH 606, COH 611, COH 612		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Evidence-based Approaches to Public Health		Signature assignments are designated direct measures of student achievement that are used in the Program Annual Review. Each professor requires this assignment in addition to other assignments in the course and uses a standard rubric that is embedded in the course which populates the Tableau dashboard for each Program Learning Outcome. For purposes of the

		CEPH reporting, the signature assignments detail the specific assessment details.
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	COH 606: Epidemiology	<p>In Homework 1 and 3, students apply epidemiological methods to the breadth of settings and situations in public health practice.</p> <p>Homework 1: Calculate the sore throat attack rate in persons who ate both of two food items that were possibly infected with group A streptococci. Interpret data to determine which of the two food items is the suspect food. Calculate incidence of active cases of TB in the specific city data. Calculate the prevalence rate of active TB. Calculate the cause-specific mortality rate from Cholera in an Asian country. Calculate age-adjusted death rate in a hypothetical community. Calculate the proportionate mortality rate. Calculate the standardized mortality ratio for lung cancer in miners. Calculate the sensitivity and positive predictive value of a physical exam for screening breast cancer.</p> <p>Homework 3: Select the appropriate index of severity for a short-term, acute disease. Calculate the 3-year probability of survival for patients with a hypothetical disease. Predict the impact of a new diagnostic test that identifies a disease one year earlier than it is usually detected. Based on provided data, calculate the probability of dying in the third year for patients who survived the second year.</p>
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	COH 611: Public Health Research Methods	<p>The assignment that measures this competency is titled "Research Methods Plan" on the syllabus. The student is required to write a methods section for their proposed research studies. Students will need to select both quantitative and qualitative methods that can be used to answer their research questions. In the capstone, students will likely use quantitative or qualitative methods, but not both. While some students may do a systematic review for their capstones, in this course, students must select a quantitative and a qualitative method to demonstrate their ability to choose appropriate methods for a given research question. The research methods plan should be 6-7 pages and include 1) an introduction that expresses the significance and context of the research, 2) a purpose statement (i.e., the rationale for why your research is being conducted), 3) research question(s) and hypotheses, 4) study design including subjects, sampling, and selection of qualitative and quantitative methods, 5) analysis plan; 6) bias/threats to validity and ethical concerns. Students who choose to develop a survey, questionnaire or interview guide may include these as appendices.</p>
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based	COH 602: Biostatistics	<p><i>Quantitative</i></p> <p>The quantitative analysis assignment that measures this competency is titled 'Final Analysis Project' and is submitted in the final week of the course. The Final Analysis Project includes</p>

programming and software, as appropriate	COH 611: Public Health Research Methods	development of a research question, initial descriptive analyses using SAS with development of tables and discussion, an inferential data analysis requiring more than one inferential test, and a discussion and interpretation of results. <i>Qualitative:</i> Proposed Research Design (Survey, Qualitative, etc.) Students must choose one quantitative and one qualitative data collection method and justify their selection. In addition, 2 short answer questions in the week 4 quiz and 4 multiple choice questions in week 1 and 3 to assess this competency. Students use Atlas Ti-9 trial version (https://atlasti.com/product/what-is-atlas-ti/) to analyze qualitative data.
4. Interpret results of data analysis for public health research, policy or practice	COH 602: Biostatistics	The quantitative analysis assignment that measures this competency is titled 'Final Analysis Project' and is submitted in the final week of the course. The Final Analysis Project includes development of a research question, initial descriptive analyses with tables and discussion, an inferential data analysis requiring more than one inferential test, and a discussion and interpretation of results for public health research, policy or practice.
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	COH 601: Global Public Health	The week 3, writing assignment #6 assesses this competency. Students are required to compare the health care 'system' of the United States to the health care system of another developed nation. This comparison must include the organization, structure and function of health care, public health and regulatory systems across the two countries.
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	In the week 1, writing assignment #2, students are required to choose a cultural group globally or within the United States and research their health disparities, behaviors and beliefs. Their research is presented in an academic paper with an emphasis on the use of evidence to describe structural biases, social inequities and racism as social determinants of health. In the paper, students discuss how these undermine health and create challenges to achieving health equity at organizational, community, and societal levels.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	COH 601: Global Public Health	In the week 1, writing assignment #1, students are required to select three nations: one high-income, one middle-income and one low-income and compare five health indicators among them. In this assignment, students assess population needs, assets and capacities and their relation to health indicators and how they affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	COH 604: Health Behavior Theories	The COH 604 assignment that measures attainment of this competency is the Week 3 Oral presentation. Each student is required to prepare a presentation explaining one specific assigned health behavior and their design for a program. The professor grades on clarity of the

	COH 612: Public Health Policy and Advocacy	<p>presentation, accuracy and completeness of the information, application of a model, evaluation and original insight.</p> <p>The presentation includes various components including: the significance of the health behavior, describe the risk factors leading to the behavior, describe the cultural factors that influence the behavior, describe risks as a consequence of the behavior, describe the cognitive factors, describe the environmental factors, apply constructs of an appropriate behavior model or theory, describe methods for modifying the behavior used in the program.</p> <p>Students are required to apply awareness of cultural values and practices to the design of their program. This includes attention to risk factors, cognitive factors, environmental factors and is an essential component of application of the health behavior theory.</p> <p>Students in COH 612 are required to perform a political advocacy activity in which they critique an existing policy and explain the public health significance (e.g. epidemiologic statistics about the problem or issue the bill purports to address) social aspects (e.g. socioeconomic status, educational level, gender, culture, religion of individuals who may be impacted by the law, etc.), political questions (e.g. political parties, Political Action Committees (PACs), support or opposition of special interests groups, for example: some industries, etc.) ethical concerns (e.g. issues of equity, justice, respect for privacy, autonomy), economic impact (e.g. fiscal consequences, financial burden for individuals or businesses, etc.), and professional issues (e.g. impact on health care providers or other professionals, views of healthcare groups such as The American Public Health Association, The American Medical Association, etc.) that may be related to the proposed law.</p>
9. Design a population-based policy, program, project or intervention	COH 604: Health Behavior Theories	<p>The transtheoretical model assignment that measures attainment of this competency is included in the syllabus for COH 604.</p> <p>Students are required to describe the stages and processes of change for a significant health behavior. In describing the processes of change they are required to design a community-level intervention to change the behavior based on at least one behavior theory.</p>
10. Explain basic principles and tools of budget and resource management	COH 599: Public Health Foundation	<p>The Week 1 Budget assignment measures attainment of this competency and requires the student to explain and construct a one-page operating budget, complete a budget template, write a narrative describing links between activities and outcomes, assess the organizational situation and identify and support the chosen course of action, including budgeting and resource management, and justify the choice of the tool used in budgeting.</p>

11. Select methods to evaluate public health programs	COH 611: Public Health Research Methods	In the Week 2 discussion thread, students must select a public health program to evaluate. Some examples of programs that students may select include a tobacco prevention program; an injury prevention program, an immunization program, an HIV/sexually transmitted disease prevention program, etc. After selecting a program, students are required to select appropriate methods to evaluate the program and justify their decisions. Students then respond to at least two peers with a review and critique of the selected methods.
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	COH 612: Public Health Advocacy and Policy	In week two discussion in COH 612, the students are required to propose legislation or a policy that will benefit the public's health. They complete a worksheet entitled "There Oughta be a Law" that requires students to discuss the multiple dimensions of the policy-making process, including the roles of ethics and evidence that lead to their proposed law. They also explore the potential benefits, support and opposition to their proposal.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	COH 604: Health Behavior Theories COH 612: Public Health Advocacy and Policy	The week 4 discussion, Transactional Theory of Stress and Coping, is the assignment that measures attainment of this competency. The students are required to describe the relationship between stress and social support and a significant community-level health behavior. Students propose strategies to identify stakeholders and build coalitions and partnerships to garner social support and influence public health outcomes. Key stakeholders may include social service agencies, mental health agencies, recreation departments, etc. In week two discussion in COH 612, the students are required to propose legislation or a policy that will benefit the public's health. In the "There Oughta be a Law" discussion, students explore the evidence and ethics that lead to their proposed law. They also explore the potential benefits, support and opposition to their proposal. They describe the groups who will support and those who will oppose their proposed law. They are required to propose a strategy to bring the stakeholders together in a coalition to advocate for the policy.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	COH 612: Public Health Policy and Advocacy	The assignment that measures this competency in COH 612 is the Political Advocacy Proposal. In this assignment, the students explore their role as an advocate for political, social or economic policies and programs that will improve health in diverse populations. They conduct an assessment and evaluation of a current state health initiative or legislation. They assess and evaluate the implications of their chosen political issue. A component of this assignment is to contact a member of a legislative body and to advocate for their support of the legislation.
15. Evaluate policies for their impact on public health and health equity	COH 612: Public Health Policy and Advocacy	The Week 4 Political Advocacy assignment measures this competency in COH 612. In this activity the students explore their role as a political

		advocate who evaluates policies for their impact on public health and health equity. They conduct an assessment and evaluation of a current state health initiative or legislative policy. They assess and evaluate the implications of their chosen political issue.
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	COH 599: Public Health Foundation	The Week 2 writing assignment (Case Study) assesses attainment of this competency in COH 599. Students are required to apply principles of leadership, governance and management to the Case Study on Peru's local government, private non-profit Comunidad Local de Administracion de Salud (CLAS). In this assignment, students describe the vision of the project, how the project empowered the community, how the project fostered collaboration and how decision making was guided by the leaders of the project. The students are also required to develop their own strategy or approach to leadership, management and decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges	COH 612: Public Health Policy and Advocacy	<p>The Week 3 Debate is the assignment that assesses attainment of this competency in COH 612 requires students to create and apply a negotiation and mediation strategy to persuade the political opposition to a position on proposed public health or healthcare legislation aimed at addressing a current organizational or community challenge.</p> <p>Student in COH 612 prepare a debate on a current public health issue. One student takes the 'pro' position and the other takes the 'con' position. Another student is assigned to be the mediator of the debate. The goal of the presentation will be to convince your peers of the validity of your point of view. Current events and experts who support your view should be incorporated into the discussion. This debate demonstrates the application of negotiation and mediation skills.</p>
Communication		
18. Select communication strategies for different audiences and sectors	COH 604: Health Behavior Theories	Students are required to select the best communication strategies and channels for communicating with various target audiences to encourage social support and to justify their selection. It is titled 'Discussion Board: Social Support' in the COH 604 syllabi. Students are required to apply social marketing techniques to determine how to best communicate with various groups by considering their particular needs and communication practices.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	COH 604: Health Behavior Theories	<p>Two assignments are used to assess this competency in COH 604 - one for written communication and another for oral communication.</p> <p><i>Written communication</i></p>

		<p>The assignment that measures attainment of this competency is the Week 1, Discussion 2, Ecological Models of Health Behavior. Each student chooses a specific health problem/outcome and population of their choice (e.g., reducing fatal traffic accidents among adolescent boys in the United States). Using the ecological model framework, the student then describes an intervention to reduce this problem. Be sure to mention an intervention at EACH LEVEL of the framework (i.e., individual, interpersonal, organizational, community, public policy). Students are required to write clearly about public health content in a manner appropriate to the audience.</p> <p><i>Oral communication</i> The assignment that measures attainment of this competency is the Week 3 Oral Presentation. The students are required to present public health content to a targeted audience in an appropriate manner.</p>
20. Describe the importance of cultural competence in communicating public health content	COH 604: Health Behavior Theories	The assignment assessing this competency in COH 604 is the Week 2 Discussion. Students are required to write an initial discussion board post and reply to their classmates describing how the importance of cultural competence in communicating public health content is included in the Health Belief Model and the Theory of Planned Behavior. The Health Belief Model identifies cultural factors as 'modifying factors' while the Theory of Planned Behavior considers culture in all components such as behavioral beliefs, normative beliefs, control beliefs, subjective norms, motivation to comply.
Interprofessional Practice		
21. Perform effectively on interprofessional teams	COH 599: Public Health Foundation	<p>The Week 3 assignment that assesses attainment of this competency in COH 599 is titled Interprofessional Education. Each student organizes and conducts a brief focus group and report applying Interprofessional Education in Healthcare. The students are required to:</p> <p>a) Apply a SWOT analysis to creating an Interprofessional Team to improve healthcare delivery.</p> <p>b) Create a team of at least two other professionals (e.g., law enforcement, psychologist, nursing, medicine, social worker)</p> <p>c) Conduct a structured focus group regarding the opioid epidemic or violence. Develop an icebreaker. Write at least 5 focus group questions. Conclude the focus group</p> <p>d) Report on the themes brought forward by your interprofessional team. (1-2 typed, double-spaced pages) Students are assessed on their performance on the team and their appreciation of perspectives from various disciplines.</p>
Systems Thinking		
22. Apply systems thinking tools to a public health issue	COH 599: Public Health Foundation	The Week 4 writing assignment that assesses attainment of this competency in COH 599 is titled Systems Thinking Tool Application. A brief paper,

		students apply a systems thinking tool from the slide presentation, “Systems Tools for Complex Health Systems: A Guide to Creating Causal Loop Diagrams” to one of the high leverage problems of obesity, chronic disease or poverty listed in the video, “CDC on System Thinking in Public Health.” Students use evidence in their writing and cite references in APA 6th edition style.
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Beginning in November of 2019, students complete an exit survey in the capstone course that includes self-assessment of foundational competencies. Nineteen students completed the first administration of the survey, with Table 13 presenting these results. Future exit surveys in the capstone courses will also include self-assessment of specialization competencies.

Student Perceptions of Achievement of MPH Foundational Competencies		
#	Question	Competent or Better*
1	Apply epidemiological methods to the breadth of settings and situations in public health practice	100.0%
2	Select quantitative and qualitative data collection methods appropriate for a given public health context	100.0%
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	94.7%
4	Interpret results of data analysis for public health research, policy or practice	100.0%
5	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	100.0%
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	100.0%
7	Assess population needs, assets and capacities that affect communities' health	100.0%
8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	100.0%
9	Design a population-based policy, program, project or intervention	100.0%
10	Explain basic principles and tools of budget and resource management	94.7%
11	Select methods to evaluate public health programs	100.0%
12	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	88.9%
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	100.0%
14	Advocate for political, social or economic policies and programs that will improve health in diverse populations	100.0%
15	Evaluate policies for their impact on public health and health equity	100.0%
16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	94.7%
17	Apply negotiation and mediation skills to address organizational or community challenges	94.7%
18	Select communication strategies for different audiences and sectors	100.0%

19	Communicate audience-appropriate public health content, both in writing and through oral presentation	100.0%
20	Describe the importance of cultural competence in communicating public health content	100.0%
21	Perform effectively on interprofessional teams	100.0%
22	Apply systems thinking tools to a public health issue	100.0%

- 3) **Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.**

Copies of course syllabi are included in section D2 of the ERF.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

Foundational competencies are addressed in the core courses and mapped to at least one assignment. Data systems are in place to monitor and validate competency attainment across the core courses of the program.

Weaknesses

None noted.

Plan for Improvement

N/A

D3. DrPH Foundational Competencies

Not applicable

D4. MPH Concentration Competencies

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 D2 or D3.

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.

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

The concentration in Health Promotion prepares students for leadership positions in program development, evaluation and management of health promotion programs. The Health Promotion competencies are as follows:

- Assess factors that influence, enhance or impede health promotion.
- Explain factors that influence implementation of health promotion programs.
- Evaluate the implementation of health promotion programs.
- Integrate the results of health promotion evaluation into interventions and policies.
- Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.
- Provide advice and consultation on health promotion issues.
- Apply appropriate research principles and techniques to develop health promotion programs.

Table D4-1A depicts the assessment strategy and competency mapping for the Health Promotion concentration.

D4-1A. Assessment of Competencies for MPH in Health Promotion Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Assess factors that influence, enhance or impede health promotion.	COH 605: Health Promotion	The assignment in COH 605 that assesses this competency is the Week 1 Video Analysis. Students are required to watch the video “Unnatural Causes” and assess factors that influence, enhance or impede health promotion. Students explain how social determinants of health influence a population’s health or lack of health. They use evidence from the course texts and journals to support their work.
	COH 607: Health Promotion Program Planning	The assignment that assesses this competency in COH 607 is the Week 1 PRECEDE-PROCEED paper. Students apply the eight phases of the PRECEDE-PROCEED framework to a unique health behavior program or intervention within a specific community. Students can either report on an existing health behavior program or intervention or propose a new health

		<p>the evaluation activities can be regularly and efficiently completed.</p> <p>The Week 1 Logic Model Assignment in COH 609 is also used to assess this competency. Students evaluate the implementation of the health promotion programs by developing a logic model as a part of the public health program evaluation document.</p>
4. Integrate the results of health promotion evaluation into interventions and policies.	<p>COH 605: Health Promotion</p> <p>COH 607: Health Promotion Program Planning</p>	<p>The assignment assessing this competency in COH 605 is the Week 3 Health Literacy Educational Material Development Group Assignment. Students are required to integrate the results of health literacy assessments to develop health promotion educational materials tailored to a particular subgroup of the population by using health literacy assessment tools.</p> <p>The assignment assessing this competency in COH 607 is titled PRECEDE-PROCEED it requires students to apply the eight phases of the PRECEDE-PROCEED framework to a unique health behavior program or intervention within a specific community. Students can either report on an existing health behavior program or intervention or propose a new health behavior program or intervention. Students integrate the results of health promotion evaluation into interventions and policies. The eight phases, described in the required textbook, are as follows: 1) Social Assessment; 2) Epidemiological Assessment; 3) Educational & Ecological Assessment; 4) Administrative & Policy Assessment and Intervention Alignment; 5) Implementation; 6) Process Evaluation; 7) Impact Evaluation; and 8) Outcome Evaluation.</p>
5. Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.	<p>COH 605: Health Promotion</p> <p>COH 607: Health Promotion Program Planning</p>	<p><i>Information Technology</i> COH 605 Discussion Week Two: Students are required to create a 'fishbone' diagram. The "spine" of the fish represents the public health problem, and the "bones" of the fish represent causes of the problem. They are required to include individual causes, community causes, and policy/national causes and to apply information technology to build or enhance health promotion programs.</p> <p><i>Financial Management and Human Resources Management</i> COH 607 Written Assignment Elements of a Grant Proposal.</p>

	COH 618: Health Promotion Strategies and Tactics	<p>Students will use the required textbook to develop a four-section summary of a grant proposal. The proposal topic should be a relevant public health issue (e.g., physical activity, childhood obesity, smoking cessation) and have a priority population or target group (e.g., pregnant women, residents of senior housing, middle-aged). Proposals should be responsive to that of an existing (i.e., current or past) funding opportunity (e.g., request for proposals, request for application, mini grant). Overall, the proposal must convince the prospective funder of two things: 1) that a problem or need of significant magnitude exists, and 2) that the applicant proposal provides a relevant and realistic evidence-based solution addressing the problem or need and that they apply principles of financial management and human resources management to build or enhance health promotion programs.</p> <p><i>Community Building</i> Week 1 Discussion: Identify a peer-reviewed journal article that evaluates a health promotion intervention which employs community organization as a strategy. Present a summary of the program, a summary of the evaluation and your critique of the utility of community organization to promote health in a community. Respond to at least two of your classmates.</p>
6. Provide advice and consultation on health promotion issues.	COH 605: Health Promotion	COH 605 Discussion Week Three: Students are required to watch video vignettes and provide advice through a written brief to a Public Health Agency Board of Directors on the why health literacy matters in the US on a broad public health scale. They choose a social determinant of health and explain how it impacts health literacy and provide consultation regarding health promotion interventions that address this social determinant of health related to health literacy.
7. Apply appropriate research principles and techniques to develop health promotion programs.	COH 613: Public Health Informatics	The COH 613 Original Public Health Research Question Assignment assesses this competency. Students are required to develop an original research question for health promotion that can be answered with a public use data set. Once the research question is developed, students will submit an exempt research study proposal in the National University Institutional Review Board (IRB) system called Cayuse.

	<p>COH 618: Health Promotion Strategies and Tactics</p>	<p>Students will then use SAS OnDemand to manage and analyze data associated with the research question. The final product will be a poster that can be presented at a professional conference. Students are also required to submit a letter of determination from the National University IRB.</p> <p>Lesson Plan (30 minutes) Providing health education is an essential function used to promote healthier behaviors. It is necessary to be able to develop a lesson plan that not only informs your audience, but also provides opportunities for interactive activities and participant involvement.</p> <p>The students are required to choose a specific health topic and a target audience. The lesson plan is submitted in written format as well as presented. The students are given an outline to follow that includes: Topic & Target Population, Learning Objectives (1-3), Key concepts (1-3, broad, Readings/videos, Handouts (optional): Introduction of lesson, APK (Accessing Prior Knowledge): link lesson topic to target audience's previous learning or experiences, EPK (Expanding Prior Knowledge): teach new material to target audience, make sure it is developmentally appropriate for your audience, use interactive techniques (such as questioning the audience and waiting for response), Application (activity, may include handouts) Reflection- what did we learn today? They are also required to submit the lesson plan in a narrative format with supporting evidence from the literature to show that the lesson plan was developed using best practices in teaching & learning & developmentally appropriate material for the target audience.</p>
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D4B: MPH Community Mental Health Concentration Competencies

The concentration in Community Mental Health is designed to prepare students for leadership positions in planning, implementing and evaluating community-wide prevention programs to enhance mental health. The Mental Health concentration was renamed to Community Mental Health in 2019. The rationale for this change was to clearly articulate the scope of the concentration. Some applicants and advisors had difficulty distinguishing it from the Master of Counseling Psychology program and the MPH with a concentration in Health Promotion. Two additional courses were added to the specialization: COH 623: Mental Health Services and

COH 627: Mental Health Populations in order to better prepare graduates for advocacy in community mental health.

Two additional courses have been developed that are required of MPH students with the Community Mental Health Specialization. COH 623: Mental Health Services and COH 627: Mental Health Populations. They were approved by the MPH Curriculum Committee, the Department Chair, the acting Dean, the College of Professional Studies Academic Affairs Committee, the Graduate Council and the Provost and will appear in the March 2020 addendum to the university catalog. All students who matriculated in March 2020 and forward are required to adhere to this curriculum.

Students in the Master of Public Health with a specialization in Community Mental Health need to understand the healthcare system as it exists for treatment, control and prevention of mental disorders. While this is a component of HCA 600: US Health Care System, this course goes into greater depth and breadth regarding the multifaceted agencies that deliver mental health services in communities. The second of two new courses for the Community Mental Health Specialization of the MPH is needed since the students need to know about the mental health issues among many specialized sub-populations of the community. The syllabi were reviewed and approved by the curriculum committee in February 2020.

Changes to the Community Mental Health Specialization Program Learning Outcomes (PLOs) have been revised to better distinguish the specialization from the Health Promotion Specialization and are currently pending approval by the Graduate Council. These changes were approved by the curriculum committee in February 2020.

The Community Mental Health concentration includes the following competencies:

- Assess the social, political, and environmental context of mental health in relation to public health practice.
- Create evidence-base programs to prevent or reduce mental health disorders in community settings.
- Design an evaluation plan to assess the effectiveness of a community mental health program.
- Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
- Apply appropriate research principles and techniques to mental health.
- Construct an advocacy plan to improve culturally sensitive mental health policies in communities.

Table D4-1B details the assessment strategies and competency mappings for the Community Mental Health concentration.

D4-1B. Assessment of Competencies for MPH in Community Mental Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Assess the social, political, and environmental context of mental health in relation to public health practice.	COH 614: Psychosocial Epidemiology COH 616: Mental Health Program Planning	Week 2 Discussion: Discuss any aspect of mental health inequity that is of interest. Topics include services available (or not available) based on race, gender, age, and diagnosis. Students can also explore issues of funding, data collection, or other relevant aspects. The first assignment for assessing this competency in COH 616 is Week 1, Written Assignment #1 PRECEDE-PROCEED. Students assess the social, political, and environmental context of mental health in relation to public health practice. Students then apply the PRECEDE-PROCEED framework to plan a mental health related intervention.

	COH 623: Mental Health Services	<p>The second assignment for assessing this competency in COH 616 is Week 2, Written Assignment #2 Evidence-Based Public Health (EBPH) Steps. Students apply the six steps of evidence-based public health (EBPH) to plan a mental health intervention. Write a paragraph for each of the following:</p> <ul style="list-style-type: none"> Develop an issue statement Use data to describe the issue Search and organize information Prioritize options Develop and implement an intervention Evaluate the program <p>Discussion Post ONE Topic: Public and Private services available for the treatment of mental disorders</p> <p>Identify one public and one private service available for the treatment of mental disorders in a US community. Describe the location, mission, clientele, services, personnel, and politics. You may provide a link to its webpage. Does the agency specialize in treating particular diagnoses? How is the agency funded? Does the agency accept private insurance, Medicaid or Medicare? Review the posting of at least two of your classmates and reflect on the differences between public and private services.</p>
2. Create evidence-base programs to prevent or reduce mental health disorders in community settings.	<p>COH 616: Mental Health Program Planning</p> <p>COH 621: PH Aspects of Drug Addiction</p>	<p>The assignment assessing this competency in COH 616 is the Week 1 Written Assignment #1 PRECEDE-PROCEED. Students apply the PRECEDE-PROCEED framework to plan a mental health related intervention. Students design population-based mental health interventions and programs.</p> <p>This competency is assessed in COH 621 in the Week 4 Substance Abuse Disorder Prevention Program assignment. Students are required to write a paper describing how s/he would develop a substance abuse disorder prevention program. Students apply public health strategies and frameworks discussed in this course and provide comprehensive descriptions of each of the seven steps presented in chapter 3 as they are used in the student's program.</p>
3. Design an evaluation plan to assess the effectiveness of a	COH 616: Mental Health Program Planning	The assessment of this competency in COH 616 is the Written Assignment #1. Students apply the PRECEDE-PROCEED framework to plan and evaluate a mental health related

community mental health program.		intervention. Their evaluation plan must include an administrative diagnosis and goals and objectives to measure the process, impact and outcomes of the program.
4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders	COH 614: Psychosocial Epidemiology	<p>The assignment for assessing this competency in COH 614 is the PowerPoint Presentation: Major Mental Health Disorders. Students create a PowerPoint presentation designed for a university audience investigating the topic: Major Mental Health Disorders in the United States. Students must include information listing and explaining both incidence and prevalence rates and risk factors for each disorder, ending with a discussion of prevention and treatment options</p> <p>In the Week 4 Discussion in COH 614, students discuss why mental illness and mental health issues do not get as much attention and support in the field of Public Health as does physical health. Students propose ways to change this situation and make mental health a more integral part of the public health movement.</p>
5. Apply appropriate research principles and techniques to mental health.	<p>COH 614: Psychosocial Epidemiology</p> <p>COH 627: Mental Health Populations</p>	<p>The assignment for assessing this competency in COH 614 is the Research Paper: Mental Health Disparity. Students conduct a secondary analysis of the information found on the National Institute of Mental Health (NIMH) website (https://www.nimh.nih.gov). Using data from the National Institutes of Mental Health and at least four other academic/professional sources, students are required to research and write about the three types of disparities (choose from: age, gender, racial/ethnic, cultural, socioeconomic, geographic, educational, religious, and social support vs. social isolation disparities) that may be found in the provision AND receipt of treatment for one major mental health disorder (choose any major mental health disorder you prefer).</p> <p>This competency is assessed in COH 627 through two research papers on a target population (disparities, access, women, transgendered, lesbian, bisexual, gay, and queer persons, military personnel, persons of color, and migrants.) The two assignments are an annotated bibliography and an Evidence-Based Public Health summary.</p>

D4C: MPH Healthcare Administration Competencies

Students in the Healthcare Administration concentration will be prepared for leadership positions in public and private healthcare. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease.

The Healthcare Administration concentration includes the following concentration competencies:

1. Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
2. Apply healthcare management methods to healthcare organizations.
3. Use administrative and health information technology to develop process and performance improvement plans.
4. Incorporate the principles of quality management for improving outcomes in healthcare organizations.
5. Synthesize best practices in healthcare leadership.

Table D4-1C details how the competencies are assessed in each required course.

D4-1C. Assessment of Competencies for the MPH in Healthcare Administration Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity
1. Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.	HCA 663: Healthcare Accounting/Finance	The assignment for assessing this competency in HCA 663 is the Week Two Writing Assignment. Students analyze the financial performance and financial condition of Palomar Health. They provide recommendations to the board of directors about how Palomar Health can achieve its strategic objectives with financial success. They conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for Palomar Health.
2. Apply healthcare management methods to healthcare organizations.	HCA 620: Healthcare Organization Management	The first assignment assessing this competency in HCA 620 is the Week 1 Case Study: Disparities in Care at Southern Regional Health System (SRHS). Students apply healthcare management methods including the strategic planning model to produce a “where we are now” and “where we should be going” for SRHS.
	HCA 620: Healthcare Organization Management	The second assignment for this competency in HCA 620 is the Week 4 Decisions, Decisions Case Study. Suppose University Memorial Hospital decides to build and operate its own day-care center. Students apply healthcare

		management methods by describing stakeholder expectations, data collection and monitoring.
3. Use administrative and health information technology to develop process and performance improvement plans.	HCA 626: Healthcare Information Systems	The assignment for assessing this competency in HCA 626 is the Week 2 Discussions. Students use administrative and health information technology to develop process and performance improvement plans for a strategic business plan. They describe the seven stages of the software development life cycle (SDLC) methodology and explain which functions are performed in each phase. They describe the purpose of HIS and technology governance, the key groups responsible for HIS and technology governance in healthcare organizations, and the importance of HIS and technology planning for strategic business plans in healthcare organizations.
4. Incorporate the principles of quality management for improving outcomes in healthcare organizations.	HCA 622: Quality Appraisal and Evaluation	The assignment for assessing this competency in HCA 622 is the Week 3 Writing Assignment. Each student prepares a briefing paper to the board of directors that applies the principles of quality management to lay out a plan for improving quality within the organization. Students discuss behaviors that the organization and leadership need to exhibit to promote a culture of quality and continuous improvement.
5. Synthesize best practices in healthcare leadership.	HCA 670: Healthcare Leadership	The assignment for assessing this competency in HCA 670 is the Paper 2, Week 2 MANAGING A TEAM. Students are required to write a paper about managing groups and leading teams, with a focus on synthesizing best practices concerning what influences team effectiveness. They discuss how they approached cross functional membership within their team and how they addressed potential concerns of the team who come from different departments.

- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

N/A

- 3) **Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.**

Course syllabi are included in the Electronic Resource file under Criterion D.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

Competencies are clearly differentiated between concentrations. All concentration competencies are mapped to at least one assignment. Review systems are in place to monitor and validate competency attainment across the three program concentrations.

Weaknesses

None noted.

Plan for Improvement – N/A

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.

- 1) **Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.**

All MPH students are required to complete an applied practice experience (APE) that includes an internship consisting of practice-based learning under the supervision of a preceptor. Students work in public health agencies planning, implementing and/or evaluating a health promotion, community mental health or healthcare administration program or programs. These contexts provide students an opportunity to apply their competencies. 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 request the program to 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 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 D5). The duties of the internship coordinator position have been reassigned to the MPH Program Coordinator. During the first week of COH 599: Public Health Foundation, faculty and the program coordinator present the details of the internship requirements and distribute the internship handbook to all students. Students are introduced to the program coordinator and the requirements early in the

program since they are expected to begin the internship process 3 to 6 months before they enroll in the internship course. Students are instructed to review the affiliated site list for possible internship sites and begin to research agencies of interest. In consultation with the program coordinator, they submit their selected site on the Placement Form and work with the program coordinator to secure a qualified preceptor. Students may also select their own preceptor and are required to provide their contact information to the program coordinator. The program coordinator will verify the preceptor meets the required qualifications. Students must also complete the Student Plan to Attain Competencies form where they select three foundational and two specialization competencies to attain during their internship. They must also describe two products they will complete during their internship. Students are required to discuss the plan with the program coordinator and internship preceptor to ensure the selected competencies and products are well-aligned to the position duties and are attainable during their internship experience. Students are advised by the program coordinator to select competencies and products that will enhance their coursework and align with their career goals. The facility must have an affiliation agreement in place before the placement begins. The program coordinator facilitates the approval and signing of the affiliation agreement between the agency and National University. Affiliation Agreements are signed by the Vice Chancellor of Finance and the Vice Provost for Academic and Faculty Affairs for National University. Once the student finalizes their choice of agency and preceptor, the Student Plan to Attain Competencies form must be signed by the MPH Program Director and program coordinator. Once the form is approved and the affiliation agreement is signed, the program coordinator enrolls the student into the two-month internship course.

Once the student is enrolled in the internship course, their signed plan to attain competencies form is uploaded by the student for additional approval by the internship professor. A grading rubric is included in the blackboard course shell. MPH students in internship or study abroad are required to upload two or more examples of work products that have been produced at the request of their preceptor or study abroad partner agency. They are uploaded and stored in the blackboard shell for the course. These work products must demonstrate attainment of the 5 competencies. A grading rubric is included in the blackboard shell. If the student has created the work product as part of a team, they are required to write a paragraph detailing their contribution to the work. Their contribution is evaluated by the internship or study abroad professor. A grading rubric is included in the blackboard shell. At the conclusion of the internship or study abroad, the student submits a written product for synthesis of competencies that is evaluated by the internship or study abroad professor to assure that it is of high quality. A grading rubric is included in the blackboard shell.

Both online and on-campus students may require an internship placement at a distance from the campuses. Some students find internship sites out of the United States of America either through study abroad or by following standardized procedures for locations out of the US. In these cases, the program coordinator will correspond with the internship preceptors utilizing various technology platforms.

The June 2019 catalog reflects a curricular change in the APE courses. COH 691: Public Health Internship project has been replaced with COH 693 A, B and C: Health Promotion Experience, Healthcare Administration Experience and Community Mental Health Experience respectively. This change allows the student to work under the mentorship of a faculty member in their specialization. The course learning outcomes (CLOs) have been tailored to the specialization. Also, the units have been reduced to three to accommodate the 1.5-unit course COH 599; Public Health Foundation. Replacing COH 691 (4.5 units) with these two courses keeps the number of units for the program as well as tuition stable. As the first students in the new catalog completed COH 599 in September of 2019, the first offering of the new COH 693(x) will occur in November of 2020 as students complete the required courses.

The new public health internship courses (COH 693 A,B,C) include the following course learning outcomes:

COH 693A: Health Promotion Experience CLOs

- Attain 3 foundational public health competencies through experience
- Attain 2 health promotion competencies through experience

COH 693B: Healthcare Administration Experience CLOs

- Attain 3 foundational public health competencies through experience
- Attain 2 healthcare administration competencies through experience

COH 693C: Community Mental Health Experience CLOs

- Attain 3 foundational public health competencies through experience
- Attain 2 community mental health competencies through experience

The student, preceptor and faculty meet via Zoom or phone conference during the first week of the placement to clarify expectations. The MPH faculty assigned to the internship grades the students based on the competency attainment, written reports, and products produced during the internship. The written reports and products must demonstrate that the student has attained the competencies identified in their plan. Each student is required to upload evidence of attainment of each of the five chosen competencies. Evidence of attainment of each of the five chosen competencies demonstrate competency achievement through application of key theories, models and learnings. Examples include lesson plans, policy reports, evidence of a presentation given, needs assessments, training manuals etc. The preceptor evaluates the student using a survey instrument that asks the preceptor to assess student achievement of the competencies selected for the internship. The students earn grades of *Satisfactory*, *Unsatisfactory* or *In Progress* in the internship. Students who receive the grade *In Progress* have up to 12 months to complete the requirements. The preceptor survey report is included in the ERF, Criterion D5.

Prior to the May/June 2020 COH 691: Public Health Internship course, 27 of the 44 enrolled students were informed that their internship placements were cancelled due to the 'safer-at-home' orders in response to the COVID-19 pandemic. The MPH program added a virtual option to our Applied Practice Experience students. This was approved by the curriculum committee in April 2020. In addition to the traditional internship, the rare waivers, and study abroad (which were also cancelled) students were able to gain experience under the direct supervision of one of the professors.

Global Health Experience

In 2014, the MPH Program added an option of COH 500: Global Health Experience as an alternative to the traditional public health internship. Like COH 691/693, the study abroad experience is an applied practice experience. With the creation of the new 1.5 credit COH 599 Public Health Foundations course, an additional course was added to the curriculum. COH 550: Global Health Experience is identical to COH 500, but is three credits, rather than 4.5. This allows the total credit hours for the MPH degree to remain unchanged. Thus, students who choose this option over the more tradition internship will take either COH 500 or COH 550, depending on when they started the program. All students submit two products that they produce for the community as evidence of attaining the competencies. Examples are lesson plans, educational flipcharts and clinic staffing plans.

The first offering of COH 500 was a faculty led short term study abroad course conducted in Germany. Since then, 120 students, 96 in the MPH have participated in 12 study abroad courses. Groups of students led by full-time MPH faculty performed service learning and experiential learning in Cambodia, Cuba, Germany, Peru, Uganda and Panama. The MPH program plans to continue offering two to four study abroad options per year when safe to begin those offerings post-pandemic.

Alternative Professional Experience Option

Students who have at least 10 years' experience working in public health may apply to use an alternate path to meet the APE requirement. Students must submit documentation outlining their public health experience including dates of employment with contact information. Students must also submit the Competency Plan detailing how five competencies were met using recent and relevant work experience along with a description of two recent products created while enrolled in the MPH Program. The program coordinator will verify employment information and work with the program director for final approval. Please refer to the Electronic Resource File, Criterion D5, for the official policy document.

Current Employer Option

Students who currently work in public health may apply to use their current employer as their APE practicum site if they agree to work in a different department and under a different supervisor. Students must submit their resume detailing current job duties and contact information for their current supervisor along with contact information for the proposed new supervisor. The program coordinator will verify the supervisor meets the requirements for preceptorship and will verify employment duties with both

supervisors. Students will submit the Competency Plan outlining how they will meet five chosen competencies and create two products with the new job duties. A signed statement from both supervisors is required. Please refer to the Electronic Resource File, Criterion D5, for the official policy document.

- 2) **Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.**

Please refer to the Electronic Resource File, Criterion D5.

- 3) **Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (ie, Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.**

D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Health Promotion Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Two PowerPoint presentations demonstrating research	7. Assess population needs, assets and capacities that affect communities' health.
	9. Design a population-based policy, program, project or intervention.
	18. Select communication strategies for different audiences and sectors.
	HP 1. Assess factors that influence, enhance or impede health promotion.
	HP 6. Provide advice and consultation on health promotion issues.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Health Promotion Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Survey presented by PowerPoint presentation and flyer	2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
	4. Interpret results of data analysis for public health research, policy or practice.
	14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
	HP 3. Evaluate the implementation of health promotion programs.
	HP 4. Integrate the results of health promotion evaluation into interventions and policies.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Health Promotion Concentration	
Specific products in portfolio that demonstrate	Competency as defined in Criteria D2 and D4*

application or practice^	
PowerPoint presentation and a report for internship agency	7. Assess population needs, assets and capacities that affect communities' health.
	16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	HP 1. Assess factors that influence, enhance or impede health promotion.
	HP 2. Explain factors that influence implementation of health promotion programs.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Health Promotion Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Lesson plan for school aged students and PowerPoint presentation	9. Design a population-based policy, program, project or intervention.
	18. Select communication strategies for different audiences and sectors.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	HP 1. Assess factors that influence, enhance or impede health promotion.
	HP 7. Provide advice and consultation on health promotion issues.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Health Promotion Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
New policy forms, competency and consent forms	4. Interpret results of data analysis for public health research, policy or practice.
	5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	HP 1. Assess factors that influence, enhance or impede health promotion.
	HP 6. Provide advice and consultation on health promotion issues.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Community Mental Health Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Mental Health PowerPoint	1. Apply epidemiological methods to the breadth of settings and situations in public health practice.

presentation and lesson plan	7. Assess population needs, assets and capacities that affect communities' health.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	CMH 1. Assess the social, political, and environmental context of mental health in relation to public health practice.
	CMH 4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Community Mental Health Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Lesson plans for high school students, PowerPoint presentation	7. Assess population needs, assets and capacities that affect communities' health.
	8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	CMH 4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
	CMH 2. Design population-based mental health interventions and programs.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Community Mental Health Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Newsletter, Quick Reference Operations Guide and daily operations PowerPoint presentation	12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
	16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
	21. Perform effectively on interprofessional teams.
	CMH 4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
	CMH 6. Advocate for culturally sensitive mental health policies in communities.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Community Mental Health Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Lesson plan and COVID/Stress PowerPoint presentation	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.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

	20. Describe the importance of cultural competence in communicating public health content.
	CMH 4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
	CMH 6. Advocate for culturally sensitive mental health policies in communities.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Community Mental Health Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Sexual violence PowerPoint presentation and lesson plan	18. Select communication strategies for different audiences and sectors.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	20. Describe the importance of cultural competence in communicating public health content.
	CMH 4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
	CMH 6. Advocate for culturally sensitive mental health policies in communities.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Healthcare Administration Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Business plan for internship site and PowerPoint presentation	2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
	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.
	10. Explain basic principles and tools of budget and resource management.
	HCA 3. Apply healthcare management methods to healthcare organizations.
	HCA 4. Incorporate the principles of quality management for improving outcomes in healthcare organizations.
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Healthcare Administration Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Community Health Needs Assessment and report of patient demographics	7. Assess population needs, assets and capacities that affect communities' health.
	14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	HCA 2. Apply healthcare management methods to healthcare organizations.

HCA 3. Use administrative and health information technology to develop process and performance improvement plans.

D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Healthcare Administration Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Two PowerPoint presentations	<p>4. Interpret results of data analysis for public health research, policy or practice.</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.</p> <p>21. Perform effectively on interprofessional teams.</p> <p>HCA 3. Use administrative and health information technology to develop process and performance improvement plans.</p> <p>HCA 4. Incorporate the principles of quality management for improving outcomes in healthcare organizations.</p>
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Healthcare Administration Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Training binder and tracking tool for HIV testing	<p>9. Design a population-based policy, program, project or intervention.</p> <p>20. Describe the importance of cultural competence in communicating public health content.</p> <p>22. Apply systems thinking tools to a public health issue.</p> <p>HCA 3. Use administrative and health information technology to develop process and performance improvement plans.</p> <p>HCA 5. Synthesize best practices in healthcare leadership.</p>
D5-1. Practice-based products that demonstrate MPH competency achievement: Student in Healthcare Administration Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
PowerPoint presentation and smoking cessation training manual	<p>11. Select methods to evaluate public health programs Policy in Public Health.</p> <p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.</p> <p>HCA 2. Apply healthcare management methods to healthcare organizations.</p> <p>HCA 5. Synthesize best practices in healthcare leadership.</p>

Please refer to the Electronic Resource File, Criterion D5.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

One of the MPH program coordinators is primarily dedicated to the MPH internship to help students navigate the requirements for the applied practical experience (APE).

Weaknesses

N/A

Plan for Improvement

N/A

D6. DrPH Applied Practice Experience

Not applicable.

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.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student’s performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g, preceptors).

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

The program assures that the integrative learning experience demonstrates synthesis of competencies. Table D7-1 illustrates how competencies are synthesized.

D7-1. MPH Integrative Learning Experience	
<i>Health Promotion Concentration</i>	
Integrative learning experience (options)	How competencies are synthesized
Capstone paper	COH 694A is the two-month Health Promotion capstone project where students complete an integrative learning experience (ILE) that demonstrates synthesis of their foundational and Health Promotion concentration competencies. In consultation with faculty, students select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals. The capstone project focuses on a relevant problem in public health theory or practice. Students may choose a variety of creative or scholarly inquiry designs and formats. Student projects may require Institutional Review Board (IRB) approval. A copy of the scoring rubric for the capstone project is found in the ERF, D7.
<i>Community Mental Health Concentration</i>	
Integrative learning experience (options)	How competencies are synthesized
Capstone paper	COH 694C is the two-month Community Mental Health capstone project where students complete an integrative learning experience (ILE) that demonstrates synthesis of their foundational and Community Mental Health concentration competencies. In consultation with faculty, students select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals. The capstone project focuses on a relevant problem in public health theory or practice. Students may choose a variety of creative or scholarly inquiry designs and formats. Student projects may require Institutional Review Board (IRB) approval. A copy of the scoring rubric for the capstone project is found in the ERF, D7.
<i>Healthcare Administration Concentration</i>	
Integrative learning experience (options)	How competencies are synthesized
Capstone paper	COH 694B is the two-month Healthcare Administration capstone project where students complete an integrative learning experience (ILE) that demonstrates synthesis of their foundational and Healthcare Administration concentration competencies. In consultation

with faculty, students select foundational and concentration-specific competencies appropriate to the student's educational and professional goals. The capstone project focuses on a relevant problem in public health theory or practice. Students may choose a variety of creative or scholarly inquiry designs and formats. Student projects may require Institutional Review Board (IRB) approval. A copy of the scoring rubric for the capstone project is found in the ERF, D7.

2) Briefly summarize the process, expectations and assessment for each integrative learning experience.

All MPH students must complete a capstone project focused on a relevant problem in their concentration that provides an opportunity to synthesize the foundational and concentration competencies. 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 MPH faculty instructor. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals. A copy of the scoring rubric for the capstone project is found in the ERF D7. The rubric contains the following criteria for capstone approval:

- It clearly and concisely summarizes the research questions, methodology, results, discussion and conclusion.
- synthesizes foundational and concentration competencies that are appropriate to the student's educational and professional goals in consultation with faculty 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 details of the capstone project, the course syllabus and grading rubrics are provided to all MPH students as resources in the BlackBoard MPH Student Organization site. 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 specializing in health promotion during COH 613: Public Health Informatics. Since these 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 by their capstone advisor before beginning their project. The topic must relate to the student's specialization. Students are required to work with a faculty member who represents the specialization in formulating their research questions and analysis. The capstone course 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 at the end of the two-month course, 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 694(A-C) and begin the process anew.

The MPH Capstone course COH 692 has been replaced with concentration-specific courses (COH 694(A-C)) in the June 2019 catalog. The three subsections correspond with the three specializations. Separating by specialization allows the student to work under the guidance of a faculty mentor within their field. The Health Promotion students are required to focus their capstone project on a program evaluation or a secondary analysis of a health promotion related database. The Healthcare Administration students work under the mentorship of a specialist in healthcare, focusing their project on business plans or protocols. The Community Mental Health students are required to focus their capstone project on advocating for mental health prevention, treatment and control.

The development of the new courses incorporates a new form that all students complete while they submit their topic for approval. The students select three foundational and two specialization competencies, much like they do in the APE. For the IPE, they indicate how the competencies will be synthesized by the implementation of their proposed project. The professor determines whether the topic and the competency synthesis meets criteria laid out in the grading rubric, before the student proceeds with the project.

3) Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.

This documentation is located in the Electronic Resource File, Criterion D7.

4) Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience regarding students' demonstration of the selected competencies.

Grading rubrics for the integrated learning experience are in the Electronic Resource File, Criterion D7.

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Grading rubrics for the integrated learning experience are in the Electronic Resource File, Criterion D7.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

A rigorous capstone requirement is in place.

Weaknesses

N/A

Plan for Improvement

N/A

- D8. DrPH Integrative Learning Experience**
- D9. Public Health Bachelor's Degree General Curriculum**
- D10. Public Health Bachelor's Degree Foundational Domains**
- D11. Public Health Bachelor's Degree Foundational Competencies**
- D12. Public Health Bachelor's Degree Cumulative and Experiential Activities**
- D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences**

Not applicable

D14. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.**

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 program 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 “graduated” if graduation occurs within six years of matriculation.

- 2) Define a credit regarding classroom/contact hours.**

National University’s credit hour policy aligns with the WSCUC and Department of Education requirements. A graduate course that awards 4.5 quarter units requires 40 hours of classroom instruction and a graduate student is expected to devote a minimum of three hours of outside preparation for each hour of class. Graduate courses typically are scheduled for a 4-week period, generally 4.5 hours two weekday nights with a 4-hour session on one Saturday. For Graduate distance education courses that award 4.5 quarter units requires 40 hours of contact time with outlined activities in the online course shell. The student is expected to spend three hours of more out of class for each contact hour (completing assignments, readings, and preparing for in-course activities).

Typical Course of Study

The MPH courses are scheduled as a continuous sequence of 16 courses over 18 months. Ideally a student will begin with the first courses (COH 599 and HCA 600) and continue for 18 months until graduation. Appropriate prerequisites are in place to assure that students are prepared for each subsequent 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. While students start as a cohort, some will proceed at a slower pace due to work and/or family commitments, including deployment for active duty personnel. In addition, some military students receive Department of Defense support for up to four classes per year. These students may spread out their program of study to maximize this financial support. In these cases, program faculty work with students and their academic advisors to identify a course sequence that meets their needs, while also assuring course prerequisites are met.

The strings of courses can be scheduled to begin any month according to university policy. However, for ease of planning and in recognition of our student enrollment volumes, the MPH program has been scheduled twice each year for onsite students in our Technology and Health Science Center in the Kearny Mesa neighborhood of San Diego. These strings include a September start date for MPH students who choose to specialize in healthcare administration, and a March start date for MPH students pursuing the health promotion specialization. Beginning in the fall of 2019, the program no longer offers the community mental health specialization to onsite students. This decision was made due to low demand and our desire to assure adequate cohort sizes to make for a rich and engaging student experience. Online strings of courses are offered with 4 start dates per year in March, June, September and December. Note: COH 599, the 1.5 credit public health foundations course, is taught in the online format only. As such, onsite students take HCA 600 US Healthcare System in a physical classroom, while concurrently taking online COH 599. National University’s one course per month format allows the flexibility to offer additional strings to meet student demand rather than increasing class size.

Strengths

The program length is appropriate.

Weaknesses

None noted.

Plan for Improvement

N/A

- D15. DrPH Program Length**
- D16. Bachelor's Degree Program Length**
- D17. Public Health Academic Master's Degrees**
- D18. Public Health Academic Doctoral Degrees**
- D19. All Remaining Degrees**

Not applicable

D20. Distance Education

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.

- 1) **Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.**

The Master of Public Health degree is offered fully online for all three concentrations (Health Promotion, Community Mental Health and Healthcare Administration).

- 2) **Describe the public health distance education programs, including**

- a) **an explanation of the model or methods used,**

The MPH program enrolled its first online students in March 2012. The three concentrations were initially offered onsite as well as online with consistent course master-shells for both onsite and online modalities. The Community Mental Health concentration is now only offered online due to low enrollment in the onsite format. The online curriculum is the same as the onsite course curriculum with the same course requirements, learning outcomes, internship requirement, and capstone project. The classes are conducted by subject matter experts with terminal degrees in the field in which they are teaching. Full-time faculty, associate faculty and adjunct faculty teach both onsite and online. 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 using technology.

All on-site courses are supplemented by a BlackBoard course shell which includes lecture notes, PowerPoint slides, videos, interactive exercises, readings, 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 (the library, the writing center, math tutoring, technical assistance, etc.).

Case studies that direct the students to readily available data resources are strategically placed throughout the curriculum and are designed to facilitate ease of access to resources for students. For example, in COH 604: Health Behavior, the students are required to access the Behavioral Risk Factor Surveillance System data to investigate trends in smoking rates and other measured behaviors. Students access the NU-supported Health Science Online Research Center for these and other data. In addition, students in the Health Promotion concentration access the Health Science Online Research Center when enrolled in COH 613: Public Health Informatics, as they are required to conduct a secondary analysis of public access data in this course. 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 learning management system which allows for ease in navigation. All online MPH classes run asynchronously, with optional live lecture/discussion sections 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 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 MPH Program Director and Department Chair also have access which allows for peer and administrative evaluation of teaching.

b) the program's rationale for offering these programs,

One of our institutional values is access and the online format is needed for working professionals, military personnel who can learn while deployed, and other adult learners who cannot travel to face-to-face classrooms in San Diego. With traffic and congestion in the San Diego area, online education continues to grow in popularity. We also have students from across California and beyond that would otherwise not be able to participate in an onsite program.

c) the way it provides necessary administrative, information technology and student support services,

Online students have access to the same support services as students taking courses on-ground at campuses. National University offers all students online access to their academic, financial, and personal records. Through the SOAR student portal, students can access their online classes, grades, degree progress report, textbook requirements, online bookstore, financial aid checklists, student account, and class schedule.

National University students can work one-on-one with writing consultants to develop their writing and critical thinking skills via synchronous appointments with the online Writing Center. An integral part of the Writing Across the Curriculum Program, the Writing Center welcomes the opportunity to help students at all levels to improve—from outlining a first-year composition essay to drafting a graduate level research paper. The Writing Center staff, comprised of experienced writing instructors and well-trained graduate students, are eager to work with students to help them develop strategies for improving their writing.

Student Concierge Services is the one-stop center for student services. Advocates are trained in a range of areas such as Financial Aid, Credentials, Admissions, and Graduation. Student Concierge Services provides innovative and individualized solutions for students. As students may not be available to contact Student Concierge Services during normal business hours, expanded hours of operation are offered.

There are many types of financial aid available to assist students who qualify. Admissions advisors direct students to financial aid advisors who guide students through the financial aid process. Financial aid advisors can be contacted via email or phone. Financial aid information is also located on the National University website where students can access general information on types of aid and funding available as well as directly contact the Financial Aid Department for further assistance.

d) the way it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

The online curriculum is the same as the on-site course curriculum with the same course requirements, learning outcomes, internship requirement, and capstone project. The classes are conducted by subject matter experts with terminal degrees in the field in which they are teaching. Full-time faculty, associate faculty and adjunct faculty teach both onsite and online. 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 both online and onsite is enhanced using technology.

e) the way it evaluates the educational outcomes, as well as the format and methods.

Through the Program Annual Review, the delivery modes are compared for the MPH program. The same signature assignments are required in both onsite and online formats, and when compared across delivery modes, there are no significant differences in student achievement.

3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree

is the same student who participates in and completes the course or degree and receives the academic credit.

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.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

Systems and supports are in place to assure the success of online MPH students. Single sign-on for students helps assure the integrity of the program. The asynchronous format assures access for active duty military who may not be able to participate in live, synchronous sessions. The synchronous option supports students who may benefit from live interaction with faculty and peers. University support resources are available to help students succeed.

Weaknesses

None noted.

Plan for Improvement

N/A

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.

- 1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Table E1-1. Primary Instructional Faculty Alignment 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	Associate Professor	MPH PhD	Indiana University	Public Health: Health Behavior	Community Mental Health
Alba Lucia Diaz	Associate Professor	MPH	San Jose State University	Public Health: Health Education	Health Promotion and Community Mental Health
		EdD	University of San Francisco	International Multicultural Education	
Brandon Eggleston	Professor	MPH	Indiana University	Behavioral Health Science	Healthcare Administration
		PhD		Health Behavior	
LaDon Jones	Associate Professor	MSHA	University of Alabama at Birmingham	Health Administration	Healthcare Administration
		PhD		Health Services Administration	
GinaMarie Piane	Professor	MPH DrPH	University of Illinois	Public Health: Community Health Sciences	Community Mental Health
Patric Schiltz	Professor	PhD	Howard University	Anatomy	Health Promotion
Alan Smith	Associate Faculty	PhD	University of California, San Diego	Public Health: Epidemiology	Community Mental Health
Tyler Smith	Professor	MS	University of Kentucky	Statistics	Community Mental Health Healthcare Administration
		PhD	University of California, San Diego	Epidemiology	
Tara Zolnikov	Associate Professor	MS	Montana Tech of the University of Montana	Environmental Health: Environmental Epidemiology	Health Promotion

Table E1-1. Primary Instructional Faculty Alignment 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	Associate Professor	MPH PhD	Indiana University	Public Health: Health Behavior	Community Mental Health
		PhD	North Dakota State University	Developmental Science	

- 2) **Provide summary data on the qualifications of any other faculty with significant involvement in the program’s public health instruction in the format of Template E1-2. Programs define “significant” in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students’ practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.**

National University’s MPH program is supported by highly qualified adjunct faculty from disciplines reflective of our concentration offerings. Table E1.2 provides details of other faculty with significant involvement in teaching courses and advising and mentoring students in applied practice and integrated learning experiences.

Table E1-2. Non-Primary Instructional Faculty Regularly Involved in Instruction

Name	Academic Rank	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1 **
Olayemi Olufikayo Adeoye	Adjunct	Assistant Professor at Loma Linda University	0.15	PHD	Loma Linda University	Physiology	HP
Stephanie Charese Adkins	Adjunct	Nurse Editor - Milliman Care Guidelines, Claims Analyst II - Qlarant Inc.	0*	PHD	University of Texas, Tyler	Nursing	HCA
Maha Asham	Adjunct	International Consultant, Global Health	0.20	MD	Assiut University	Medicine	C, HP, MH
Elisea E Avalos	Adjunct	Clinical Proposal Writer - UnitedHealthcare	0*	PHD	San Diego State University	Public Health	C
Lewis N Baker	Adjunct	Administrative Director - HealthySkin Dermatology	0.10	MBA	San Diego State University	Business Administration	HCA
Lori Bednarchik	Adjunct	Sexual Communication Expert/Consultant/Trainer	0.36	PHD	Arizona State University	Communication	C, HP, MH
Michelle Christine Benson	Adjunct	Founder, Dollhouses for Kids with Cancer Non-Profit; Clinical Positions	0.46	EdD	Northcentral University	Educational Leadership	HCA
James William Brady	Adjunct	Chief Information Officer- Department of Health Services, Los Angeles	0.01	PHD	Nova Southeastern University	Information Systems - Information Security	HCA
Eric Burch	Adjunct	Program Director - Sutherland Government Solutions	0.05	MPA	San Diego State University	Public Administration	C, HCA
Mark Vincent Caruana	Adjunct	Practicing Attorney, Caruana Law	0.05	JD	University of San Diego	Law	HCA
Zohir Chowdhury	Adjunct	Associate Professor - San Diego State University	0.20	PHD	Georgia Institute of Tech	Earth & Atmospheric Sciences	C, HP
Robert Layne Clegg	Adjunct	Director, Risk Management/Hospital Accreditation, St. Agnes Medical Center	0.20	PHD	Capella University	Health Care Administration	C, HCA
Thomas A Clobes	Adjunct	Clinical Specialist, Cook Medical	0.25	PHD	Rutgers University	Health Sciences	HCA

Raphael Cuomo	Adjunct	Research Scientist & Academic Coordinator - UC; Officer - Medical Service Corps U.S. Navy Reserve	0*	PHD	UC San Diego	Public Health	HCA
Patricia M Daly	Adjunct	Consultant: Utilization Management and Case Management - Alameda Alliance for Health	0*	MPA	UC San Francisco	Health Services Management	C, HCA
AnnMaria De Mars	Adjunct	President and Founder - The Julia Group; 7 Generation Games, Inc.	0*	PHD	UC Riverside	Education	C
Mark Edmonds	Adjunct	Business Adjunct Faculty	0.05	MBA	Pepperdine University	Business Management	HCA
Kelly K Eichmann	Adjunct	Patient Care Pathway Instructor-Clovis Unified School District	0.25	PHD	Walden University	Health Services - Community Health	C, HP
Kristen Emory	Adjunct	Department Chair/Full-Time Lecturer - San Diego State University	0.25	PHD	UC San Diego	Public Health	C, HP
Jasmine Suzanne Ghoniem	Adjunct	Director of Marketing and Business Development, Digital Materials Solutions	0.15	MPH	George Washington University	Health Policy	HCA
Gagandeep S Gill	Adjunct	Adjunct Faculty; Lean Six Sigma Green Belt; Certified Public Health Administrator	0.15	DPH	Loma Linda University	Preventive Care	C, HP
Mercedes Globel Guillaum	Adjunct	Lecturer - Department of Nursing, California State University	0*	MPH	Cal State Long Beach	Public Health	C, MH
Travis Haws	Adjunct	Program Manager Consultant - StayWell	0.10	MPH	San Diego State University	Public Health	HCA
Stephen Erik Imbriani	Adjunct	Program Specialist-/Demonstration teacher -Cajon High School	0.05	PHD	A.T. Still University	Public Health	HP
Negin Iranfar	Adjunct	Adjunct Faculty	0.25	MPH	National University	Public Health	C, HA
Keyonna King	Adjunct	Assistant Professor - University of Nebraska Medical Center	0.36	DPH	Loma Linda University	Preventive Care	HP, MH
Stephen Klense	Adjunct	Owner, Carrington Consultants (Business Management Consulting)	0.10	MPH	University of Oklahoma	Health Administration	HCA
Kevin Michael LaChapelle	Adjunct	National Director - Kaiser Permanente Executive Director - PowerMentor	0.25	EDD	University of Phoenix	Educational Leadership	HCA
Christopher K. Lee	Adjunct	Marketing Manager - Family Health Centers San Diego	0*	MPH	San Diego University	Public Health	C, HCA
Susan A Leonard	Adjunct	Independent Consultant	0.05	MED	National Louis University	Adult Education	HCA

Richard Scott Leslie	Adjunct	Manager of Advanced Analytics - MedImpact Healthcare Systems	0.15	PHD	Univ of Calif-San Diego	Public Health	C, HP
Casey J. Mace	Adjunct	Associate Professor - Central Washington University	0.20	PHD	University of Auckland	Population Health Sciences	C, HP
Shahir Masri	Adjunct	Assistant Specialist in Air Pollution Exposure & Epidemiology - UC Irvine	0.20	PHS	Harvard University	Exposure, Epidemiology & Risk	HP
Neil Mathur	Adjunct	Vice President, Operations and Clinical Services, Self-Improvement Health Center	0*	PHD	Union Institute and University	Business Administration	HCA
Robert Frederick Milliken	Adjunct	Retired, Senior Finance Manager	0.01	MBA	University of Utah	Business Administration	HCA
Heidi Jean Mortensen-Torres	Adjunct	Medical Librarian, Sutter Roseville Medical Center	0.25	DHS	A.T. Still University	Health Sciences	C, HP
Ijeoma Nwachuku	Adjunct	Consultant and Institutional Review Board Member, Kaiser-Permanente	0.51	PHD	Alliant International University	Forensic Psychology	MH
James Robert Patterson II	Adjunct	Instructor Development Manager - Brigham Young University-Idaho	0.10	JD	UC Davis	Law	HCA
Darling Paul-Richiez*	Adjunct	No longer teaching for the program	0	DPN	UMAS, Amherst	Public Health	MH
Ruth Donita Phillips	Adjunct	District Director - Palomar Health	0.20	MBA	Devry University	Business	HCA
Helda Lucia Pinzon-Perez	Adjunct	Adjunct Faculty; Nurse	0.20	PHD	Pennsylvania State University	Health Education	HP, MH
Austin Porter III	Adjunct	Deputy Science Director, Arkansas Department of Health	0.41	DPH	Univ of Arkansas for Medical Sciences, Little Rock	Public Health	C, HP
Selina L. Rambo	Adjunct	Administrative Analyst III -County of San Diego, Health & Human Services	0*	MPH	Cal State Fullerton	Public Health	HP
Bruce Reaves	Adjunct	Business Adjunct Faculty	0*	MA	University of Redlands	Management	HCA
Opal Reinbold	Adjunct	Principal - Reinbold and Associates	0.20	MBA	Grand Canyon University	Business Administration	HCA
Jared Thomas Rutledge	Adjunct	Professor - Clovis Community College	0.20	DPH	Walden University	Epidemiology	C, HP
Margarita Santibanez	Adjunct	No longer teaching for the program	0*	MPH	San Diego State University	Epidemiology	HP
Tiffany Schweitzer	Adjunct	Quality Core Measures Program Manager -Beaufort Memorial Hospital	0.15	PHD	Walden University	Healthcare Administration	HCA

Victoria Shumulinsky	Adjunct	Associate Director, Strategy for West Health	0*	MHA	Ohio State University	Health Services Management	HCA
John Skaggs	Adjunct	Certified Facilities Manager - The Church of Jesus Christ of Latter-Day Saints	0.03	MA	National University	Human Resources Management	HCA
Scott Trulove	Adjunct	Executive Director - Naval Training Support Center	0.05	MBA	Point Loma Nazarene University	Business Administration	HCA
Sara Samantha Tweeten	Adjunct	Senior Epidemiologist - County of San Diego	0.20	PHD	UC San Diego	Public Health	C, HP
Majella Vaughan	Adjunct	Data Analyst -GSSG/PSSG, San Diego	0*	MPH	San Diego State University	Epidemiology	C, MH
Leilani Vidal-Calgaro	Adjunct	Clinic Director - Better Health & Wellness Center	0.10	DCH	Southern California College	Chiropractic	C, MH
Alexander Vontsolos	Adjunct	Regional Managing Director - Anthem Blue Cross	0.15	MBA	University of Redlands	Business Administration	HCA
Oluwafeyikemi Adesina Wosu	Adjunct	Adjunct Faculty	0.15	DPH	Loma Linda University	Epidemiology	C, MH
Kynna Wright	Adjunct	Adjunct Faculty	0*	PHD	UCLA	Public Health	C, MH
Karen Finneran	Adjunct	Adjunct Faculty	0.41	PHD	University of Hawaii	Counseling Psychology	C, HP
*Taught during the self-study period but did not teach during the previous year. **C=Core; HP=Health Promotion; MH=Community Mental Health; HCA=Healthcare Administration							

3) Include CVs for all individuals listed in the templates above.

Faculty CVs are included in the ERF, E1.3.

4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

The Faculty of the National University MPH program consists of 11 core full-time faculty members, one associate faculty member (part time, salaried faculty with a course load of 6), and 58 adjunct faculty members.

The National University Master of Public Health Faculty members are highly trained, academically prepared and experientially qualified to teach in the discipline of public health and the program's concentrations. Together with the adjunct faculty, they represent strong mentors and role models for future public health professionals. Abbreviated Curriculum Vitae for all full-time, associate and adjunct faculty members can be found in the ERF, Criterion E1.3.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The National University MPH program is implemented by a cadre of highly qualified full-time, associate and adjunct faculty who are well qualified with training that aligns with the three MPH concentrations.

Weakness

N/A

Plans for Improvement

N/A

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. 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, 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.

- 1) Describe the way the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The program employs faculty who have professional experience in settings outside of academia and have demonstrated in public health practice. Public health practitioners and others engaged in public health work provide guest lectures.

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 58 adjunct professors (See ERF E1.3 for curriculum vitae of the adjunct faculty). Their education, experience, research interests and areas of teaching are aligned with the mission of the MPH program. Objective 1B 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.

Dr. Tara Rava Zolnikov has 8 years' experience as a Public Health Educator: 7 years as the Vice President of The Shepherds Village, a nonprofit dedicated to providing children in schools in Kenya with water; and 1 year as an Environmental Risk Assessor for Environmental Risk, Inc.

Dr. GinaMarie Piane, has 7 years of experience as a Public Health Educator: 3 years as a District Health Educator and 2 years as a Patient Education Coordinator with the Cook County Department of Public Health; and 2 years as an Environmental Health Educator with DuPage County Health Department.

Dr. Joann Harper worked with Los Angeles public health agencies for over 12 years through case management activities to support dispositioning clients and patients who required social services, periodic testing, and home visits for monitoring, and for disease surveillance and prevention.

Dr. Tyler Smith previously served for 15 years as Department Head and Director of Deployment Health Research at the Naval Health Research Center where he led a team of more than 35 research professionals in large epidemiologic studies of military occupational and reproductive health. He also served on Institute of Medicine committees (now called National Academy of Medicine), was President and Academic Chair of Western Users of SAS software, Chair of SAS Global Forum, and continues to review for National Academy of Medicine and DoD Congressionally Directed Medical Research Programs.

Dr. Brandon Eggleston has 7 years of experience as a public health statistical consultant; 5 years as a Certified Health Education Specialist, 2 years with the Marion County Department of Public Health. Dr. LaDon Jones has over 30 years of clinical and management experience in healthcare beginning as an emergency room RN, then as a hospital administrator with responsibilities for clinical labs, pharmacy, patient service quality, and risk management.

Dr. Alba Lucia Diaz, has 10 years of experience as Public Health Educator; 3 years as High School Principal; and 15 years as Senior level Project Officer / Director of Health Education Programs with the United Nations Children Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Dr. Ritika Bhawal has 8 years of experience in the public health field: 8 years as Health educator and Research Associate with the Indiana Institute on Disability and Community, 6 years as a Research Assistant with Indiana Prevention Resource Center.

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 the Southern California Society for Public Health Education and the San Diego Organization of Healthcare Leaders (SOHL). SOHL is the local chapter of the American College of Healthcare Executives. This organization invites the MPH-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.

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

Faculty (full-time, part-time and adjunct) bring rich professional practice experience to the classroom.

Weaknesses - N/A

Plan for Improvement - N/A

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.

- 1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.**

The program has established systems, policies and procedures to document that all faculty are current in their areas of instructional responsibilities and in pedagogical models. The MPH Program Director reviews end of course evaluations and meets with faculty members to discuss their teaching. The program applies procedures for evaluating faculty competence and performance in instruction and supports professional development and advancement in instructional effectiveness.

For example, to maintain currency, Dr. Tyler Smith teaches public health informatics which includes conducting a secondary data analysis of a public use data set using SAS. He Chaired SAS Global Forum in 2015 and writes white papers relevant to student needs for professional development (see ERF, Criterion E3.1 for example). Further, he publishes in the peer-reviewed literature using public use data sets and includes MPH and other students in his research (see ERF, Criterion E3.1 for examples).

Recent white papers to aid students in secondary data analyses:

Smith TC, Smith B. Integrating Case Studies in a Health Analytics Curriculum. Paper 3282-2019; Proceedings of the 2019 SAS Global Forum Conference. Dallas, Texas, April 28 - May 1, 2019. Invited Paper.

Smith, TC, Smith, B. Using the LOGISTIC or SURVEYLOGISTIC Procedures and Weighting of Public Use Data in the Classroom. Proceedings of the 2017 SAS Global Forum Conference. Orlando Florida, April 2-5, 2017. Invited Paper.

Smith B, Smith TC. Using SAS® to Calculate and Compare Adjusted Relative Risks, Odds Ratios, and Hazard Ratios. Paper published in the Proceedings of the 2014 Pharmaceuticals SAS User's Group Conference. San Diego, CA, June 1-4, 2014. Invited Paper.

See ERF, Criterion E3.1 for the above-mentioned publications.

Dr. Ritika Bhawal teaches public health human sexuality. She served as the reviewer for APHA Family Violence Prevention Caucus in 2020. She also volunteers and does trainee workshops for Center on Community solutions, an organization that helps survivors of intimate partner violence and sexual assault and is a member of the Southern California Sexual Health Collaborative. Dr. Bhawal incorporates her experience and presents on topics relevant to the students' professional development. See ERF, Criterion E3.2. Further, she has presented on topics like intimate partner violence and child sex trafficking with the MPH students. See ERF, Criterion E3.2.

Examples of Dr. Bhawal's presentations are listed below:

Bhawal, R., Paul-Richiez, & Pisolkar, V. A Systematic Review of Existing Services for Domestic Violence Survivors. Poster presentation American Public Health Association's Annual Meeting in Denver, CO, November 2016.

Bhawal, R & Pisolkar, V. Cultural Challenges- Immigrant victims of Intimate Partner Violence in United States of America. Poster presentation American Public Health Association's Annual Meeting in Atlanta, GA. November 2017

Bhawal, R., & Pisolkar, V. Cleaning up after Super bowl- Impact of Sports Events on Sex Trafficking. Poster Presentation APHA 2018 Annual Meeting & Expo (Nov. 10- Nov. 14) to be held in San Diego, CA.

To maintain currency, Dr. Diaz teaches global public health public which includes internal and external global migration. She is an active member of UNHCR, the UN Refugee Agency, a global organization dedicated to protecting the rights of refugees, forcibly displaced communities, and stateless people. She leads the advisory committee for Atenea Network and writes white papers relevant to the griefs of

migration and mental health. She is currently completing the revision of the course content for the Global citizenship education: Educating in Changing Times: Reflect, Rethink, and Rebuild, offered by the United Nations University - UPEACE.

Recent white papers are as follows:

Diaz-Cuellar, AL; Gannon, A. (2019) Case Study on the healing effect of community gardens in San Diego, strategy used in alleviating the impact of forced migration. El efecto sanador de jardines comunitarios en San Diego, estrategia para reducir el impacto de la migración forzada.

International Rescue Committee (IRC) - Newsletter Initiative for the Americas, bilingual edition / December 2019.

Diaz-Cuellar, AL; Osorio, L. (2019) Atención sico-social: Migrantes. New York, New Paltz University press.

Diaz, A (2019) Immigration and the Ulysses Syndrome - Mental health of older migrants. Paper published in the Proceedings of the International Geriatric Conference, London, UK. Invited Paper.

Bhawal, R; Diaz A. (2020) Hearing and Responding to the Voices of a particular students' experience: Newly arrived international students. Pending presentation.

2) Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

Full-time faculty prepare and submit annual Faculty Development Plan that outlines teaching, service and research plans for the coming year. In addition, training and professional development plans are also outlined in this document. Each faculty receives \$2400 per year in professional development funds to support research and scholarship, as well as continuing education needs. Funds may be used to support presentations of research at conferences, professional membership dues (e.g., APHA) and related activities to help faculty succeed in their position. Teaching effectiveness is also enhanced by training and learning opportunities provided through National University's Center for Instructional Learning (CIL). Faculty report their activities each year as part of the Annual Academic Review process.

The MPH Program Director and course leads regularly monitor the performance of adjunct faculty who teach in the program. All course syllabi are reviewed and approved by either the MPH Program Director or the course lead faculty to assure faculty instructional effectiveness. Course leads and the MPH Program Director regularly dialogue with teaching faculty, visiting the Blackboard course shells and reviewing assessment data, including student end-of-course evaluations.

3) Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

Review and Approval of Course Syllabi

Teaching faculty are required to submit their course syllabus to the course lead or MPH Program Director at least 30 days before the start of a course. Each syllabus is reviewed for consistency with the master course syllabus, and feedback is provided to the teaching faculty as needed. The Department of Community Health administrative assistant tracks receipt of the approved syllabi to assure that each course offering meets the standards set in the master course syllabi. As changes and improvements are made to the courses, the process assures that teaching faculty are not using outdated syllabi from a previous course offering.

Student End of Course Evaluations of Teaching and Learning

Students voluntarily assess their learning and the quality of teaching using electronic end-of-course surveys. Learning and teaching are rated by students on a scale from 1 (poor) to 5 (excellent). Score of 4 (very good) or better are the expectation of the program and the Department of Community Health. In FY19, 96.3% of MPH courses received mean course student ratings of 4 or better in both learning and teaching. The exception course (COH 618) was rated 3.9 for each, and we are upgrading this course in FY20 to address opportunities for improvement as identified through these surveys. An open-ended response option is also included to encourage students to elaborate on the learning and teaching effectiveness, as well as specific areas of the course that could be improved. See ERF E3.1 for detailed

Student End of Course Evaluation data for overall, learning and teaching, grouped by year for FY15-FY19.

All course evaluations are reviewed by the MPH Program Director, the Chair of the Department of Community Health, and the Dean of the College of Professional Studies. Leadership provides feedback to the teaching faculty who then review the evaluations. As needed, the MPH Program Director and/or course lead meets with faculty to review areas in need of improvement and to develop a plan for enhancing learning and teaching effectiveness. Faculty are staffed for courses based on their performance. When performance does not improve after careful mentoring, faculty will not be staffed for future course offerings.

Faculty Professional Development

In the spring of 2019, we surveyed MPH faculty (fulltime, associate and adjunct) to assess their perceptions of professional development needs. A total of 26 faculty responded to the survey (7 full-time/associate and 19 adjunct). We asked about mentoring, and only 1 faculty member reported having a formal mentor, with 3 indicating informal mentors available to them. Nearly 85% of faculty do not have a mentor. However, only 2 faculty responded that their mentoring needs were not being met. This may reflect the seasoned, working professionals who form the foundation for our adjunct faculty team. We asked a similar set of questions for research and funding acquisition, with 28% reporting that their professional development needs in this area were not being met. Finally, regarding education and teaching, only one (4%) faculty reported professional development needs in this area as not being currently met.

We asked faculty how useful faculty development resources and/or opportunities would be in numerous areas. The areas with greater than 50% of faculty reporting useful or very useful are: leadership skills (53.8%), effective teaching and student evaluation (69.2%), enhancing student independence and responsibility (53.9%), use of technology in the classroom and online (73.1%), designing effective assignments and in-class/online activities (69.2%), new class development (52%), detecting/addressing plagiarism and other student conduct violations (61.5%), managing research projects and funds (53.9%), building community partnerships (52%), and establishing a mentor relationship (52%).

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

After the completion of each course, student course evaluations receive review and approval by the MPH Program Director, the Chair of the Department of Community Health, and the Dean of the College of Professional Studies. Notes are added to provide feedback and guidance to teaching faculty who then review. Full-time faculty who fail to meet expectations receive guidance and mentoring from the Chair, and if needed, specific recommendations to improve instructional effectiveness may be included in the faculty member's annual Faculty Development Plan. This may include recommendations for continuing education and/or mentoring from NU's Center for Instructional Learning (CIL). For adjunct faculty, the MPH Program Director and course lead faculty offer mentoring to faculty in need. If performance does not improve, low-performing faculty are not staffed for subsequent teaching assignments. The annual promotion cycle includes review of evaluations for faculty who are requesting promotion. This applies to full-time and adjunct faculty.

- a. Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.

Faculty Currency

Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.

The MPH Curriculum Committee reviews all updates and changes to courses. In 2019, all courses were reviewed, with recommendations returned to course leads for improvement. In addition, Healthcare Administration specialization courses are being revised and updated in 2020 to assure currency of readings, topics and methods. In collaboration with an instructional designer assigned from the Center for Instructional Learning, external subject matter experts are contracted with to draft revisions and changes to each course. The MPH Curriculum Committee serves as a formal reviewer and approver of course revisions. Following completion of the Healthcare Administration courses (expected completion by June 2020), the Community Mental Health specialization courses will be upgraded via the same

process. In addition, teaching faculty are encouraged to suggest minor changes and additions on an ongoing basis. Some examples include recommendations to replace readings with more current readings or those with improved evidence.

Faculty instructional technique

Student satisfaction with instructional quality

Students assess instructional quality at the end of each course through the course evaluations. Faculty are assessed on a 1 to 5 scale. Mean scores below 4 may indicate faculty in need of support. As such, the MPH Program Director and Chair of the Department of Community Health both review all course evaluations. Faculty who consistently perform below expectations are offered mentoring and guidance, as well as access to professional development opportunities through the Center for Innovation and Learning. This review led to a decision not to staff several adjunct faculty members for future courses, despite attempts to improve performance.

School- or program-level outcomes

Implementation of grading rubrics

During 2019, the MPH Curriculum Committee reviewed all courses to assure that grading rubrics were in place for all assignments. Significant variation was observed, with some courses having complete coverage of assignments with appropriate rubrics and others missing rubrics for significant assignments. The MPH Program Director and course leads have developed and implemented the missing rubrics, and the MPH Curriculum Committee will continue to monitor coverage through its annual review and audit.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

Systems, policies and procedures are in place to support faculty to be current in their areas of instructional responsibility and in pedagogical methods. Procedures for evaluating faculty competence and performance are in place.

Weaknesses

N/A

Plan for Improvement

Recommendations for improving professional development from the open-answered survey questions suggested providing professional development funds for adjunct faculty to help pay for membership dues, training and certification (initial and maintenance). In collaboration with the newly launched National University Adjunct Academy, these improvements will be sought.

E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculties 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.

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.

1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

Faculty scholarship is expected across the University and is dictated by the Faculty Policies. Policies and practices are in place to support faculty involvement in scholarly activities. This section describes and details the mechanisms by which the University and program support faculty. This includes opportunities for faculty to integrate their research into the curriculum and to disseminate research and scholarly work to the broader public health community. Examples of Faculty publications and presentations are included in the ERF Section E4.

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 and part-time associate faculty attend. All adjunct faculty are invited and encouraged to attend as well. 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*.

2) Describe available university and program support for research and scholarly activities.

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.

3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.

Dr. Tara Zolnikov presents her research to students in her COH 608 Environmental Health class. She models research professionalism by giving a full scientific presentation with introduction, methods, results and discussion.

Dr. Tara Zolnikov disseminates her research to students via email either 'Publications in Environmental Health' or 'News in Environmental Health' to further engage them in current scientific research and real-world application.

Dr. Tyler Smith incorporates his research into his teaching in COH 613: Public Health Informatics and collaborates with students on research for publication. In COH613, students conduct a secondary data analysis of a public use data set and the examples of this research are directly applicable to what the students will be completing. Additionally, he has published articles with students in Preventing Chronic Disease and BMC Public Health.

One stream of Dr. Alba Diaz' research seeks to understand how migration influences poor health outcomes and health disparities. Dr. Diaz involves her students as co-investigators carrying out qualitative studies to understand the effective ways in which opportunities or resources are accessed through formal and informal networks that are sustained and forged by recent migrants with the support of Community Health Workers (Promotoras).

Dr. Alba Diaz has shared her research and book publications on Cultural Competence with her students in COH 605 and COH 618 and has inspired her students to develop manuals and curriculum plans on the topic. These materials developed as class projects by her MPH students, will be implemented in the upcoming Medical Interpretation program to be offered through the NU Language Institute in 2021.

Dr. Ritika Bhawal incorporates her research and presentations on Intimate partner violence, Cultural Challenges, Immigrant victims of Intimate Partner Violence in the United States of America, and child sex trafficking at sports events in COH619: PH Aspects of Human Sexuality.

4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.

Dr. Tara Zolnikov conducted a student-led project in Kenya on a global health issue. Her students have presented their research at APHA.

Dr. Gina Piane has collaborated with three students on global public health research that resulted from study abroad experiences through COH 500.

Drs. Stephen Bowman and Tyler Smith collaborated with a student to publish a propensity score matching analysis of nursing staffing and hospital acquired conditions. The student was first author of the paper published in Nursing Outlook.

There were 7 presentations and 19 publications in FY20 with publications exceeding our goals and presentations not meeting the 1.0 on average (due to the pandemic and cancelling of conferences during the winter and spring of 2020). While we are a teaching-centered institution, we know that student publication enhances the experience for some who wish to pursue though we typically work with only a few students each year who wish to go this extra distance. To that end, we have dedicated time in our Faculty Performance Plans to work with students in research. A detailed list of this information is included in the ERF, Criterion B5.3. Information is gathered through the Faculty Focus on Research Committee where much of the focus is on student collaboration, a theme at these meetings. Faculty are now assigned as advisors in the first class allowing for better communication about research and identification of which students may be interested. Further, there are research opportunities at various stages of their education in the program. Faculty discuss research in class and often presents their own research to ignite interest in students. For instance, Dr. Masri (adjunct faculty) presents and uses his own publications to explain air pollution in Environmental Health classes. This is an initial introduction to research, which can further be explored with professors in other classes or via capstone projects.

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

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. National University is committed to research and scholarship and believes it to be a fundamental ingredient of a healthy academic institution and an

essential right and responsibility of a scholarly community. The faculty's role in National University research and scholarship was described and codified in the previous Faculty Policies (last updated in 2018) (ERF, A1.3). In June 2020, the previous faculty policies were replaced with an interim faculty handbook (ERF, A1.3) that will govern research and scholarship at National University until the faculty handbook is finalized by spring of 2021 in collaboration with faculty and administration. 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 each 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 were found in the previous Faculty Policies and are under discussion for the current draft of the Faculty Handbook. Previous expectations and guidelines that governed the period of this review are 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 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 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.

MPH program research

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 every other month and includes 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

Faculty present original research, brainstorm, give suggestions, advice, and constructive reviews of the research or research proposals, and discuss how to further a research culture within the program and department. In the eight years since *Faculty Focus on Research* was initiated, most faculty members

have conducted collaborative research resulting in submitted research to professional meetings and submitted manuscripts for publication.

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, websites, and 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 led 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. Piante has also led 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.

- 6) **Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.**

As listed in Table E4-1, 100% of the primary MPH faculty participate in research activities.

E4-1. Outcome Measures for Faculty Research and Scholarly Activities					
Outcome Measure	Target	FY17	FY18	FY19	FY20
Percent of primary faculty participating in research activities	100%	100%	100%	100%	100%
Number of articles published in peer-reviewed journals; or conference white paper/book chapter publications	Average of 1 or more per faculty, yearly	1	0.9	1.7	2.1
Presentations at professional meetings	Average of 1 or more per faculty, yearly	1.1	1.2	1.1	0.8*

*The number of presentations is down from target due to cancelation of some conferences in spring and summer of 2020 due to the pandemic.

- 7) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

Though a teaching-focused program, faculty are engaged in research and scholarship that is aligned with the degree concentrations and program.

Weaknesses

N/A

Plan for Improvement

N/A

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 faculties 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. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

The program has defined expectations regarding faculty extramural service activity. Service includes the spectrum of professional and scholarly activities to the profession, 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 and other formal and informal networks between the faculty, program, college and/or university.

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 colleges and departments, to communities and organizations, and to national, state or local academic and professional organizations. Section 8.6 of the previous Faculty Policies is now being considered for the new Faculty Handbook due to be completed by spring 2021 and established 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 new 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 extramural service by allowing them to have flexible office hours and 10 weeks of academic leave time each year.

2) Describe available university and program support for extramural service activities.

Service is defined in the NU Faculty Policies and is comprised of faculty activities, outside of teaching and scholarship, that helps to develop, innovate, and maintain academic programs and fulfill the needs of the communities in which faculty are involved. Externally, these include various professional activities and involvement in the local, national, or global communities outside of the University. Faculty may request budget support to assist with sponsoring extramural service activities. For example, in 2020, Drs. Bhawal and Bowman requested \$1500 to support National Public Health Week and a NU-sponsored health fair in the San Diego area. In another example, a memorandum of understanding (MOU) was drafted between National University and the San Diego Department of Health and Human Services, Public Health Services requiring senior leaders from both agencies to sign and allowing for data to be shared for the design and implementation of a system of predictive models to assess real-time childhood vaccine coverage.

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Dr. Ritika 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 fundraising chapter in the United States. Dr. Bhawal integrates this work into her capstone class COH 499 and provides opportunities for students to participate and volunteer.

Dr. GinaMarie Piane is a volunteer with the American Red Cross and she has assisted with several disaster relief efforts and fundraising efforts. She incorporates her experience in her internship courses-COH 691.

Dr. Tyler Smith volunteers with the County of San Diego to leverage childhood vaccine reporting data to create predictive models of childhood vaccine coverage rates across the county. He integrates the data in his COH 613, Health Informatics class.

Dr. Alba Diaz' students in her COH 604 class were involved in the analysis of the international manifesto, presented on October 2019, when the Athena Network was invited to the United Nations General Assembly, to discuss recommendations on how the Athena Network and UNHCR might work together to achieve a common purpose of assisting refugees.

Dr. Tara Zolnikov is the Vice President of the Shepherd's Village, which is a nonprofit in Kenya that gets water for children in schools. She uses her nonprofit as an example in her classes, where she is teaching environmental health aspects about access to water, water quality, and waterborne diseases in the world.

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Students in the program are introduced to extramural service opportunities in multiple ways. The program and faculty promote opportunities via email, in courses, and through advising and mentoring.

Dr. Alba 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.

Dr. GinaMarie Piane and a group of MPH students partnered with Volunteers Around the World to provide primary care to the world's neediest people.

Dr. Ritika Bhawal organized and celebrated Public Health Month by hosting a Public Health Fair at the Spectrum Campus on April 27, 2018. Student's had the opportunity to get CPR certified, talk to and network with local vendors and organizations, fine tune their resumes, and get moving with a public health walk that explored the area surrounding the Spectrum campus and library. Faculty- Dr. Ritika Bhawal Students- Vaidehi Pisolkar, Geeta Mhaske, Bruce Cole, Mudra Patel and Bhavik Patel.

For the past ten years, Dr. Alba Diaz has been a member of the Advisory Board of La Red Athena, a European social support network, in the area of mental health for immigrants experiencing trauma related to the migratory process. She has inspired her students to develop proposals on the topic, and several of her MPH students have attended and presented at symposiums and Conferences organized in California by Red Athena and The Initiative of the Americas (UC Berkeley).

Dr. Tara Zolnikov has worked with students to use research data to inform policy measures or changes in Kenya. For example, final data on breast cancer treatment in Kenya was provided to colleagues at the Kenya Red Cross, the World Health Organization, United Nations, and Kenyatta National Hospital.

5) Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

The program chose three indicators that reflect their commitments to service. The following three indicators were chosen:

- Full-time faculty will participate in extramural service activities with the goal of 100% of full-time faculty holding at least one professional service position. This target is continually met with all full-time faculty holding at least one position.
- Full-time faculty will be involved in community-based projects. The target is one community-based project per year on average.
- Full-time faculty will participate in workforce development initiatives with a target of 50% of full-time faculty participating in community responsive workforce development initiatives.

The program's approach to service reflects and aligns with the University's vision to be a distinctive leader that produces graduates who make positive contributions to the transformation of society. Table E5.1 Outcome measures for extramural service has been included in the ERF, Criterion E5.1.

E5-1. Outcome Measures for Extramural Service				
Outcome Measure	Target	FY17	FY18	FY19
Full-time faculty will participate in extramural service activities with the goal of 100% of full-time faculty holding at least one professional service position	100%	100%	100%	100%
Full-time faculty will be involved in community-based projects. The target is one community-based project per year on average	Full-time faculty 1 on average per year	7	7	7
Full-time faculty will participate in workforce development initiatives with a target of 50% of full-time faculty participating in community responsive workforce development initiatives.	50% of full-time faculty participate	100%	100%	100%

6) Describe the role of service in decisions about faculty advancement.

As defined in the NU Faculty Policies, service is expected of faculty and necessary for promotion. As a required component of the promotion application, faculty must include a detailed self-assessment describing the nature and extent of their work in their various service activities. The relevant service area that are considered include: Program, Department, School, Region, University, University System, and Community.

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

Faculty are engaged in extramural service in the field of public health and healthcare and are contributing to the profession and community.

Weaknesses

N/A

Plan for Improvement

The program will continue focus on extramural service and faculty will include this as part of their yearly faculty performance plans.

F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (eg, attorneys, architects, parks and recreation personnel).

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

- 1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.**

The program engages community stakeholders, alumni, and employers through various channels, including the MPH Advisory Board which meets twice per year. The Board provides advice and guidance on current public health and healthcare academic issues, key organizational initiatives, priorities, and strategies relating to student recruitment and retention, post graduate job placement career success, faculty engagement and satisfaction, curriculum and program design. The Board bylaws, meetings minutes and roster are included in the ERF, Criterion F1.4.

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 serve as preceptors for student internships, from our alumni and their employers and from our MPH Advisory Board.

- 2) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.**

The adjunct faculty are invited to participate in the standing MPH committees, as well as department-sponsored faculty summits. They are informed regarding student outcomes, and their input is valuable to the MPH program as we continuously seek to improve student outcomes.

In FY20, a new process was implemented by which our internship preceptors evaluate the students under their supervision regarding their preparation in the competencies identified in the approved internship plan. They now complete an end-of-internship survey with both closed-ended questions on a Likert scale and open-ended questions. They also now have the option of discussing the students' preparation during a phone call with the internship professor.

Alumni are surveyed annually to collect qualitative and quantitative data on areas including learning outcomes and curriculum. Feedback from these surveys are used for program improvement. Many attempts have been made to survey employers of our alumni, but very few alumni agreed to allow contact with their employers. As such, this approach was discontinued after FY19 due to the extremely low response rates. Our MPH Advisory Board provides employer perspective and assists us with assessing the readiness of our graduate. In the past, we also conducted focus groups of alumni and their employers to obtain more in-depth responses.

Annually, the Evaluation Committee examines the methods for obtaining input from stakeholders as well as the results of the data collection and analyses.

- 3) Describe how the program's external partners contribute to the ongoing operations of the program. At a minimum, this discussion should include community engagement in the following:**

- a) Development of the vision, mission, values, goals and evaluation measures**

The MPH Advisory Board is comprised of external community-based partners. This Board contributes to the vision, mission, values, goals and evaluation measures through the activities at its regularly scheduled meetings. Goals and objectives are reviewed annually at the spring meeting, and mission, vision and values are reviewed at least biennially as part of the strategic planning process.

b) Development of the self-study document

The MPH Advisory Board provides input into all facets of the program, but especially curriculum and relevancy to the public health practice setting. The self-study document is sent to the MPH Advisory Board for review and input and discussed comprehensively with the Board during the meeting prior to submission, in this case the September meeting see ERF, Criterion F1.4.

c) Assessment of changing practice and research needs

The MPH Advisory Board provides input into the changing practice and research needs and there have been robust discussions that have impacted changes to curriculum for more relevance to an evolving public health field. MPH adjunct faculty, many of whom work in practice settings, also provide input in this area.

d) Assessment of program graduates' ability to perform competencies in an employment setting

Preceptor evaluations of students in the applied practice experience are used to inform assessment of graduates' abilities to perform competencies in practice settings. Alumni are also assessed annually in this area. We also ask the MPH Advisory Board for input on the ability of our graduates to perform competencies in their work settings and have conducted a focus group discussion on elements that employers seek (see ERF, Criterion F1.4).

4) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation request 3.

Minutes of the MPH Advisory Board are included in the ERF, Criterion F1.4.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program engages the community through the MPH Advisory Board, through internship preceptor evaluations, through alumni surveys, and through the adjunct faculty who often work in community practice settings.

Weaknesses

N/A

Plan for Improvement

N/A

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.

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

The MPH program has community and professional service opportunities that are available to all students. We encourage students to engage in these opportunities and promote them through direct ongoing communication from the program, as well as through the MPH Student Organization. Some examples of available service opportunities include:

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. CRY @ NU is housed under the NU Planetree Student Committee.

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. Faculty- Dr. Ritika Bhawal. Students- Vaidehi Pisolkar, Geeta Mhaske, Fabiana Izidro Alves de Lima, Mudra Patel and Bhavik Patel. 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.

Each year, National University's Department of Community Health recognizes and celebrates National Public Health Week (NPHW). To assist in reaching the NPHW goal of "Healthiest Nation 2030," the College of Professional Studies' Center of Excellence Community Engagement Core launched a multicultural health and career fair. Understanding that bridging the gap in health requires effort and collaboration from many sectors, in 2018, NU faculty 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. This event is again planned for 2020.

The Gamma Psi chapter of Delta Omega was established in 2014 to honor our graduates, alumni, faculty and community members. Each year at the Department of Community Health's award ceremony, 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.

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 continued in Peru in September 2018, and Panama in June 2019. VAW has locations on 6 nations. The Director of VAW, Mark Stanley joined the MPH Advisory Board in 2018.

An additional partnership with E'Kubo allowed for MPH students to perform service learning in Kampala and Kamuli, Uganda in January 2019 and March 2020 (though the March 2020 was cancelled due to the COVID-19 pandemic). E'Kubo is a not-for-profit begun by an MPH alumna working in conjunction with healthcare facilities, schools and community organizations in rural Uganda. Note: The March 2020 Uganda trip was postponed one week prior to departure due to COVID-19. The trip will be rescheduled when circumstances allow.

The MPH program collaborated with non-profit organization HEAL on their newly funded program; Integrated Community Advocate Representative Education (ICARE). This is a program funded by California State Office of Statewide Health Planning and Development. The I-CARE program focuses on providing education and service-learning opportunities to immigrant adults, ethnic minorities and to employers such as nonprofit community-based and faith-based agencies wanting their employees to participate in the training. Face-to-face training comprising 5 sessions are provided on a quarterly basis with capacity to provide training to 100 CHWs annually. The first session was held on Tuesday September 26th which was well received and appreciated. Faculty- Dr. Ritika Bhawal. Student- Vaidehi Pisolkar and Fabiana Izidro Alves de lima and Mudra Patel.

Students, Staff, Faculty and Adjunct Faculty came together to volunteer at the Ronald McDonald house at the Radys Hospital to help cook and serve families. We served around 145 people. Faculty- Dr. Ritika Bhawal. Adjunct Faculty- Brooks Ensign, Students- Vaidehi Pisolkar, Geeta Mhaske, Mudra Patel and Bhavik Patel.

The MPH program organized the 6th Annual Holiday Cheer event, continuing initiative from Dean McNeal, former Dean of the School of Health and Human Services. The NU student nursing association and Community Health students raised money for these families, along with the involvement of SHHS faculty and staff. The families not only received various gifts of clothing and toys, but a new reconditioned computer as well. This initiative has helped around 30 families since its inception. Faculty- Dr. Ritika Bhawal Students- Vaidehi Pisolkar, Geeta Mhaske, Chelsea Kaye, Bruce Cole.

The MPH program organized and celebrated Public Health Month by hosting a Public Health Fair at the Spectrum Campus on April 27th, 2019. Student's had the opportunity to get CPR certified, talk to and network with local vendors and organizations, fine tune their resumes, and get moving with a public health walk that explored the area surrounding the Spectrum campus and library. Faculty- Dr. Ritika Bhawal Students- Vaidehi Pisolkar, Geeta Mhaske, Bruce Cole, Mudra Patel and Bhavik Patel.

The MPH program represented the core and National University at the Screen Your Teen Event Carlsbad on July 16th and August 28th in Chula Vista. We screened 295 teens, finding 3 at risk for sudden cardiac arrest/death and 6 previously undetected cardiac abnormalities. Faculty- Dr. Ritika Bhawal Students- Vaidehi Pisolkar, Geeta Mhaske, Fabiana Izidro.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

The MPH program and the Department of Community Health at National University have fostered many community-based research partnerships in which faculty and students may participate for research or capstone project purposes. The MPH program strongly encourages students to conduct research projects that will benefit the community and facilitate this goal.

Planetree

The National University's School of Health and Human Services is Planetree Silver Recognized for Significant Advancement in Person-Centered Care and 4 MPH students have participated with this organization. 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 National University to meet similar standards within the academic setting. MPH students are invited to participate in the National University Planetree Student Organization.

Federal Work-Study

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 worked on an assessment of City Officials and their likelihood to influence public policies. Leianne 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. The MPH program hopes to identify new work-study opportunities for MPH students in the coming year to build upon this first student example.

San Diego Organization of Healthcare Leaders (SOHL)

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). MPH students in the Healthcare Administration concentration are eligible to serve as student representatives on the SOHL Board of Directors. The MPH program encourages students to get involved with SOHL as this organization 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. Fifteen MPH Students have participated in the ACHE academic bowl and case study competitions. 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). SOHL also sponsors community service events, and MPH students are encouraged to participate.

The San Diego Organization of Healthcare Leaders (SOHL) is the San Diego Chapter of ACHE (American College of Healthcare Leaders). SOHL organizes multiple activities each year to bring together the healthcare community in San Diego and nationally at large. Negin Iranfar is a member of the SOHL Board, and, as the National University Liaison, she is integrally involved in connecting NU students with the greater healthcare community in San Diego. The graduate student council (GSC) committee at SOHL includes two MPH/MHA students from National University, UCSD, and SDSU, and they are very involved in organizing activities to engage all students and provide for networking as well as professional and career development. A total of three MPH students have been active in SOHL.

In April 2019, the GSC hosted the annual Early Careerist Panel, at the National University Spectrum campus, which included 4 healthcare professionals discussing their career paths and answering questions from over 25 student attendees, including 7 MPH students and 5 MHA students from NU. In September, 2019, the GSC hosted a Networking Social at the Stone Brewing World Bistro & Gardens, providing a relaxed environment for networking between students and professionals, where Dr. LaDon Jones, Professor Negin Iranfar, and more than 10 students from NU attended the social event that included over 30 professionals and students from across San Diego.

The highly anticipated annual conference put together every October by SOHL attracted over 200 attendees in 2019, including 6 MPH and 6 MHA students from NU.

The Leadership Pearls conference, which featured round table dinner and discussion with healthcare leaders from Scripps, Sharp, Rady Children's Hospital, Aetna, El Centro Regional Medical Center, San Diego Community Health Groups, United Healthcare, Pioneer Memorial Healthcare, as well as the Chief Administrative Officer and Agency Director of County of San Diego HHS, was held in February 2020 and included over 50 professionals and 45 students in attendance.

Physician Partners

The former School of Health and Human Services entered a partnership with Physician Partners in 2011, a physician business organization and medical group consisting of more than 1000 physicians. This partnership continues with the Department of Community Health and includes the MPH

program. Specific faculty roles include assisting with internships and accessing clinical data for joint research studies and capstone projects and 24 MPH students have worked with this organization.

Palomar Pomerado Hospital

The former 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, 5 MPH students, and the health system clinicians have formed teams to conduct outcomes research. This collaboration continues under the new College of Professional Studies. This data has been included in the ERF, Criterion F2.2.

CHIP

The Department of Community Health is an active supporter of 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. The mission of CHIP is to assess and address priority health needs through collaboration. Twelve students have been active working on service projects with this organization.

Health Science Research Center

All faculty are encouraged to include students in their research projects; however, the University does not allow for the hiring of 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. Six students have worked on service-based research projects with this organization.

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. During the bimonthly Faculty Focus on Research meetings, faculty discuss upcoming publications, conferences, and opportunities for student engagement in research, including faculty research, and opportunities for improving student research skills through professional development and/or MPH courses. The Faculty Focus on Research meeting is also used as a platform for faculty members to discuss ongoing research and gather insight from other faculty members on how best to promote and conduct it. Twenty-two students have been participated in research in conjunction with faculty who led research opportunities with this group.

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 (postponed in spring 2020 due to the COVID-19 pandemic). In preparation for this local conference, many MPH students work with faculty mentors to design, conduct, and present a public health research project. In a typical 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 15 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. One of our students

competed and won a competition with 20 other participants to design a logo for the organization. A total of 4 MPH students and alumni currently act as active voting members of the San Diego County *Promotoras* Coalition, with the task to strengthen health and social services for the Latino community. This partnership is in conjunction with local agencies and programs, such as Health Initiative of the Americas, Chulavista Community Collaborative, San Ysidro Health Center and, *Vision y Compromiso*, Vista Community Health Clinic, AETNA, South Bay Community Service, SAY San Diego, IBACH – The Partnership, The Alzheimer’s foundation, FHCS, North County Health Services, and many others. This data has been included in the ERF, Criterion F2.2.

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 28 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. A total of 13 students participated in global service-learning which also occurred in Panama in June of 2019. An additional partnership with *E’Kubo* allowed for 11 MPH students to perform service learning in Kampala and Kamuli, Uganda in January 2019 and 15 students in March 2020 (scheduled but postponed due to COVID-19). *E’Kubo* is a not-for-profit begun by an MPH alumna working in conjunction with healthcare facilities, schools and community organizations in rural Uganda. A total of 52 MPH students have participated in public health service during study abroad trips. This data has been included in the ERF, Criterion F2.2.

Outstanding Response to the COVID-19 Pandemic

A virtual awards and recognition ceremony took place on June 25, 2020, which highlighted the outstanding professional and community service work that is currently being done by 56 alumni and current MPH students. They were recognized for their leadership and public health service during the ongoing COVID-19 pandemic.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

MPH students have many opportunities to participate in community and professional service. These opportunities are available in the San Diego area, but also more broadly available to online students.

Weaknesses

Many MPH students are employed in full-time positions or are actively deployed in the military. In addition, many have family commitments. These factors may limit student participation in the available community and professional service opportunities.

Plan for Improvement

A duty of the second MPH coordinator is to promote community and professional service opportunities for students, including opportunities that might be better suited for students with full-time family responsibilities. This role also includes conducting outreach to students to increase participation. As of March of 2020, this position has been filled with a second MPH Coordinator.

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.

- 1) Define the program's professional community or communities of interest and the rationale for this choice.**

The MPH program defines its professional communities as San Diego/Southern California public health (e.g. San Diego County Department of Public Health), healthcare community (e.g., Sharp Healthcare, Scripps Health) and military (e.g., Naval stations, Marine Corps Air Station Miramar, etc.). The rationale for these communities is based on geographic proximity to our university and our Spectrum campus in Kearny Mesa where the MPH program is housed, and the ongoing relationships that National University has built over time.

- 2) Describe how the program periodically assesses the professional development needs of its priority community or communities and provide summary results of these assessments. Describe how often assessment occurs**

The MPH program assesses the professional development needs of the public health community in San Diego and Southern California periodically by soliciting professional development advice from the MPH Advisory Board, internship preceptors, the adjunct faculty, and alumni. The comprehensive needs assessment of professional development needs also includes a review of published literature and existing professional development activities that are offered in our community. Since National University serves students from many states and from abroad and the MPH faculty live in many parts of the United States, we also strive to identify community professional development needs from this broad perspective.

MPH Advisory Board

Our MPH Advisory Board provides input and guidance annually regarding the professional development needs of the community. At its September 2019 meeting, the Board discussed professional development needs and identified potential training topics that they deemed in need for the workforce that they oversee. These include general management skills, including finance and budgeting, time management, project management and writing skills. The MPH Advisory Board meeting in September 2020 went further into workforce needs with a focus group session framing many of the needs of public health organizations with special focus on communication (verbal and written).

Internship Preceptors

In the spring of 2019, public health professionals and preceptors in the community, local health departments, and hospitals were surveyed. A total of 23 individuals responded from a mix of organizations and settings. More than 80% indicated that they serve in a supervisory capacity in their place of work, and 20 (87%) indicate a preference for live in-person or synchronous online format. Only three respondents (13%) preferred asynchronous online. Respondents rated their confidence and need for training in various areas, and these data are being used by our Student and Faculty Affairs Committees to help plan for future professional development trainings and educational offerings. The identified needs included health insurance, time management and writing skills. In 2020, six faculty-led professional development webinars are planned. See ERF F4.2 for schedule and speaker details. Students have been doing virtual internship projects that are led by the preceptor for the class due to the pandemic.

Review of Published Literature

In addition, 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.

The current priority areas for professional development in our defined community are: Analytic Skills, Time-Management Skills and preparation for CHES and CPH Exams which includes communication,

cultural competence and leadership. A full list of desired skills by the target community of public health professionals that the National University MPH program serves can be found in the ERF, Criterion F3.2 Q12.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program assesses community professional development needs through annual surveys of public health professionals and internship preceptors, as well as through annual input from our MPH Advisory Board at its September meetings.

Weaknesses

None noted.

Plan for Improvement

The program conducted a focus group discussion with MPH Advisory Board regarding community employers at the September 2020 Board meeting to gain further insight into the professional development needs for FY 21 planning.

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.

- 1) Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.**

The MPH program relies on input from the faculty (full-time, associate and adjunct), alumni, students and the MPH Advisory Board to identify areas and topics for professional development. A survey was developed and sent out to these groups in 2019 to assess relevant needs and develop a schedule of webinars to address these needs. Recruitment of subject matter experts that often include faculty, staff and/or community experts was conducted, and a webinar series was established offering a topic each quarter. Flyers are created and sent to student, faculty, staff, and community partners to introduce and encourage participation.

- 2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program).**

The program advances public health by addressing professional development needs based on assessment activities detailing community-identified needs. Details of these activities are provided below.

Webinar series led by faculty

Building off the assessment of community professional development needs, the MPH program offers periodic webinars, training and continuing education. A faculty-led professional development webinar series enables faculty to share their expertise to address community professional development needs, including public health research conducted by faculty. For example, in December 2019, Dr. Brandon Eggleston led a webinar on insurance trends with the aim of updating students and professionals on the changes and current status of health insurance in the United States. In 2020, six professional development webinars for students, alumni and community professionals will be led by MPH faculty. Dr. Alba Diaz led a February 2020 webinar on Mental Health and Global Migration. Ten participants were part of the live session, but we also promoted the recorded archive for professionals who were unable to attend at the scheduled time. Three of the participants were from outside the institution. In April 2020, Dr. Marie Boman-Davis presented a webinar titled, "Academic and Professional Utility of SAS" to 33 attendees (Students: 9, MPH Alum: 20, BSPH Alum: 1, Faculty: 2, Unknown: 1) on the use of data in public health and included a secondary data analysis of BRFSS 2019 data to help develop a strategy for COVID-19 vaccine coverage by identifying factors associated with receiving the flu vaccine (12 attended with 2 being outside of the institution). In October 2020, Dr. Tyler Smith presented a webinar on the use of data in public health and included a secondary data analysis of BRFSS 2019 data to help develop a strategy for COVID-19 vaccine coverage by identifying factors associated with receiving the flu vaccine (12 attended with 2 being outside of the institution). The detailed schedule is included in the ERF, Criterion F4.2 and the recording are included in Blackboard Learn in the MPH Student Organization under information section. The topics include time management, cultural competence, and writing in the discipline of public health.

Analytic Skills (SAS, GIS and Story Maps)

SAS Training Workshops

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 (full-time and adjunct) and professors from around the country. As many of our adjunct faculty also hold professional positions in practice, these workshops serve as community professional development for them. To date, we have held six 3-5-day workshops in January 2013, June 2013, June 2014, January 2015, January 2017, January 2018, and January 2019. The January 2019 training was attended by 63 participants from around the country including public health professionals and scholars. A detailed listing of where participants were from is included in the ERF, Criterion F4.2.

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.

GIS Training

In 2016 two free real-time data collection, mapping and analyses workshops were held in classrooms at the National University Technology and Health Sciences Center in San Diego. The workshops were centered on ESRI ArcGIS, Community Analyst and Collector and facilitated by MPH faculty. The first workshop introduced ESRI ArcGIS, Community Analyst and Collector. The primary purpose of this 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. The second workshop introduced 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. 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. Fifteen professionals and six MPH students participated in these workshops.

As a follow-up to these successful trainings, a new extension course has been proposed, entitled "Storytelling with Maps." The course provides an overview of cartography, the art and science of map making, by first focusing on scale, projections, map elements, symbology, and map composition. The course introduces students to a wide array of StoryMaps from International, Federal, State and Local entities that have successfully used the format to educate the public, and to further their mission.

CHES Exam Preparation

A CHES preparation course was offered every 6 months for students, alumni and community members to review before sitting for the CHES exam in October and April. Six community members were prepped for the CHES exam in conjunction with supporting the preparation of 56 National University public health students. The CHES preparation course was led by MPH faculty and covered all competencies in a synchronous format online. The tutorial requires participants to answer and discuss questions taken from the NCHCEC study guides. The Blackboard platform was used to conduct the CHES preparation in the same manner as our on-line courses. However, students indicated a preference for self-paced preparation. As such, we post the full materials on the MPH Student Organization Blackboard site and encourage students to prepare. Six community public health professionals were participation in preparation trainings along with 56 student National University public health students. A detailed listing of CHES exam data is included in the ERF, Criterion F4.2.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

A faculty-led professional development webinar series is in place.

Weaknesses

None noted.

Plan for Improvement

One of the roles of the MPH coordinator joining in July 2020 was to begin assisting with logistics and planning for future professional development offerings to community partners. This has helped with management and planning for these offerings though additional communication with students, community partners, and a survey are planned to be able to provide more relevant opportunities.

G1. Diversity and Cultural Competence

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.

- 1) **List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.**

As the largest private nonprofit university in San Diego, National University's mission is to provide accessible, achievable higher education to adult learners. Consistent with the mission and California's highly diverse population, the NU MPH Program has identified Hispanic and Black/African American students as priority under-represented populations. We include targets for enrollment to help us track these priorities. California's diversity is highly valued by the MPH program, and our goal is to assure that we are serving the needs of underrepresented populations in San Diego and across the state. We also include active duty military and veterans as a special population as National University was originally founded to serve this population. Adult learners are another focus of our program, and we target students age 30 years and older. These priority areas are consistent with those across National University.

At the state and national level, National University ranks:

- Ranks among the top 3 in California in awarding master's degrees to women; among the top 20 in the nation
- 8th in California in granting master's degrees to Hispanic students
- 27th in California in granting master's degrees to African American students
- 2nd in California in awarding master's degrees in education to all minorities
- 2nd in the nation in granting master's degrees in education to Hispanic students
- 2nd in the nation in granting master's degrees in education to Asians
- Ranks among the top three (2nd) in the nation in granting master's degrees in education to all minorities
- Designated Hispanic Serving Institution (HSI)
- Designated as an Asian American & Native American Pacific Islander-Serving Institution.

The NU MPH program has defined its target student populations as Military Personnel and Veterans, Working Adults, and Women.

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 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 a Senior Vice President of Military & Government Affairs along with an Associate Vice President, Military 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. The military status of our students is presented in the following table.

Military Status of MPH Students by Cohort Year

Military History	2017	2018	2019	2020
Active Duty	43	47	54	17
Not Military	138	87	117	44
Veteran	20	18	26	13
% Active duty or veteran	31.3%	42.8%	40.6%	40.5%

Working Adults

National University and its MPH program have a strong commitment to older students who are often working full-time. The following table illustrates the age breakdown of the MPH students and includes the proportion of students who are age 30 years and older – one of our program objects for diversity.

Age of MPH Students by Cohort Year

Age (year)	Cohort Year			
	2017	2018	2019	2020
18-19	0	0	1	0
20-21	0	0	1	2
22-24	29	20	24	12
25-29	71	48	74	14
30-34	48	42	43	19
35-39	23	22	30	18
40-49	23	15	17	6
50-64	7	5	7	3
% 30 and older	50.3%	55.3%	49.2%	62.2%

Women

The MPH program has a consistent history of serving women. More than 2/3 of our MPH students are women, as depicted in the table below.

Gender of MPH Students by Cohort Year

Gender	Cohort Year			
	2017	2018	2019	2020
Female	131	113	141	50
Male	68	33	53	23
Unknown, Other or Refused	2	6	3	1
% Female	65.2%	74.3%	71.6%	67.6%

Consistent with the University's mission and California's highly diverse population, The NU MPH program has defined its target priority faculty populations of the Primary Instructional and Non-Primary Instructional Faculty to include those who are racially and/or ethnically categorized as "non-white": American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and people identifying with two or more races.

- 2) **List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.**

Cultural Competence and Social Responsibility are themes that are apparent in the MPH curriculum and program. A diverse, faculty, and staff faculty are sought and retained by adherence to policies that promote an inclusive climate. Scholarship and service within the MPH program often focuses on our priority populations and diverse populations in Southern California such as Latinos, African Americans, Asian cultures, military families, the homeless, and low-income communities.

To this end, the MPH has specific goals outlined in our MPH evaluation procedures for students which are assessed in enrollment and SOAR data available electronically (e.g., Tableau) and managed by administrative services (e.g., Institutional Research). Student reports examined annually by demographics (e.g., military status, age, race/ethnicity) with a goal of 25% active duty military, retired, military, veterans or their dependent, 50% 30 years or older, 20% African American or Black, and 15% Hispanic or Latino.

Further, the MPH has specific goals outlined in our MPH evaluation procedures for PIF and Non-PIF faculty which are assessed in SOAR data available electronically managed by administrative services (e.g., Institutional Research). Faculty proportions are examined annually with a goal 1) at least 20% underrepresented racially and ethnic faculty

- 3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.**

FY20, faculty who taught in the program were 58.9% White, 7.1% Black, 7.1% Hispanic, 7.1% Asian, 1.8% Middle Eastern, 1.8% American Indian, 8.9% two or more races, and 7.1% unknown. Full-time and associate faculty are more likely to be White (72.7%), but similarly likely to be female (50%) than the adjunct faculty.. Strategies to advance goals in faculty diversity include a hiring approach where training in diversity hiring is conducted, implementation of a faculty mentoring program, a diverse student body and a diversity-oriented university. Details of the MPH faculty by name, race/ethnicity and gender are included in the ERF, Criterion G.

National University employs several strategies to recruit and retain a diverse student population. National University ensures the promotion of its education programs are inclusive of its diverse student body demographics and personalized student support services which are aligned to support students of all backgrounds. In addition to the University's traditional admissions and outreach efforts, National University generates programmatic awareness through a variety of partnerships with public and other non-profits across the communities it serves, who share in the mission of making relevant life-learning accessible.

Through our associations with California Community Colleges, National University offers ease of transfer pathways into relevant programs including Associate Degrees for Transfer (ADT) and provides prior learning credit for a variety of areas of study. National University regularly partners with transfer centers of Community Colleges to participate in both campus and virtual transfer fairs. Over the past few years, National University has welcomed thousands of transfer students from California Community Colleges alone.

As part of support system, National University promotes need and merit-based scholarships to reduce the cost of tuition, ease financial stress, and make earning a degree more achievable for many students. These scholarships are designed to help students persistent in their degree programs while recognizing progress, celebrating success milestones, and expand holistic student support on their path towards graduation. Given the remarkable potential of every student, the institution is continually focused on reducing barriers for students and strives to provide access to the necessary resources needed for student success through our diverse campus and online academic offerings and support services ERF, Criterion G.

California is a racially/ethnically diverse state. The program climate and culture contribute to the diverse student body composition. Further strategies to enhance and/or maintain our diversity is discussed with the MPH Advisory Board as well as our Community stakeholders. This information is shared with the executive management team where strategies are discussed and stakeholders are included in potential action items.

Lastly, the National University Diversity, Equity and Inclusion Council (DEIC), in which Dr. Bhawal is a member, has just completed a diversity climate survey of students at NU. A report is in preparation. The DEIC is also undertaking a broader Diversity Audit to help establish a baseline from which goals and strategies can be identified, to aid persistence and graduation of student populations featured in the Program's goals.

- 4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.**

Curriculum

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. Because of the importance to public health, we revised our curriculum to require that all MPH students now complete COH 601: Global Public Health as a core course. 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. MPH students are also required to complete COH 604: Health Behavior. Assignments in this class include a description of health beliefs, attitudes, knowledge and behaviors among cultural groups.

In addition, the curriculum was designed with attention to inclusion. Class materials are tailored to reach students with a diversity of learning styles. Graphics within the course materials are assessed to reduce apparent biases that portray certain gender roles and ethnic stereotypes. Religious references are discouraged especially where they do not enhance learning and the material can be presented without the reference. This is done in an effort to include the diverse students that we serve.

Recruitment

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.

Retention

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. MPH faculty 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>.

Community Service

MPH students are encouraged to participate in volunteer opportunities in the San Diego and Los Angeles area. The opportunities are posted in the Blackboard MPH Student Organization that reaches all active MPH students. Often, the students are volunteering with low-income communities that are predominantly Latino, Asian, African American or from the First Nations.

Scholarship

In addition, current faculty research includes Maternal Mortality in Sub-Saharan Africa, Lead Poisoning in Ecuador, Migrant Mental Health and Primary Care in Ghana. Many MPH capstone projects include marginalized communities in the United States as the target communities for the research.

We are proud of our student and faculty diversity and are encouraged by the continued growth in diversity in the MPH program.

- 5) **Provide quantitative and qualitative data that document the program’s approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.**

Race/Ethnicity of MPH students by Cohort Year (2013-2019)							
	2013	2014	2015	2016	2017	2018	2019
American Indian/Alaskan Native	0.9%	0%	0.5%	0.0%	0.0%	0.0%	0.5%
Asian	19.4%	18.1%	22.8%	14.8%	15.4%	18.4%	12.2%
Black or African American	16.7%	23.1%	21.2%	25.5%	24.4%	24.3%	22.8%
Hispanic	24.1%	26.4%	13.0%	16.3%	11.9%	18.4%	23.4%
Native Hawaiian/Pacific Island	3.7%	0.6%	0.5%	0.5%	2.0%	1.3%	0.5%
Nonresident Alien	6.5%	4.4%	5.7%	6.6%	3.5%	0.7%	3.0%
Race and Ethnicity unknown	2.8%	4.4%	5.2%	3.6%	8.5%	11.2%	11.2%
Two or more races	3.7%	6.6%	6.2%	7.7%	5.0%	6.6%	8.6%
White	22.2%	16.5%	24.9%	25.0%	29.4%	19.1%	17.8%
Cohort Total	108	182	193	196	201	152	197

- 6) **Provide student and faculty (and staff, if applicable) perceptions of the program’s climate regarding diversity and cultural competence.**

The MPH program climate is assessed through the annual Current Study Survey and Faculty Survey. Of the 111 responding students in 2019, 85.6% are comfortable or very comfortable with the climate in the MPH program, with an additional 3.6% reporting a neutral stance. Twelve students or 10.8% reported being uncomfortable or very uncomfortable with our climate. A total of three (2.7%) of

responding students reported to have experienced exclusionary, intimidating, offensive and/or hostile conduct or behavior. The detailed results from the Current Student Survey are included in the ERF B5.3.

The 2019 Faculty Survey of full-time, part-time and adjunct faculty received a 42.4% response rate. Four responding faculty (14.3%) indicated that they are very uncomfortable with the climate in the MPH program. These respondents reported to have experienced exclusionary, intimidating, offensive and/or hostile conduct or behavior. The program has gone through significant changes in the past year with many good enhancements (for example: additional staff, faculty, reorganized curriculum) though some changes that will require time to determine the impact (for example: elimination of faculty policies and presentation of interim faculty handbook, closing Kearny Mesa and moving to Spectrum, loss of key MPH faculty). We plan to survey faculty in FY21 to determine the climate and will continue to work towards improvements in its climate. The detailed results from the 2019 Faculty Survey are included in the ERF, Criterion G.

At the time of the site visit in December 2020, The National University Climate Diversity Student Survey had been implemented and results were available. The survey collected information from students related to their experiences with access, diversity, equity, and inclusion. This data supports decision-making to inform and adjust strategies. The 37-question survey instrument assesses student perspectives on NU's commitment to diversity, equity, and inclusion; faculty values; personal respect and comfort at NU; discriminations, harassment, and microaggressions; and student demographics. The quantitative and qualitative data are included in the ERF in section G1.

In February, the program implemented another survey to gather additional qualitative data regarding perceptions of the climate. This additional qualitative data are used in complement with the existing data collection from faculty and current students in the annual Faculty Survey and Current Student Survey.

Student Survey: The survey link was sent multiple times over a 6-week period electronically to all current students. For students (n=317), 42 completed the survey for a 13.2% response rate. Additionally, a single question was sent via an easily accessible email application resulting in a 21.8% response rate. There were ten qualitative responses with detailed ideas on adjusting existing and developing new strategies. The results of this are included in the ERF in section G1.

Faculty Survey: The survey link was multiple times over a 6-week period electronically to both primary instructional faculty members and non-primary instructional faculty members (n=74) with 21 completing for a 28.4% response rate. Additionally, a single question was sent via an easily accessible email application resulting in a 50% response rate. There were 14 qualitative responses with detailed ideas on adjusting existing and developing new strategies. The results of this are included in the ERF in section G1.

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

National University has a diverse student body and faculty. The MPH program is one of the most diverse in the nation and serves working adults, women, military personnel, and members of minority groups.

Weaknesses

N/A

Plan for Improvement

We plan to survey faculty in FY21 to determine the climate and will continue to work towards improvements in its climate.

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 have trouble in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

Since the site visit in December 2020, National University has fully implemented its professional advising services in partnership with National Education Partners (NEP) to effectively meet the individual needs of academic programs and students, including the Master of Public Health. NU continuously enhances its advising, support, and engagement infrastructure over the last year to specifically improve student satisfaction and success outcomes across the organization. As part of this completed implementation, NU has integrated a comprehensive online orientation where every new student completes a Student Goal and Readiness Assessment that collects a wealth of critical data informing data models, technology and the students' newly integrated team of support advisors including their faculty program advisor for personalized support and engagement. This new support team is exclusively focused on providing their assigned students the individualized help and guidance needed beginning with the admission process and throughout the program.

This University advising system supports the existing advising services within the program. In 2020 the MPH program faculty began an integrated faculty advising platform for public health specific academic and career advising. In COH599: Public Health Foundation, the orientation course of the MPH, faculty will work with 10-20 students to begin their academic journey and follow them as public health academic advisors until graduation. These faculty advisors serve as a primary source of guidance to students.

Faculty may further identify potential need and connect with the NU writing or math centers, international programs, services for Veterans, or other student services or provide guidance and mentorship. The goal will be to have faculty working with no more than 50-60 students each year with some graduating and others coming into the program.

The University-wide support team supports departments, including the Office of the Registrar and the Office of Student Financial Aid, work collaboratively with the enrollment advisors and students to provide comprehensive guidance and assistance on the admissions process and identifying federal, state, and institutional grants and funding for students to help decrease overall student educational debt. Additionally, NU's military affiliated students are also assigned to dedicated military advisors who now specifically guide them through service branch support requirements and military benefits programming. As NU students progress through the admissions process, assigned academic advisors partner directly with the enrollment advisors and program faculty advisors to provide personalized academic resource planning to improve course learning outcomes and facilitate ongoing student awareness of support resources available throughout the program.

To support this holistic team approach to student success, the institution has invested and implemented in an expanded portfolio of support resources and technologies, such as a customer relations management software and an integrated student information system, to provide

institutional stakeholders (faculty, staff, students and administrators) comprehensive, transparent access to a student's engagement and progress at the University. Among the newly implemented resources, NU now provides a new artificial intelligence chatbot called, NUton, to all students delivering 24/7 access to critical real-time information and support using SMS and smartphone capabilities, which averages a growing 20,000+ exchanges per month. This new tool provides students with both personalized and proactive engagement (i.e. nudging, critical reminders, programmatic milestones, and academic interventions) driven by new data models, while offering immediate responses to student inquiries using highly intelligent programmatic and institutional knowledgebases. NUton also provides students with the ability to engage in instant communication with a real-time advisor within key service departments including enrollment, student services, financial aid. Additionally, the University has invested in predictive analytics software and institutional research support that informs and guides the ongoing development of interventions and feedback mechanisms to increase the satisfaction, retention, and program completion of students. Utilization of these technologies affords the institution the ability to further personalize and proactively support a largely distributed, diverse, student population. NU also continues to offer support and engagement through co-curricular programs designed to meet the needs of a regionally dispersed, diverse, post-traditional, adult learner student population. Co-curricular programs are offered on-site in San Diego, at the larger NU branch campuses, and through web-based technology to online learners and to students served through all NU locations. Examples include web-hosted career fairs, online math and writing tutoring, and accessibility services through electronic communication and webinar technology.

Three student current support services exemplify the University's approach to providing relevant co-curricular offerings for its student population. First, NU launched the Student Academic Success Center (SASC). The SASC team provides one-on-one support to students with cognitive and non-cognitive needs. Support ranges from online or onsite tutoring in subject-specific areas to assistance with study skills and time management. With a majority of students electing to take at least one online course, the University has partnered with organizations to help provide a 24/7, 365 learning support services option. Second, NU runs a fully equipped Veterans Center and Virtual Veteran Center for its active-duty military and veteran students. A key service of the centers is to facilitate the transition from military service to an academic journey through events and services that foster community, engagement, and leadership. Services and events include Welcome Aboard orientations, dedicated center counselors, a veteran fellow's program, veteran student work-study opportunities, monthly engagement activities, and access to additional community veteran groups and resources. Third, NU offers Math and Writing Centers for students who need additional support in those areas to ensure academic success both on-campus and virtually. (please see ERF H1 for more specific role delineation of advising)

2) Explain how advisors are selected and oriented to their roles and responsibilities.

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. In 2019, the university increased compensation levels for all advising units including Enrollment, Academic, Student Finance, and Credential Advisors across the institution. This was in part to attract/retain highly competent and experienced talent. All new staff members are onboarded to the university through standardized training courses that have been developed by the university's Advisor Development Team via Blackboard. Staff are required to complete assessments and meet competencies prior to interfacing with students. They are trained on a full suite of technology systems in test environments before entering the advising environment.

Full-time MPH faculty will teach COH599 once or twice each year with an optimal number of 20 students or less. Faculty will then become academic advisors for the students in the course and will follow them from matriculation to graduation and may continue their connection to the MPH program as alumni. Monthly SOAR-based review of student progress by faculty advisors followed by faculty communication will present an easy pathway for students to connect with faculty of the program and will further student retention to graduation. Faculty will document reasons if the student chooses to discontinue and will discuss these in MPH faculty meetings. These discussions will inform policy and curricular decisions. Questions regarding financial aid, scheduling a student course pathway, and other student services will require collaborations with NU staff advisors in a holistic advising approach.

3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

Within 90 days of admittance into the university, students complete a Student Orientation Course (ORI 99) in Blackboard. This course introduces students to university resources, helps students outline their goals for their educational journey, and activities to support retention of information.

Additional information is in the ERF, Criterion H.

4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

As part of our annual current student survey that was implemented in the September of 2019, students are asked to assess academic and career services advising. In 2019, 94% of students found faculty to be both available and responsive to students, just 70% of students found academic staff advisors to be knowledgeable and helpful in navigating program requirements. Historically, National University academic advisors have not had focused knowledge of any single program, because they were advising on all general programs. The new holistic/programmatic advising model will enhance the student experience by aligning advisors with specific programs and program faculty. Advisors will now be assigned to specific programs and have direct reporting lines to Academic Program Directors. A cross-institution collaboration has begun between Deans, Academic Advising Teams and Academic Program Directors and is perhaps the most critical characteristic of NU's aspiration for holistic advising. The underlying systems from reporting relationships, organization structures, career progression, and performance review processes will encourage a "one-team" approach under the program leadership. In terms of academic advising, these results may reflect the generalist nature of staff advising at National University.

Detailed results from the Current Student Survey are in the ERF, Criterion H-1.

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

To provide the best infrastructure for these investments, the National University administration restructured to provide a comprehensive advising model that considers the geographic dispersion and diversity of the student population. At the applicant's point of entry to National University, he or she is onboarded with a goal-setting tool using RightNow (a student relationship management software). RightNow includes all transactional procedures corresponding to the basis of admission, program requirements, and enrollment plan leading to graduation. The university has piloted a new advising model outlined in the 2020 Strategic Plan to increase the retention and completion rates of students as well as honor the mission of delivering an exceptional student experience. The model allows for a more personalized approach to student advising. Students begin their academic career with an enrollment advisor who guides them through the onboarding process. Resources include online course demonstrations, connectivity to specialized student support services, and program schedule information in the student information system.

In their first course, COH 599 Public Health Foundations, students are oriented to the program and the requirements for each concentration. This course is taught by core MPH full-time faculty to assure a strong introduction and orientation to the program. Through the weekly live sessions, students engage with faculty and their peers to help create student networks to assist students as they progress through the program. The faculty teaching the orientation course will work with 15-20 students to begin their academic journey and follow them until graduation. These faculty advisors will serve as a primary source of guidance to students navigating the NU MPH degree requirements. Communication between faculty advisors on a monthly basis will help to connect students to the program and provide an easy check-in point for students to present issues, ask about current and future course requirements, ask for additional help on a topic, seek public health field guidance, discuss graduation requirements, and obtain career guidance. Faculty may further identify potential need and connect with the NU writing or math centers, international programs, services for Veterans, or other student services or provide guidance and mentorship. The goal will be to have faculty working with no more than 50-60 students each year with some graduating and others coming into the program. Early faculty tracking is included in Additional information is in the ERF, Criterion H.

Once students matriculate through their first course successfully, they are transitioned to additional non-faculty advising who will support the student for the remainder of the student's educational journey. Under the new model, academic advisors have a reduced student load and engage in ongoing professional development to deploy a more holistic approach to advising. The centralized pilot, enacted and implemented throughout the 2018 year, has positively impacted 20 percent of the student population.

In addition, MPH faculty also serve as informal advisors to students throughout the program being available to students for assistance and support by requesting appointments with faculty as needed to share research interests or discipline specific interests. Further, non-faculty Academic Advisors freely refer students to the MPH Program Director for advice when issues arise that go beyond their knowledge, and the Course Lead, MPH Program Director and Chair are listed with contact information in syllabi to allow for easy communication.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

An accessible and supportive academic advising system is in place for MPH students from enrollment through graduation. Students can meet with faculty or non-faculty academic advisers for assistance in admissions and in completing their programs of study online or at each of the National University campuses and centers. Academic Advisers are responsible for advising prospective students and students in all programs offered by National University.

Weaknesses

None noted

Plan for Improvement

The university has developed a holistic advising system that integrates non-faculty advising with newly developed MPH program faculty advising that will continue to improve advising for MPH students.

H2. Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) **Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.**

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. The Career Services portal is: <http://careerservices.nu.edu/s/1843/cs/home.aspx?gid=2&pgid=542>.

National University's MPH Program also provides career advising through full-time MPH faculty as well as the MPH Public Health Opportunities organization in Blackboard. All current students and alumni are enrolled into the MPH Public Health Opportunities organization to connect people with continuing education opportunities, upcoming academic and professional conferences, internships and fellowships, study abroad opportunities, and job postings. The MPH program will also post messages with updates on the MPH program and makes requests for feedback from graduates using this site. In addition to centralized career advising support, one of our MPH program coordinators is assigned to help strengthen career opportunity resources available to students and alumni. A National University MPH LinkedIn group is in development and is seeking approvals with a hopeful launch in early 2021.

- 2) **Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.**

In 2019, the university increased compensation levels for all advising units including Enrollment, Academic, Student Finance, and Credential Advisors across the institution. This was in part to attract/retain highly competent and experienced talent. All new staff members are onboarded to the university through standardized training courses that have been developed by the university's Advisor Development Team via Blackboard. Staff are required to complete assessments and meet competencies prior to interfacing with students. They are trained on a full suite of technology systems in test environments before entering the advising environment.

- 3) **Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.**

There have been a variety of examples of career advising services provided to our students. The NU Career Services Office offers regularly scheduled trainings and webinars for students and alumni. For example, a training entitled "Interview at Your Best" focuses on helping students and alumni to answer the most common questions in today's job market and there were over 10 MPH students who participated in this training. The Resume Development Workshops allow students to gain direct assistance in creating a professional resume and there were more than 12 MPH students that participated in this benefit. Both trainings are offered at least twice each month. Students and alumni may also request one-on-one appointments with career advising staff and there were 52 of these in the calendar year 2019. These are scheduled online and can cover any areas of career services planning of interest to the student/alumni. Services include career counseling, salary negotiating, mock interviews and interviewing, career exploration and assessment, etc. The MPH Program also posts job openings on its Blackboard organization site for students and alumni. See ERF, Criterion H2 for additional career advising resources for students. Through much effort to identify who was participating in these career services offerings, single out MPH students though feel this may be an underestimate. A system is now in place to actively track MPH Student participation in career services being offered.

- 4) **Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.**

As part of our annual current student survey that was implemented in the September of 2019, students are asked to assess career services advising. In 2019, 43% of students reported that the Career Services Department was helpful in exploring career options. In 2020, 36.6% of students reported that the Career Services Department was helpful or very helpful with 51.2% indicating neutral. Three years of data are not currently available See ERF, Criterion H2.

- 5) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

The program provides accessible and supportive career advising services for students. Students have access to the career center for assistance and workshops related to creating a resume, cover letter and interviewing skills.

Weaknesses

Though offered a wide array of career services, it is not clear how many MPH students are utilizing the Career Services Platform offered to them.

Plan for Improvement

With the resources of the third MPH coordinator, the program plans to enhance career resources on the MPH Student Organization site starting in 2021. This effort will include expanding links to existing public health job postings and related career services resources focused on public health. The MPH Program Director is also hosting monthly "Conversation with the MPH Director" webinars for all students. While specific topics may vary by month, each webinar offers students opportunities to ask for assistance and guidance on career planning. Additionally, monthly meetings hosted by National University Career Services will be offered to MPH students and students will be tracked to better quantify utilization of these services.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) **Describe the procedures by which students may communicate any formal complaints and/or grievances to program officials, and about how these procedures are publicized.**

Policies are referred to in the National University General Catalog (<https://online.flippingbook.com/view/393415/>), 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 at www.nu.edu/reportit. 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.

- 2) **Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.**

The Office of Student Affairs 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 Specialist 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 Student Relations Specialist (SRS), 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 National University General Catalog (<https://online.flippingbook.com/view/393415/>). 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 SRS 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 SRS does not make, change, or set aside policies or decisions, but advocates for fairness. The SRS will not identify students or reveal their confidences without permission except when required by law.

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.**

During the previous three years (FY18-FY20), there were no formal complaints or student grievances regarding the NU MPH.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

National University has clear procedures for students to submit complaints and processes complaints diligently. The program enforces the University policies and procedures that govern formal student complaints and grievances.

Weaknesses

None noted.

Plan for Improvement

N/A

H4. Student Recruitment and Admissions

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health. Recruitment materials regarding student recruitment and admissions are included in the ERF, Criterion H4.

- 1) **Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

Most recruitment efforts and marketing of programs is conducted by the Marketing office, which is centrally managed in the university. National University employs a variety of digital marketing campaigns including search engine optimization, social media marketing, and email marketing. The university also utilizes television advertising in specific markets. The NU Community College Pathways division also disseminates program and scholarship information at community college career fairs and in community college resource offices across multiple states ERF, Criterion H4.

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. The content of the website and the recruitment flyers is developed by the MPH Program Director in collaboration with the faculty.

- 2) **Provide a statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

Admission to the MPH Program

To help assure adequate preparation for graduate students, the MPH program strengthened its admissions criteria for applications received on or after June 1, 2019. Applicants must hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.85 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.

Students with an undergraduate grade point average of 2.5 to 2.84 may be accepted to National University on a probationary status. Students are ineligible for official admission into the MPH program and will not be processed for degree evaluation or financial aid until students have completed a minimum of 13.5 quarter units of graduate study with a cumulative GPA of 3.0.

Also, beginning in June of 2019, admission to the MPH program requires completion of an undergraduate statistics course. Students who do not meet this requirement can complete a statistics or biostatistics course with a grade of B or better and then be considered for admission to the program.

- 3) **Select at least one of the measures that is meaningful to the program and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the program may add measures that are significant to its own mission and context.**

Table H4-1. Outcome Measures for Recruitment and Admissions					
Outcome Measure	Target	2017	2018	2019	2020
Proportion of students who are active duty military or veterans	25%	31.3%	42.8%	40.6%	40.5%
Proportion of students who are age 30 years or older	50%	50.3%	55.3%	49.2%	62.2%
Proportion of students who are African American or Black	20%	24.4%	24.3%	22.8%	21.6%
Proportion of students who are Hispanic or Latino	15%	11.9%	18.4%	23.4%	25.7%

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

The program has adopted admissions criteria that is more stringent than the general University admissions criteria.

Weaknesses

N/A

Plan for Improvement

N/A

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

The MPH program is included in the 2020 National University General Catalog (<https://online.flippingbook.com/view/949445/>) that is printed and distributed yearly, with online addendums as needed in the interim. 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/college-of-professional-studies/CommunityHealth/Programs/MPH/>).

Contact information includes the MPH Program Director, Faculty, Chair of the Department of Community Health, and Dean of the College of Professional Studies (see Catalog 82C and Catalog 82F Addenda that reflect the new Dean with the reorganization from the School of Health and Human Services to the College of Professional Studies - <https://www.nu.edu/catalog/>. Catalog 82H Addenda (March 2, 2020) reflects the current MPH program curriculum for all concentrations and is included in the ERF (Criterion H5).

In addition, printed flyers that list the MPH offerings are distributed by each campus and on-line resource center through the admissions advisers. See ERF H1.3 for the MPH program brochure.



1010 Wayne Avenue, Suite 220 | Silver Spring, MD 20910
Phone: (202) 789-1050 | www.ceph.org

June 17, 2021

Tyler C. Smith, MS, PhD
Chair & Interim Director, MPH Program
National University
Sent via email

Dear Dr. Smith:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 2-4, 2021 meeting to accredit the MPH Program at National University for a seven-year term.

The accreditation term extends until July 1, 2028, pending the program's continued documentation of compliance through annual reporting and any other reporting required by the Council. Additionally, since your site visit occurred via distance technology to accommodate COVID-19-related travel restrictions, this accreditation term is also contingent on the program hosting an on-campus visit no later than June 4, 2022 to validate the program's continuing eligibility for accreditation.

We are enclosing a copy of the Council's final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council's official report. This differs from the team's report that you received prior to our meeting in the following areas:

- The Council added language to Criteria D7 (Integrative Learning Experience) and H1 (Academic Advising) acknowledging the program's response to the site visit team's report.
- The Council changed the team's finding for Criterion G1 (Diversity) from partially met to met and added language explaining its rationale.

I would like to call your attention to the disclosure provisions in our adopted procedures. The program is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. **The program may make the report and final self-study available in full on its website, or it must clearly indicate on the website how to request a copy of either document.** See Section 7 of the [Accreditation Procedures](#) for additional information.

You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by July 26, 2021, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our [website](#).

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We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,

A handwritten signature in cursive script that reads "Joyce Gaufin".

Joyce Gaufin
President



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June 17, 2021

David W. Andrews, PhD, MS
President
National University
Sent via email

Dear President Andrews:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 2-4, 2021 meeting to accredit the MPH Program at National University for a seven-year term.

We are attaching a copy of the Council's final accreditation report. This differs from the team's report that you received prior to our meeting in the following areas:

- The Council added language to Criteria D7 (Integrative Learning Experience) and H1 (Academic Advising) acknowledging the program's response to the site visit team's report.
- The Council changed the team's finding for Criterion G1 (Diversity) from partially met to met and added language explaining its rationale.

We appreciated the many courtesies extended to the site visit team during its visit.

Sincerely,

A handwritten signature in cursive script that reads "Joyce Gaufin".

Joyce Gaufin
President

cc: Tyler C. Smith, MS, PhD

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
NATIONAL UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

December 10-11, 2020

SITE VISIT TEAM:

Kim Marie Thorburn, MD, MPH – Chair
David Shoham, PhD, MSPH

SITE VISIT COORDINATOR:

Alexandra DiOrio, MPH

CRITERIA:

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

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INTRODUCTION

National University was founded in 1971 and is one of the largest private, non-profit institutions of higher learning in California. The university was founded by a military veteran and has served a large number of active-duty and former military members in addition to a diverse adult-student population. The university was among the first institutions in the country to focus on unique educational needs for non-traditional learners and offers an intensive one-course-per-month format at five regional campuses in Oxnard, Costa Mesa, Sacramento, Fresno, and Los Angeles, California and Henderson, Nevada.

National University is organized into three colleges: the Sanford College of Education; the College of Letters and Sciences; and the College of Professional Studies. The university offers five associate degrees, 46 bachelor's degrees, 35 master's degrees, and two doctoral degrees. As of fiscal year 2020, the university employed 184 full-time, 21 associate, and 2,184 adjunct faculty and 604 full-time and 67 part-time staff members, and enrolled 29,370 active students.

The university is accredited by the WASC Senior College and University Commission. Specialized accreditors to which the university responds include the Joint Review Committee on Education in Radiologic Technology, the Commission on Collegiate Nursing Education, the Accreditation Board of Engineering and Technology, and the International Accreditation Council for Business Education.

The program was developed in 2009 based on interest from military partners and prospective students in the San Diego area looking for an accredited program for active-duty personnel and working adults. The program enrolled its first cohort in March 2010 and began offering an online degree in 2012. Currently, the program delivers courses at multiple campuses as well as in a fully distance-based format. The program resides within the Department of Community Health within the College of Professional Studies. The department also houses three other degrees that are not included in the unit of instruction: a BS in public health, a BS in healthcare administration, and an MHA. As of fiscal year 2020, the program enrolled 462 students across the three MPH concentrations with 138 in health promotion, 64 in community mental health, and 260 in healthcare administration.

The program's initial accreditation review took place in 2013 and resulted in a five-year term with interim reporting in evaluation, employer feedback, alumni feedback, and workforce development. The Council accepted the program's 2014 interim report as evidence of compliance in evaluation, alumni feedback, and workforce development and the program's 2015 interim report as evidence of compliance in employer feedback. The program had an accreditation visit in 2018 that resulted in a conferral of probationary accreditation. The program had two years to address the deficiencies cited in the report related to student governance, graduation rates, evaluation, faculty resources, staff resources, foundational competencies, concentration competencies, the applied practice experience, stakeholder feedback, workforce development, and academic advising. This report documents the review to determine whether accreditation will continue.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

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

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program has an effective governance structure through committees and individuals to support its degrees and operations. The program has six standing committees: Curriculum Committee, Evaluation Committee, Executive Committee, Faculty Affairs Committee, Faculty Focus on Research Committee, and Community Service and Volunteerism Committee, that address all aspect of program governance. Each committee has a different membership formula. For example, the Curriculum Committee comprises a minimum of one faculty member from each concentration, a primary instructional faculty member who teaches core courses, and two students. The committee had 14 members as of fall 2020. All committees meet at least once a month except for the Faculty Focus on Research and Community Service and Volunteerism Committees, which meet every other month.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The MPH program director, full-time faculty, the department chair, and the dean work collaboratively to develop and revise degree requirements. The Curriculum Committee is responsible for developing and revising the curriculum, and the Evaluation Committee monitors the evaluation plan and is responsible for student assessment policies and processes. The Executive Committee oversees admissions criteria and procedures. Faculty recruitment is handled by search committees; the provost makes final decisions for full-time faculty, and the program director makes final decisions about adjunct faculty. The Faculty		

		<p>Affairs Committee is responsible for faculty reappointment and promotion, and the Faculty Focus on Research Committee is responsible for the department's research agenda. Finally, the Community Service and Volunteerism Committee is responsible for finding and disseminating student service opportunities. Faculty consult with the program director to determine their own service agendas.</p> <p>All program faculty and staff come together through monthly department meetings to discuss recommendations from the program committees and make decisions. Department meetings give other faculty members that are not committee members an opportunity to provide their input.</p> <p>In addition to program committees, faculty also serve on university level committees including the University Academic Affairs Committee, the Institutional Review Board, and the President's Diversity, Equity, and Inclusion Council. The university is implementing a new Faculty Handbook in 2021 that may involve re-structuring, but the program director told site visitors that instructional, research, and service expectations will remain the same.</p> <p>Full-time and part-time faculty interact in multiple ways. The primary way is through full-time faculty regularly reaching out to the part-time faculty who teach the same class. Faculty members told site visitors that they are in regular contact with adjunct faculty members to offer support and connect them to resources. In addition, both full-time and part-time faculty attend department and committee meetings. Part-time faculty are invited to the annual Spring Research Symposium, the annual awards</p>		
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		ceremony, and commencement. Site visitors spoke with both full-time and part-time faculty who confirmed regular interaction with colleagues.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The program engages students formally through committees and the student organization and solicits feedback through focus groups and surveys.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		Students primarily provide input through the MPH Student Organization (formerly the Student Affairs Committee) and as voting members on the Curriculum Committee and Evaluation Committee. The program also engages students in focus groups and surveys and has student representatives on the Community Service and Volunteerism Committee and the Awards and Recognition Committee. During the site visit, students confirmed that there are regular calls for their participation in program governance. Reviewers validated student participation through committee meeting minutes.		

		The program was previously cited for not having a process to ensure that students have formal methods to participate in policy making and decision making. After the previous site visit, the program appointed student members to program committees and founded and held its first meeting of the student organization. During this site visit, reviewers validated that the program has continued to work with the student organization, which has had multiple meetings, and has students on program committees who engage in decision making, addressing the issues raised in the previous review.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program’s vision is that it <i>“will create an intellectual community of educated and skilled public health professionals who can respond to the evolving health promotion and disease prevention needs, community health needs, and healthcare administration needs of the diverse communities that they serve.”</i> The program’s mission is that it <i>“educates and prepares current and future public health professionals to advance the health of populations across the globe.”</i>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service		The program also has five goals related to instruction, student services, collaborative administration, scholarship, and service. Finally, the program has nine value statements including concepts such as social responsibility, community collaboration, and ethics. The guiding statements as a whole address instruction, scholarship, and service and reflect the program’s aspiration to prepare students to serve their communities and improve health. The guiding statements indicate that the intended service area is global, as the program enrolls students from all over the world. The guiding statements define plans to advance the field of public health and promote student success through its instructional, student services, scholarship, and service goals and associated measures.		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		During the site visit, the department chair, who is also the acting program director until the program fills the vacant		
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<p>program director position, explained that the program engages the MPH Advisory Board and community stakeholders to ensure that the guiding statements accurately reflect the program and its evaluation plan. The site visit team observed that some of the guiding statements are focused on accreditation requirements. Faculty explained that the program chose its goals and measures based on what faculty and program leaders felt was necessary to measure from an internal perspective as well as an accreditation perspective. The site visit team was satisfied that, as a whole, the guiding statements were specific enough to guide resource allocation and evaluation of outcomes.</p> <p>The program has been developing a strategic plan, and the department chair told reviewers that it would be complete by March 2021.</p>		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program reports graduation rates that exceed the threshold for the 2013, 2014, 2015, and 2017 cohorts at 76%, 73%, 73%, and 75%. The attrition rates are low enough that the program can meet the threshold for the 2016, 2018, 2019, and 2020 cohorts. Students have a maximum of six years to graduate, so only the first two cohorts have reached their limits. The graduation rates represent cohorts of between 91 and 201 students.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>The program collects data through the Office of Institutional Research. Students are assigned to a cohort after they have completed three courses and attended orientation (for students after June 2019). The program uses this methodology to support its mission to serve military and other adult learners. Program faculty regularly reach out to students who have completed coursework but have not yet completed their internship and/or capstone project to offer assistance such as re-enrollment without tuition and individualized mentorship to help students succeed and graduate. The program hired a second MPH coordinator who has expanded outreach to students who may be struggling. The program director reviews graduation data annually to monitor student success.</p> <p>The program was cited in its last review for not demonstrating that 70% or more of its students complete the program within the maximum available time. The program acknowledged that it did not have the means to track completion rates consistently and clearly. During this site visit, reviewers were able to validate that the program consistently and clearly tracks graduation rates and that graduation rates meet this criterion's threshold, which addresses the previously identified issue.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		The program reports the following positive post-graduation outcome rates for the 2018 through 2020 cohorts: 80%, 87%, and 88%, though not all graduates are accounted for. The program had a 40% unknown rate for 2018. The program missed the 12-month window to assess the post-graduation outcomes for students who graduated in the second half of the year and, therefore, had a large number of graduates with unknown outcomes.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		To prevent this from happening in the future, the program implemented a process to assess employment status at graduation through a survey in the capstone course, along with regular follow up with graduates in the 12 months after graduation.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		In addition to the exit survey in the capstone course and follow up from program staff, the program also sends out an alumni survey and uses social media to track graduates. The program has been using a text survey to increase response rates for selected questions. These approaches appear to be working as the percentage of graduates with unknown outcomes dropped significantly to 5% in 2019 and 8% in 2020. The program reviews these data every September during its Evaluation Committee meeting as part of its evaluation plan data review schedule.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The program assesses alumni self-perceived mastery and application of the competencies through an annual alumni survey and through focus groups. In October 2019, all alumni who had graduated within the last five years received the survey. Of the 588 alumni surveyed, 71 responded (12%). Alumni were asked to rate their ability on each of the foundational competencies from beginner to expert. Graduates rated themselves highest on competencies 8, 19, and 20, which relate to applying cultural awareness and communication skills. Alumni rated themselves lowest for competencies 1 and 3, which relate to epidemiological methods and data analysis.</p> <p>The program sent out another survey in February 2020 and received a 23% response rate (n=130). Alumni rated their ability to apply competencies in the workplace. Of the 130 respondents, 87% rated themselves as good or excellent. The program sent a third survey in September 2020 to assess for concentration competencies in the workplace and had a 6% response rate (47). Alumni for the health promotion concentration rated themselves as good or excellent between 73-96% of the time. For the community mental health concentration, alumni rated themselves as good or excellent between 67-86% of the time, and alumni rated themselves as good or excellent 90% of the time for the healthcare administration concentration.</p>	<p>Click here to enter text.</p>	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>In October 2020, the program followed up with a focus group. Alumni were asked 11 questions related to skills graduates had expected to gain, helpful assignments, beneficial aspects of the program, skills they needed but did not learn during the program, and more.</p> <p>The program reviews the data to ensure usefulness every September at the Evaluation Committee meeting, as mentioned in Criterion B3, and will make changes to the surveys or methodology as needed.</p> <p>Although the response rates to surveys are still relatively low, the program has supplemented these data with a focus group that yielded useful information. Site visitors reviewed data and were satisfied that the program collects useful data. The department chair explained that the focus group data provided very detailed data about courses while the survey responses gave useful high-level data.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The self-study presents between three and eight evaluation measures, associated data sources, and the responsible person or committee for each of the five goals outlined in the evaluation plan. The program has a detailed schedule for when it reviews different types of data. For example, the department chair reviews data regarding faculty participation in scholarship and service every April,	Click here to enter text.	

<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>and the Executive Committee reviews data regarding to student perceptions of access to faculty, academic advising, and career counseling every January.</p> <p>Site visitors found that the chosen indicators align with the goal statements and are appropriate to track progress on the five goals. In addition to aligning with the goal statements, the indicators as a whole measure student success and advancing the field of public health through quality instruction, student services, scholarship, service, and professional development.</p> <p>The chosen indicators track student satisfaction with teaching, proportion of students in each diversity group, number of community-based projects with faculty and/or student involvement, and number of articles published by students, among others. In addition to the department chair and program director, the committees primarily responsible for reviewing data are the Executive Committee, Evaluation Committee, Curriculum Committee, and Faculty Affairs Committee. As explained in Criterion A1, the department has monthly meetings to review data and recommendations from the committees to gain additional feedback from faculty and make decisions.</p> <p>The program was previously cited for not demonstrating an ongoing, systematic, and well-documented evaluation plan that allows it to determine its effectiveness in advancing its mission and goals. During this site visit, reviewers validated that the program implemented measures for goals and identified data sources and individuals or committees responsible for reviewing data and making programmatic changes. In addition, the team</p>		
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		reviewed documentation to ensure that the evaluation plan is ongoing, systematic, and documented. This issue appears to be addressed.		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		<p>The program engages in regular and substantive review of the evaluation findings through the department chair, program director, and committee meetings. Program leaders, faculty, and students provided examples of how data have been used to implement important changes. For example, the Curriculum Committee reviewed course shells and determined that the number of courses with two or more authentic assessments designed to assess performance of real-world tasks were not meeting the internal target of 90%. As a result, the program updated assignments in COH 599: Public Health Foundations, COH 605: Public Health Promotion, COH 618: Health Promotion Strategies, and HCA 620: Health Organization Management, to include executive briefings, budget templates, and fact sheets, in addition to incorporating up-to-date case studies.</p> <p>As another example, the Executive Committee reviewed data regarding student perceptions of academic advising and career counseling and found that the ratings were not meeting the internal target (90% of students rating</p>	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)				

		<p>academic advising and career counseling as adequate or higher). As a result, the program director and Executive Committee proposed program-specific academic advising and career counseling. The program was in the process of implementing the new system at the time of the site visit, as discussed in Criterion H1, and created two MPH coordinator positions to support advising and career counseling; these positions were filled in March and July 2020.</p> <p>In a third example, the program director audited the committee meeting minutes and determined that the program was not meeting the target of at least one student member on each committee. The program director reached out to students to encourage participation on committees and as a result, the program had at least one student member on each of the standing committees at the time of the site visit.</p> <p>The program was previously cited for not demonstrating that it engages in regular, substantive review of evaluation findings or strategic discussions about the implications of evaluation findings. During this site visit, reviewers validated that the program regularly reviews data and translates the findings into programmatic changes. This issue appears to be addressed.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program follows the university's central, annual budget process and documents adequate financial resources to meet current needs. The university uses a structured, annual, zero-based budget process that requires each program to develop a budget justifying expense lines based on factors such as student enrollment and needs associated with program quality (e.g., adequate supervision of capstone experiences). The university process involves cross-subsidizing of programs; units' receipt of funds is not directly tied to the amount of funds generated by the unit. Tuition and fees are generally recorded as revenue for the college in which the program is housed, and the university has the ability to redistribute income across colleges as needed.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>Colleges develop annual budget requests that reflect the university's strategic goals and budgeting priorities. Department chairs develop budgets in consultation with program directors, and departmental budgets roll up into college budgets. The process involves feedback and, typically, several revisions, involving communication and collaboration from the university CFO through all levels to the program director. Site visitors learned the university-supported assessment and evaluation data are also used in the budget development process.</p> <p>The university fully funds all faculty and staff salaries, with no expectation for extramural salary support. As of 2019,</p>		

		<p>programs use a 'request for new faculty' form, submitted to the provost, when additional resources are needed. The form requires data on enrollment trends and a rationale for the need; the form also requires an explanation of alignment with the university's strategic plan. The provost makes final decisions.</p> <p>In addition to faculty and staff salaries and benefits, the program's operational costs include equipment, software, faculty development expenses, and student support. Under faculty bylaws and policies that existed until July 2020, each full-time faculty member automatically received \$2,400 per year to support professional development, and site visitors learned that this level is expected to continue under the soon-to-be-adopted faculty handbook. The MPH Awards Committee chooses students to receive scholarships to attend the APHA annual meeting; however, this has not occurred since 2018 due to internal reorganization (2019) and the COVID-19 crisis (2020). The university also centrally funds student scholarships, and 182 MPH students received such scholarships in 2020, with an average award around \$2,000.</p> <p>Programs may request additional funds during the annual budget process. They can also request funds based on findings relating to student learning, through the program annual review process. Finally, the academic program review process that occurs every six years has a funding-related aspect called the Memorandum of Agreement process that allows programs to request additional resources, such as new staff allocations to the program. In 2018, the program completed a Memorandum of Agreement that resulted in a new full-time faculty</p>		
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		<p>position, the transfer of an existing staff position to the program, and the creation of a new staff position for the program. It was affirmed during the site visit that the annual budgeting process and the academic program review are adequate and responsive to program resource needs.</p> <p>The program presents financial data that demonstrate more income than expenditures, and therefore, financial adequacy and stability. University leaders affirmed their commitment to the program during the site visit.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program has sufficient faculty resources to support its degrees and mission. The program has a total of 11 primary instructional faculty (PIF) and 58 non-PIF. Each of the program's three concentrations has the appropriate number of PIFs, with two double counted appropriately. All faculty are on 10-month contracts.</p> <p>The program calculates FTE based on the percentage of assigned workload devoted to the program. Specifically, the program assigns FTE amounts for teaching, MPH-related scholarship, student advising, and MPH-related service. Each faculty member's FTE is composed of the values associated with the activities they complete. Non-PIF FTE is calculated based on the number of courses the faculty member teaches, multiplied by 100 hours, and</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				

Ratios for MPH ILE are appropriate for degree level & nature of assignment		divided by 1,940 hours, which equals a year of full-time employment at 40 hours.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	For general advising, PIF have an average of nine students and staff have an average of 65 students. For the applied practice experience, PIF supervise an average of 17 students, adjunct faculty supervise an average of eight students, and staff supervise an average of 131 students.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A	For the integrative learning experience, PIF supervise an average of nine students and adjunct faculty supervise an average of 12 students.		
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		The program collects student perceptions of class size and faculty availability and responsiveness through a current student survey. In 2019, 91% of respondents agreed or strongly agreed that the classes and program are an adequate size to facilitate learning and mentoring by faculty. In 2020, 85% agreed or strongly agreed. For faculty availability, 94% agreed or strongly agreed in 2019 and 90% in 2020. For faculty responsiveness, 94% of students agreed or strongly agreed in 2019 and 95% in 2020. The program collects qualitative data through the current student survey starting in 2020, as well as the end of course evaluations. Overall comments were very positive.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		The program was previously cited for not having adequate faculty resources to sustain all core functions including offering coursework and advising students and did not provide qualitative and quantitative data regarding class size and faculty availability to support the assertion that faculty resources are adequate. During this site visit, reviewers validated that the program has sufficient faculty resources to support its degree offerings. The issue appears to be addressed.		

		During the site visit, students, alumni, and stakeholders praised program faculty. All three groups emphasized that faculty are very supportive, helpful, and available. Students and alumni told site visitors that faculty take the time to get to know them and work with their specific life circumstances and that they are very appreciative.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		Six staff members support the program, with three program coordinators providing full-time support. The department chair's assistant is allocated at 50% effort to the program, and the directors of enrollment and student support services and academic placement and compliance each dedicate approximately 10% effort to the program. This total of 3.7 FTE staff is more than double the 1.6 FTE staff available at the program's last accreditation review.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>The university's Office of Educational Effectiveness and Accreditation also supports the program in accreditation efforts; with survey and focus group support; and with resources for the program annual review and five-year program review processes. Staff from the Office of Institutional Research assist the program with data used in the evaluation plan.</p> <p>The full-time staff program coordinators explained their roles and responsibilities to site visitors; these include orientation, student progress monitoring, and advising</p>		

		<p>and career assistance. Program coordinators work closely with program faculty, and particularly the program director, to promote student success. Site visitors heard enthusiastic confirmation from students and alumni that program staff were readily available, responsive, and supportive. University leaders emphasized that staff work with students throughout their entire time in the program to provide support and connect them to resources.</p> <p>The program was cited at its last review for unstable and inadequate staff resources. The review noted that only one full-time staff member was allocated to the program and that the lack of staff resources resulted in unnecessary burdens on full-time faculty members to fulfill operational and student needs. During this site visit, reviewers were able to validate the appropriate allocation of staff resources to operational, student, and faculty support tasks. This issue appears to have been addressed.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program has adequate physical resources to fulfill its mission and goals, and resources appear sufficiently stable.	Click here to enter text.	
Physical resources appear sufficiently stable		In 2020, the program's official home moved from the university's Kearny Mesa Center to the Spectrum Business Park campus; both are located in San Diego. At the time of the site visit, faculty and staff had been working from home for nine months due to the COVID-19 pandemic and the program had no experience with the new space. The		

		<p>self-study explains that the Spectrum campus uses a shared workspace model that offers shared office space and meeting space. The department chair told reviewers that private spaces are available for meetings with students.</p> <p>Site visitors learned that the university has used the pandemic break from use of physical space to re-consider space needs. The vice provost of academic and faculty affairs is facilitating a process to explore post-pandemic space needs. He assured site visitors that adequate space for private meetings will be part of the final decisions.</p> <p>The Spectrum campus has 26 classrooms and six computer-based classrooms that the program can reserve. It also has a student lounge and cafeteria for students to gather and work on group projects. Site visitors confirmed that physical class instruction also occurs at other San Diego campus locations.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program has appropriate and stable information and technology resources. The university's library system has an extensive array of electronic resources, including databases and other key public health-relevant resources.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The university also offers delivery of physical books as needed. Each college has a designated liaison librarian, and this individual is available to provide in-person and online		

Library & IT resources appear sufficiently stable		<p>instruction and research support. Librarians also create reference guides for each academic program and online tutorials. Students may request a research consultation or contact library staff for one-on-one assistance by phone, email, or chat. Faculty and staff can request the purchase of additional books, journals, and videos through library staff. One alumnus who met with site visitors and had completed the program fully online noted that he experienced prompt responsiveness when he sought library services.</p> <p>The university provides comprehensive IT support to faculty, staff, and students. The university has student concierge and a faculty and staff concierge services that provide support around the clock. Additionally, all three groups have access to an artificial intelligence chat to resolve simple technical issues and access to Blackboard assistance. The university uses a ticket tracking system to ensure all issues are resolved in a timely manner. Students also have access to technological literacy trainings.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		The program ensures that all students are grounded in foundational knowledge through seven required courses: COH 599: Public Health Foundations, HCA 600: US Healthcare System, COH 601: Global Public Health, COH 602: Biostatistics, COH 604: Health Behavior Theories; COH 606: Epidemiology, and COH 611: Public Health Research Methods.	Click here to enter text.	

		<p>The syllabi align with all foundational knowledge areas. The site visit team was able to validate didactic coverage of all learning objectives, as shown on the D1 worksheet.</p> <p>The program was previously cited for not ensuring grounding in all of the foundational knowledge areas. The site visit team validated coverage, and this issue appears to be addressed.</p>		
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D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program ensures coverage and assessment of the foundational competencies for all students through eight required courses: the seven courses identified in Criterion D1 plus COH 612: Public Health Policy and Advocacy.</p> <p>Examples of assessments include a research methods plan, papers, data analyses, discussion board questions, and a political advocacy proposal. Site visitors reviewed self-study documentation and syllabi and were able to validate most competencies. Reviewers asked about assessments for foundational competencies 3, 12, 16, and 17 during the visit, and the program explained updates it made to assignments that illustrated coverage and assessment of the remaining competencies. The program made these changes based on feedback from its preliminary self-study. For example, students now use Excel or Atlas.ti to analyze qualitative data as part of the assessment for foundational competency 3, and students write about the leadership approach that they would take in a specific situation for foundational competency 16. Site visitors were satisfied that these updated assessments address the foundational competencies. Reviewers' findings are summarized in the D2 worksheet.</p> <p>The program was previously cited for not demonstrating that it provides instruction and assessment for all foundational competencies. The program submitted a response to the previous team's report; however, it was</p>	Click here to enter text.	

		<p>not sufficient to demonstrate competencies 1, 2, 3, 11, 12, 13, 14, 16, 17, 20, 21, and 22. As mentioned above, reviewers validated coverage during this site visit, and the issue appears to be addressed.</p> <p>Students expressed satisfied with the curriculum, telling site visitors that courses are relevant and that they have been able to apply skills they have learned in courses to their current jobs.</p>		
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D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		Each of the program's three concentrations has between five and seven competencies that define an appropriate depth of knowledge and skills. All concentrations have between five and six concentration courses that are used to teach and assess the concentration competencies. The site visit team was able to validate didactic preparation and an appropriate assessment for all concentration competencies, as shown in the D4 worksheet.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		During the site visit, faculty addressed reviewers' questions about whether community mental health concentration competency 2 is distinct from or more advanced than foundational competency 9. Faculty explained the importance of program planning as a skill for students in this concentration and noted that they need more practice beyond the foundational competency. In addition, as part of the assessment, students must ensure that the programs they develop are evidence-based, which goes a step beyond the assessment required for foundational competency 9. Faculty also provided clarification regarding assessments for concentration competencies 1 and 5 within the same concentration.		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)		The program was previously cited for not defining a set of at least five distinct competencies for each concentration nor documenting at least one specific required assessment activity for each concentration competency. During this site visit, reviewers validated that each concentration has		

		at least five concentration competencies of an appropriate depth and at least one appropriate assessment for each concentration competency. These issues appear to be resolved.		
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D4 Worksheet

MPH Health Promotion Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess factors that influence, enhance or impede health promotion.	Yes	Yes
2. Explain factors that influence implementation of health promotion programs.	Yes	Yes
3. Evaluate the implementation of health promotion programs.	Yes	Yes
4. Integrate the results of health promotion evaluation into interventions and policies.	Yes	Yes
5. Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.	Yes	Yes
6. Provide advice and consultation on health promotion issues.	Yes	Yes
7. Apply appropriate research principles and techniques to develop health promotion programs.	Yes	Yes

MPH Community Mental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess the social, political, and environmental context of mental health in relation to public health practice.	Yes	Yes
2. Create evidence-base programs to prevent or reduce mental health disorders in community settings.	Yes	Yes
3. Design an evaluation plan to assess the effectiveness of a community mental health program.	Yes	Yes
4. Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.	Yes	Yes
5. Apply appropriate research principles and techniques to mental health.	Yes	Yes
6. Construct an advocacy plan to improve culturally sensitive mental health policies in communities.	Yes	Yes

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

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The program has a clearly structured and well-designed system for students' applied practice experiences. Students enroll in a three quarter-credit hour internship course. The course number and instructor responsible for assessing final products differs by concentration, with a fourth course number and instructor assigned to all students, regardless of concentration, who complete the requirements through one of the university's study abroad programs. One of the program's staff members, a program coordinator, serves as the overall coordinator for internship experiences, facilitating paperwork and communication between parties including the student, course instructor, and internship preceptor.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
		Most students complete the traditional internship. They locate an appropriate site and preceptor; identify projects, two deliverables, and five competencies; and receive approval for the project plan. The internship plan form		

		<p>requires the student to document which products will demonstrate each competency, and the student updates this form at the experience's conclusion to affirm competency demonstration. The course instructor, a faculty member from the student's concentration area, grades the experience using a rubric. Preceptors also complete a survey to provide feedback on the student and experience.</p> <p>The program introduces students to the internship process in the required course COH 599: Public Health Foundations, and students begin the planning and site selection process at least three to six months before enrolling in the internship course.</p> <p>Currently employed students may elect one of two avenues to complete an applied practice experience at their place of work. The first allows students to identify a preceptor who is different than the regular supervisor to carry out an internship as described above. Students who have 10 or more years of public health work experience may submit recent work products to demonstrate competency achievement after development of the internship plan described above. The department chair told site visitors that a small proportion of students complete workplace internships.</p> <p>Students in the study abroad option complete service learning opportunities in the external country: all students are required to create lesson plans and deliver educational sessions to specific populations. They also conduct on-site visits to learn about health and/or related social systems in the country hosting the experience. These students follow a process to plan the experience in advance,</p>		
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		<p>including identifying competencies that will be attained and receiving faculty approval for the plan. They complete readings and discussions in advance, including reviewing World Health Organization literature and statistics on the nation where they will complete the experience. A public health faculty member reviews the lesson plan and educational materials as well as a reflection on competency attainment by the student after the experience is complete; the public health faculty member also travels with students and facilitates and supervises their in-country work. The self-study indicates that between 2014 and 2019, 96 MPH students completed this option for the applied practice experience through study abroad trips to Cambodia, Cuba, Germany, Peru, Uganda, and Panama. These opportunities are on hold during the pandemic.</p> <p>The program provided five to seven samples of student work from each concentration. All student work products reflected appropriate, high quality practice products, and all samples included forms that clearly identify intended competencies and the practice activities and products that demonstrate competency attainment. Sample work products include surveys, PowerPoint presentations, lesson plans, a business plan, a training manual, policy forms, a newsletter, and a community health needs assessment report, among others. Students completed experiences in hospital and clinic settings, non-profit organizations, and school-based settings.</p> <p>Site visitors met internship preceptors who consistently confirmed that it is beneficial to their agencies and programs to work with the program's students. They noted that students arrive well prepared and are serious</p>		
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		<p>about the assignments. Some had employed interns upon completion. Students and alumni who met with site visitors appreciated the support they received from both the assigned faculty member and preceptors during the internship, especially ensuring the understanding and compliance with competency requirements.</p> <p>The program was cited in its last review for lacking policies and practices to ensure that each student produces at least two work products in the applied practice experience. Based on available documentation and discussion, this concern has been addressed.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		At the time of the site visit, the program required students to complete either a data-based research project or other scholarly activity as the integrative learning experience. All students enroll in COH 692: MPH Capstone and work with the faculty course instructor to choose a research question and competencies, of which three are foundational. The	The program has developed a standard process to assess and document competency synthesis in the current capstone requirement through coursework unique to one of the three concentrations (Health	The Council appreciates the program's response confirming that its updated methods for documenting and assessing competency synthesis have been implemented.
Project occurs at or near end of program of study				

Students produce a high-quality written product		faculty course instructor must approve each student's project before work can begin.	Promotion, Healthcare Administration, or Community Mental Health). These courses - COH694A, COH694B, COH694C - are two-month capstone projects where students complete an integrative learning experience (ILE) that demonstrates synthesis of their foundational and specialization competencies. In consultation with faculty, students select foundational and concentration-specific competencies appropriate to the student's educational and professional goals. The capstone project focuses on a relevant problem in public health theory or practice. The development of the new courses incorporates a new form that all students submit for approval of their topic. The students select three foundational and two specialization competencies and indicate how the competencies will be synthesized by the implementation of their proposed project. The faculty member determines whether the topic and the competency synthesis will meet the criteria laid out in the grading rubric before the student proceeds with the project. Following the completion of the project, faculty review the student project	
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<p>As part of the integrative learning experience, students must write a paper in which they identify a public health issue relevant to the concentration, conduct a literature review, present a solution in the form of a hypothesis, and collect data or gather necessary resources for scholarly activity. Students must also give an oral presentation describing the outcome. The faculty course instructor provides feedback during the course and assesses competency attainment informally. During the site visit, students confirmed that they work with the faculty course instructor to choose and incorporate competencies into their project.</p> <p>Starting in February 2021, COH 692 will be replaced with COH 694A, 694B, and 694C, one for each concentration. Students will enroll in the course that aligns with their concentration and work with the faculty course instructor to select competencies and receive project approval. Health promotion students may choose between a program evaluation or secondary analysis of a health promotion related database, while health administration students will focus their projects on business plans or protocols. Community mental health students will complete an advocacy project for mental health prevention, treatment, and control. The faculty course instructor will use a rubric to assess competency synthesis.</p> <p>Site visitors reviewed samples of student projects on a variety of topics, including lead poisoning in drinking water, HPV, Type 2 diabetes, and concussions in young</p>		

		<p>athletes. Site visitors validated that the samples were of a high quality.</p> <p>The commentary relates to the lack of a standard process to assess and document competency synthesis in the current capstone requirement. Reviewers recognize that the program will implement a more standard method through a rubric already developed for the new capstone courses in February 2021.</p>	<p>and validate demonstration and synthesis of specific competencies. The self-study document has been updated to include this information. The standard rubric for the capstone project and the syllabi are found in the ERF, D7.</p>	
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All students in the program must complete 72 quarter credits (48.5 semester credits) to graduate. A graduate course that awards 4.5 quarter credit hours requires 40 hours of classroom instruction and a minimum of three hours outside preparation for each hour of class. Graduate courses are typically for a four-week period for four and a	Click here to enter text.	

		half hours twice a week and one four-hour session on a Saturday. Distance education courses have the same requirement of 40 hours of contact time with outlined activities in the online course shell.		
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D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The program offers all three concentrations in fully distance-based formats. Online delivery aligns with the university's emphasis on access, particularly for members of the military, working professionals, and adult learners.</p> <p>Curricula for online delivery are identical to the program's on-campus programs of study, with consistent course shells in the university's learning management system and identical learning outcomes and other requirements. Full-time faculty teach both online and on-campus courses, and the program also engages a large cadre of adjunct faculty to teach its distance-based courses.</p> <p>The program has consistent evaluation and assessment systems across its delivery modes. The program's Annual Review process specifically examines data to compare delivery modes; data indicate that there are no differences in student achievement (measured by performance on defined signature assessments) between on-campus and online students.</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				

<p>Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification</p>		<p>Online courses, like on-site courses, use Blackboard as the learning management system, and all online courses run asynchronously, with optional live sessions twice a week. Site visitors had extensive discussion with faculty about attracting students to live session attendance. It is a strong program goal since it provides faculty with a classroom opportunity to interact with students. Several faculty members described techniques for engaging students to attend the live sessions and felt that they were generally successful in promoting live attendance.</p> <p>Classes include streaming video, lecture, interactive quizzes, and case studies. Lecture and discussion sessions are archived, allowing ongoing access throughout enrollment. The program director and department chair have access to all courses and conduct monitoring and evaluation of teaching as appropriate and/or needed.</p> <p>Online students have access to the full suite of student support resources. They can work one-on-one with university Writing Center faculty and staff in distance-based synchronous appointments, and the university's Student Concierge Services provides a one-stop point of access for a full range of student support information, from financial aid to graduation requirements. This office is available outside of normal business hours to meet student needs. The university also offers comprehensive technical support, library, and other services to meet online students' needs.</p> <p>The university has a single sign-on system for all students, faculty, and staff that involves an identity management tool to securely authenticate users.</p>		
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		During the site visit, students expressed satisfaction with the online format and confirmed that they have access to all necessary resources despite not stepping foot on campus.		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		PIF have diverse educational backgrounds and work experiences that align with their instructional responsibilities. Ten of 11 PIF hold doctoral degrees in public health related fields, such as health behavior, epidemiology, health services administration, and community health sciences. The other faculty member has an EdD in international multicultural education.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		<p>All non-PIF have advanced degrees, with thirty one of the 58 non-PIF holding terminal degrees, including PhD, DPH, JD, MD, and EdD.</p> <p>Students confirmed their perception that all courses are taught by subject matter experts and praised the faculty for their accessibility and dedication to student learning and success.</p>		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program incorporates practice perspectives in its faculty complement by employing primary instructional faculty with prior practice experience, as well as through the extensive network of adjunct faculty who are employed full-time in relevant professional roles while teaching classes.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Seven of the primary instructional faculty have significant employment histories in public health settings outside of academia. Two were employed in governmental health departments in roles relating to health education. One faculty member's prior career was in military public health and private sector positions. Other faculty members have employment experience in international NGOs, non-profit organizations, and hospital settings.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>Adjunct faculty members include the chief information officer from the Los Angeles Department of Health Services, the deputy science director for the Arkansas Department of Health, a senior epidemiologist from the County of San Diego, and a regional managing director for Anthem Blue Cross. Other adjunct faculty members work in hospitals or healthcare systems and have consulting practices.</p> <p>At the site visit, both students and alumni emphasized that the integration of faculty practice experience into their educational experience is a strength of the program.</p>		

		<p>The depth of faculty practice experience, especially among adjunct faculty, ensures that the curriculum as well as the classroom instruction is cutting-edge public health.</p> <p>Faculty members also leverage their networks and professional connections to involve guest speakers and connect students to professional development resources. Faculty involve local guest speakers as well as individuals with relevant experience from throughout the world, using web conferencing. For example, the program has recently engaged guest speakers from local health departments as well as from the Southern California Society for Public Health Education and the San Diego Organization of Healthcare Leaders.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program has multiple methods to ensure that faculty are current in their areas of instructional responsibility and pedagogical methods. In advance of the upcoming year, each faculty member, in consultation with the department chair, creates a development plan. The development plan outlines teaching, service, research, and professional development activities that the faculty member will complete. At the end of each year, faculty submit an annual action report, and as part of the report, are required to list trainings and professional</p>	<p>Click here to enter text.</p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				

<p>Supports professional development & advancement in instructional effectiveness for all faculty</p>		<p>development activities that they attended. Examples of professional development activities faculty include in their action report are writing white papers, serving as an APHA reviewer, and chairing conferences and forums related to their areas of instructional responsibility.</p> <p>In addition, faculty are observed by peers, the department chair, and dean, and the program director reviews course evaluation data with faculty members to address any concerns. The program director monitors performance of adjunct faculty members and reviews and approves all course syllabi.</p> <p>For reappointment and promotion, faculty members put together dossiers with evidence that they are meeting expectations in their current role, including evidence of instructional effectiveness and currency. The department chair sends documentation to the provost, who makes the final decision. Adjunct faculty members work in the public health field and maintain currency through their professional positions.</p> <p>The program and university offer many instructional resources to faculty. At the program level, the program director reviews and approves syllabi to ensure consistency with the master course syllabus and provide feedback as needed. In addition, faculty receive \$2,400 annually to use towards professional development such as conference attendance and membership dues for professional organizations. At the university level, faculty have access to pedagogical training through the Center for Instructional Learning. The center provides pedagogical and technological training, instructional design assistance,</p>		
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		<p>and an online faculty concierge team to support online teaching.</p> <p>Adjunct faculty members also have access to the Adjunct Academy, a one stop shop for onboarding and training for the learning management system, pedagogy, and using technology to enhance courses. Site visitors met with an adjunct faculty member who expressed satisfaction with the Adjunct Academy resources.</p> <p>The program measures instructional effectiveness through three indicators: internal review of the syllabi for currency of readings, topics, methods, etc.; student satisfaction with instructional quality; and implementation of grading rubrics. The Curriculum Committee reviews and updates courses. In 2019, the committee reviewed all courses and rubrics and made recommendations to the course leads for improvement. The program director and course leads added missing rubrics identified by the committee. In 2020, the committee reviewed health administration concentration courses and plans to review community mental health concentration courses next. Students complete course evaluations at the end of every course and the program director reviews the data. The program director works with faculty members scoring below a 4 out of 5, offering mentoring and professional development opportunities.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The program expects all faculty to participate in scholarly activities, with minimum requirements specified for each rank. The dean and department chair propose a scholarship load annually for each faculty member that the provost must approve as part of the development plan. The university is teaching focused and therefore the scholarship load depends on the faculty member's teaching and service load. Expectations include one presentation or peer reviewed paper per year for an assistant professor and one paper for each three years of employment at the associate level.</p> <p>Faculty must document scholarly activities in their annual action reports, which the department chair reviews to ensure that faculty members are meeting the goals set in their development plan.</p> <p>For reappointment and promotion, faculty must report their scholarship activities in a dossier and provide evidence that they are meeting their scholarship requirements. The provost reviews the dossiers and makes the final decision.</p> <p>Support for faculty scholarship occurs at the program and university levels. At the program level, the Faculty Focus on Research Committee meets monthly and faculty present original research, brainstorm ideas, give</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>constructive feedback, and discuss how to advance the program's research culture.</p> <p>At the university level, faculty have access to the Office of Sponsored Programs and Research, the Research Council, and the Health Science Research Center. The Office of Sponsorship Programs and Research supports faculty research disseminating new funding opportunities, providing grant writing workshops, and assistance with grant writing and submission. The Research Council acts as a faculty advisory body that provides mentoring and support for scholarship. The Research Council sponsors two conferences every year, the Faculty Scholarship Conference in the fall and the Student Scholarship Conference in the spring. The Health Science Research Center has a portal with links to public access data; consolidated access to Institutional Review Board rules and regulations; analytic tools, tutorials, and sample programming code; links to library resources; and searchable case studies.</p> <p>The program demonstrates both faculty and student involvement in scholarship and faculty integration of scholarship in courses.</p> <p>Examples of faculty integration of their scholarship into courses includes a faculty member who incorporates her research related to water, waste, and mercury into COH 608: Environmental Health, and another faculty member who incorporates her research on intimate partner violence, cultural challenges, and trafficking into COH 619: Aspects of Human Sexuality.</p>		
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		<p>An example of student involvement in faculty research is a faculty member who researches the impact of migration on poor health outcomes and disparities. Students have acted as co-investigators and assisted with qualitative studies. Another faculty member has worked with five students to publish articles in Preventing Chronic Disease, BMC Public Health, and Nursing Outlook. A third faculty member collaborated with three students on global health research.</p> <p>The program director is heavily engaged in pedagogy of public health education and has published and presented at SAS forums and User Group conferences.</p> <p>The program chose three indicators to measure scholarship: percent of primary faculty participating in research activities; number of articles published in peer-reviewed journals, conference white papers, or book chapters; and number of faculty presentations at professional meetings. The program met its target of 100% for the first indicator from 2017-2020 and met or was very close to meeting the target of an average of one or more per faculty member yearly for the second and third indicators from 2017-2020.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program defines service as the spectrum of professional and scholarly activities to the profession,	Click here to enter text.	

<p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p>		<p>schools, business, industry, and local, state, national, and international organizations. Activities can include providing expert guidance in public health to state and local health agencies, organizing seminars, developing trainings, and serving in leadership positions in professional organizations. Faculty are expected to outline a significant service agenda as part of their professional development plan. Using the same process explained in Criterion E4, the department chair and dean recommend a service load for each faculty member, and the provost approves the plans. During the site visit, it was apparent to reviewers that faculty engage in extensive service activities and that service is very important to both the program and university. Service is an important element of reappointment and promotion and is considered using the same process as instructional effectiveness and scholarship.</p> <p>The university has some funding available to support extramural service, and two faculty members received \$1500 in 2020 to support National Public Health Week and a health fair in the San Diego area. In terms of programmatic support, faculty have flexible office hours and 10 weeks of academic leave time each year in which to pursue service activities.</p> <p>The program also facilitated the establishment of an MOU with the San Diego Department of Health and Human Services to allow faculty to collaborate with department staff to share data and design predictive models relating to vaccine coverage.</p> <p>A number of full-time faculty members draw on their professional service experiences to benefit instruction.</p>		
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		<p>One faculty member involved in the vaccine data project mentioned above uses the data in the program's health informatics course. Another faculty member has a longstanding affiliation with a non-profit in Kenya addressing water issues and has used relevant case studies and examples in her environmental health classes.</p> <p>Faculty members also provide opportunities for students to participate in their service activities. One faculty member has incorporated students as volunteers in her work with a non-profit relating to children's rights in India, and another faculty member has helped students develop capstone experiences based on her work with lay health workers in immigrant communities near the US-Mexico border.</p> <p>Students and alumni at the site visit acknowledged that faculty service is a real benefit for students. They provided examples of opportunities for working alongside of faculty on service projects as well as learning opportunities that are enhanced in the classroom.</p> <p>The program measures service using three indicators: number of full-time faculty that participate in service and hold at least one professional service position, number of full-time faculty involved in community-based projects, and number of full-time faculty that participate in workforce development initiatives. The program set an internal target of 100% which it met from 2017-2019 and a target of one on average for the second indicator, which it exceeded in the same time frame. For the third indicator, the program set a target of 50% participation and exceeded the target.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program engages community members regularly through multiple methods. The MPH Advisory Board meets twice a year and is composed of community stakeholders, including alumni and employers. The program also engages its adjunct faculty, internship preceptors, and alumni to gain feedback.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The MPH Advisory Board provides feedback to the program about its guiding statements, self-study, curriculum, student outcomes, changing practice and research needs, and graduates' ability to perform competencies in employment settings. Adjunct faculty provide feedback about student outcomes and changing research and practice needs. The program supplements MPH Advisory Board feedback regarding graduates' ability to perform competencies in the workplace with feedback from preceptors and alumni.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		During the site visit, reviewers confirmed that both preceptors and MPH Advisory Board members are employers of program graduates. During site visitors' meeting with community members, a board member validated that the board has provided feedback about graduates' application of competencies in the workplace and about skills that graduates need. For example, the MPH Advisory Board and preceptors provided the program with feedback that graduates needed better communication skills related to sending emails and		

		<p>preparing summary documents. As a result, the program revised assignments to better prepare students for these types of communications rather than focusing just on research papers.</p> <p>Annually, the Evaluation Committee reviews all of the data collected from each of the constituent groups and examines the methodology for collecting data as well as the results to make changes as needed. The site visit team validated community engagement through meeting minutes and through discussions with stakeholders during the site visit.</p> <p>The program was previously cited for not demonstrating that it regularly engages stakeholders (including community members, alumni, and employers) for feedback about student outcomes, curriculum, and the overall planning process. During this site visit, reviewers validated that the program has engaged stakeholders for feedback in these areas. This issue appears to be addressed.</p> <p>During the site visit, community members confirmed that the program regularly solicits feedback, and MPH Advisory Board members said that the program has done a good job of optimizing relationships with its members.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program provides many opportunities for students to engage in professional and community service and reaches out directly to students to make them aware of opportunities.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The program introduces students to community engagement and professional service through direct communication with students and the MPH Student Organization. One of the MPH coordinators is tasked with conducting outreach to students and increasing participation by providing opportunities that align with students’ life circumstances, which may include working full-time and/or family responsibilities.</p> <p>Students have many opportunities to participate in service through several avenues. The first is the MPH Student Organization, which the program created in 2015. The program adds all matriculated students to the organization once admitted and students elect their officers. Students typically meet once a month and organize fundraising and service events in addition to the organization’s role in student governance.</p> <p>Students have additional opportunities through the Child Rights and You America chapter (CRY @ NU) at the university, which is run by the university Planetree Student Committee and the Volunteers Around the World (VAW) chapter. CRY @ NU focuses on fund raising and</p>		

		<p>service to provide children with access to education and healthcare, while the VAW focuses on global service-learning opportunities. The director of VAW joined the MPH Advisory Board in 2018. The program also established a Gamma Psi chapter of Delta Omega in 2014 to honor students, alumni, faculty, and community members and supports inductees to participate in governance and other activities.</p> <p>Examples of service opportunities that students have participated in include six students serving as student representatives on the San Diego Organization of Healthcare Leaders Board of Directors and participating in service activities through the organization; 15 students who helped organize, plan, implement, and evaluate the Annual Symposium on Health Promotion for the U.S.-Mexico Border Health Association; and 56 students and alumni who are participating in community COVID-19 efforts. Additional examples include participation in planning and facilitating National Public Health Week activities and finding and assisting underprivileged families through the Annual Holiday Cheer event.</p> <p>During the site visit, students confirmed that the program and university provide ample professional and service opportunities.</p>		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The program defines its professional communities as San Diego and Southern California public health, healthcare, and military organizations, due to the geographic proximity to the campus and ongoing relationships the university and program have built over time.</p> <p>The program collects and reviews data from the professional communities regarding professional development needs through meetings and surveys.</p> <p>The program assesses professional development needs through feedback from the MPH Advisory Board, internship preceptors, adjunct faculty, and alumni. Since many alumni live around the country and world, the program also consults published literature for existing professional development needs to supplement the data it collects. Members of the MPH Advisory Board, internship preceptors, adjunct faculty members, and alumni who provide the program with feedback are members of the program's professional communities of interest.</p> <p>MPH Advisory Board members identified general management; budget and finance; time management; project management; and writing skills as major professional development needs. Internship preceptors, adjunct faculty, and other community members identified health insurance knowledge, health equity knowledge,</p>	Click here to enter text.	

		<p>time management, data analysis, and writing skills as professional development needs. Published literature supported professional development needs in analytic and time management skills as well as preparation for the CHES and CPH exams.</p> <p>During site visitors' meeting with stakeholders, a community member confirmed that he communicates regularly with the department chair about organizational challenges and professional development needs including assistance with evaluations and data analyses.</p> <p>The program was previously cited for not demonstrating that it periodically assesses the professional development needs of its defined priority communities. During this site visit, reviewers validated that the program has solicited professional development needs and validated evidence through documentation and during site visit discussions. This issue appears to be addressed.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The program demonstrates evidence of using professional development needs data to provide relevant trainings to its professional communities.</p> <p>The program reviews the data it collects during Faculty Affairs Committee meetings and bring results to weekly program meetings to identify faculty, staff, or community members with expertise in the areas identified by the</p>	Click here to enter text.	

		<p>priority populations. The program then works with the experts to develop and deliver training activities.</p> <p>Examples of recent trainings based on data from the community include webinars on insurance trends in December 2019, mental health and global migration in February 2020, and SAS utility in April 2020. Individuals from 23 outside organizations attended these webinars. Additional examples include a SAS workshop in January 2019 with 63 attendees outside of the university and a CHES preparation course that six community members participated in.</p> <p>The program was previously cited for not addressing professional development needs of the public health workforce because the program did not collect professional development needs data from the community as required for Criterion F3. During this site visit, reviewers confirmed that the program has provided trainings to its identified professional communities based on the needs the communities identified. This issue appears to be addressed.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program has identified Hispanic and Black, active-duty military and veterans, working adults, and women as priority student populations. The program did not explicitly identify a priority population for faculty, but reviewers learned during the site visit that the program focuses on	The NU MPH program has defined its target priority faculty populations to include those who are racially and/or ethnically categorized as "non-white":	The Council reviewed the self-study, team's report, and program's response. Based on all available information, including updates that have occurred since the site visit, the
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				

Learning environment prepares students with broad competencies regarding diversity & cultural competence		recruiting and retaining racially and ethnically diverse faculty members. The program chose these populations based on the university's mission to serve underrepresented populations, military members, and adult learners.	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and people identifying with two or more races. The program's goal is to achieve at least 20% of faculty representing the priority population. The strategies to achieve this goal include recruiting/hiring practices that include foundational/required diversity training, continued implementation of the faculty mentoring program, and a diversity-focused university climate that supports retention of faculty.	Council concluded that the program has established a goal for its faculty priority populations. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Identifies strategies and actions that create and maintain a culturally competent environment		The program's goals regarding the student population are that 25% are military, 50% are adult learners, 20% are African American or Black, and 15% are Hispanic or Latino. The program works to recruit a diverse student body through outreach and partnerships with community organizations that share the mission of making life-learning accessible. The program has strong connections with the military and has associations with California community colleges to provide easy and accessible transfer pathways. The program and university have attended both on-campus and virtual transfer fairs to recruit students.		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		The university also promotes need and merit-based scholarships to reduce the cost of tuition and reduce barriers for students to complete their degree. The program coordinators provide support to students throughout their enrollment to reduce barriers to graduation. The program also consults with the MPH Advisory Board for additional strategies.	Since the site visit, the program has collected additional qualitative data from faculty and students regarding perceptions of climate. Together with the existing data, the program has enhanced its formal, documented approach to ensure that quantitative and qualitative data are systematically collected, reviewed and useful.	
Perceptions of climate regarding diversity & cultural competence are positive		Strategies for recruiting and retaining a diverse faculty complement include advertising job openings in diverse publications such as the Black Employment Journal and Hispanic Employment Journal, requiring search committees to identify diverse candidates, providing resources through the university and Adjunct Academy, and fostering a supportive environment. The program also receives support from Human Resources and the university		

		<p>Diversity, Equity, and Inclusion Committee. While the program has clear strategies, it has not identified specific goals for increasing the faculty priority populations.</p> <p>The concern relates to the lack of explicit goals for the faculty priority populations. The program must develop goals to measure whether the strategies are effective as required by this criterion. The program's 2018 review for accreditation included a commentary about defining priority populations for faculty and staff, and the program has not shown evidence of sufficient changes or improvements since that time.</p> <p>Strategies for cultural competence in the curriculum include requiring all students to take COH 601: Global Public Health and COH 604: Health Behavior, which emphasize topics of health disparity and cultural competence, and tailoring course materials to reduce biases related to gender roles and ethnic stereotypes. The program also involves students in service and scholarship that promote cultural competence. For example, faculty have exposed students to their research related to maternal mortality in Sub-Saharan Africa and lead poisoning in Ecuador and encourage service with organization in San Diego and Los Angeles that serve low-income communities. The university has student clubs that include the Latin Medical Club and Pride Medical Alliance that provide a space for learning and volunteering.</p> <p>The program collects data regarding perceptions of climate via the current student survey and faculty survey. In 2019, 86% of responding students and 75% of responding full-time and part-time faculty indicated that they are comfortable or very comfortable with the program climate.</p>		
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		<p>The program noted that four full-time faculty members answered that they were very uncomfortable and that the program has made changes to the curriculum, location, staff, and faculty that it hopes will have a positive impact. The program plans to survey faculty and students again in 2021.</p> <p>Site visitors noted that the program collects minimal qualitative data regarding perceptions of climate and would benefit from a more formal and documented approach to ensure that the data are useful.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have ready access to advisors from the time of enrollment		At the time of the site visit, the university was in the midst of an institution-wide major overhaul of its advising services. The program made a significant change to program-level academic advising in 2020.	Since the site visit in December 2020, National University has fully implemented its professional advising services in partnership with National Education Partners (NEP) to effectively meet the individual needs of academic programs and students, including the Master of Public Health. NU continuously enhanced its advising, support, and engagement infrastructure over the last year to specifically improve student satisfaction and success outcomes across the organization. As part of this completed implementation, NU has integrated a	The Council appreciates the program's response regarding the status of its professional advising services.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		Prior to the recent changes, the university maintained a central complement of professional advising staff available to assist students throughout the university, as well as specialized advising resources for military personnel, veterans, and students from outside the US. Faculty were available to serve as mentors and advisors to students on request, but there was not a formal process to assign students to a designated faculty (or staff) member for a sustained advising relationship throughout enrollment. University-level changes have switched to assign professional advising staff to focus on one		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>particular college or program. The university-level process was scheduled for implementation in the first half of 2021, although site visitors learned that the transition has been slowed by the pandemic response.</p> <p>In 2020, the program began a practice of requiring all new students to complete COH 599: Public Health Foundations in the first term of enrollment. This 1.5 credit class introduces students to basic principles and practices of public health. A full-time faculty member teaches the class, and class size is limited to 15-20 students. The faculty member then becomes these students' advisor until graduation. The faculty advisor checks in on advisees at least once a month. Advisors can also connect students to other program faculty members, staff, or other university resources as needed. The program intends to ensure that each full-time faculty member has no more than 50-60 advisees at a time, as students graduate and new students matriculate. Faculty advisors review a dashboard of all advisees' progress in the university's online system every month to identify students having issues and will follow up with students who withdraw from the program to gather more information, which can be shared at program faculty meetings. Program coordinators also provide academic advising and monitor student progress.</p> <p>University advisors perform some functions related to academic advising, including moving students through the admissions and initial enrollment process, developing personalized learning plans, and orienting new students to the online learning system and to university resources. Orientation resources are online and asynchronous. Students must complete the orientation course within 90</p>	<p>comprehensive online orientation where every new student completes a Student Goal and Readiness Assessment that collects a wealth of critical data informing data models, technology and the students' newly integrated team of support advisors including their faculty program advisor for personalized support and engagement. This new support team is exclusively focused on providing their assigned students the individualized help and guidance needed beginning with the admission process and throughout the program.</p> <p>This University advising system supports the existing advising services within the program. In 2020 the MPH program faculty began an integrated faculty advising platform for public health specific academic and career advising. In COH599: Public Health Foundation, the orientation course of the MPH, faculty will work with 10-20 students to begin their academic journey and follow them as public health academic advisors until graduation. These faculty advisors serve as a primary source of guidance to students.</p>	
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		<p>days of admittance. The COH 599: Public Health Foundations course provides program-specific orientation. Program coordinators also are available for student advising on program requirements and assisting with students' course of study.</p> <p>As part of its revision of advising services, the university has implemented new training and professional development resources for staff advisors. Staff advisors are trained to refer students to the program director for questions that are more appropriately addressed at that level. Faculty advising responsibilities are outlined in the faculty handbook.</p> <p>The program asks several questions relevant to student perceptions of advising in its student survey. Available data from 2019 represent 112 of the program's 448 students, and 94% of respondents agreed or strongly agreed that faculty were available; 94% of students also agreed or strongly agreed that faculty were responsive. 2020 data only represent 41 respondents out of a pool of 377; 90% agreed or strongly agreed that faculty were available, and 90% agreed that faculty were helpful. Perceptions of academic advising were less positive, with only 70% agreeing or strongly agreeing that academic advisors were knowledgeable and helpful in 2019 and 67% in 2020.</p> <p>Students and alumni who met with site visitors confirmed the positive survey responses. Student advising met their needs and they were enthusiastic about faculty availability.</p>		
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		<p>The commentary relates to the need for close and continuous monitoring of the new academic advising system. At the time of the site visit, not all planned changes had been implemented. The plans appear positioned to strengthen the program's advising services, but not all aspects were tested when site visitors met with program stakeholders. In particular, the system-wide professional advising revisions were still in progress.</p> <p>During the last review, the program was cited for two issues relevant to this criterion: 1) no data or evidence to demonstrate student satisfaction with academic advising and 2) inadequate orientation provided upon entry to the program. Based on the information available to the site visit team, the program appears to have addressed these issues.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Students and alumni receive career advising at the program level through faculty and staff as well as the MPH Public Health Opportunities site on Blackboard, and the MPH LinkedIn page. Students also have access to career counseling resources at the university level.	Click here to enter text.	
Variety of resources & services are available to current students		Faculty advisors and program coordinators provide students and alumni with career counseling. Additionally, students and alumni have access to the online MPH Public Health Opportunities site in Blackboard. This site lists continuing education opportunities, upcoming conferences, internships and fellowships, and job		
Variety of resources & services are available to alumni				

		<p>postings. The program also uses this central resource to provide program updates and solicit feedback, creating a one-stop site for many aspects of the program's communications. Site visitors were able to review this online information. The program has also assigned one of the program coordinators to strengthen career services. The self-study indicated that the program intended to launch an MPH LinkedIn group. Students and alumni who met with site visitors were familiar with this effort and one student was able to confirm that it was online by the time of the visit.</p> <p>In addition to the efforts planned by the new program coordinator, the program director hosts monthly online conversation webinars. The webinar topics vary, but all offer opportunities to ask for assistance and guidance on career planning. The program also plans to institute monthly meetings for MPH students and alumni with Career Services staff.</p> <p>At the university level, Career Services staff provides an array of services to all National University students, including MPH students. Services include resume review and development, job search assistance, interviewing and negotiating techniques, career management experience, and career exploration. Services are available in person and online. Career Services staff are hired based on their training and experience in providing career and professional development support, and the university invests significant effort in initial training and ongoing professional development for Career Services staff. Career counseling responsibilities for faculty are outlined in the faculty handbook.</p>		
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		<p>The program has invested effort in recent years in building methods to track MPH student participation in Career Services events. In 2019 at least 10 MPH students and alumni participated in the online “Interview at Your Best” training; at least 12 students and alumni participated in resume development workshops; and MPH students and alumni scheduled 52 one-on-one appointments with Career Services staff. These data were obtained by the program before a system of formal tracking of MPH student access of university Career Services was instituted shortly before the site visit. Going forward, the program will receive ongoing data about student access of the services.</p> <p>The program has two years of data on student perceptions of career services. Results from the student survey, discussed in Criterion H1, indicate that 43% of respondents in 2019 agreed or strongly agreed that Career Services staff were helpful in exploring career options. In 2020, 37% of respondents reported that Career Services staff were helpful or very helpful; 51% of students chose “neutral” as the response. The program does not have quantitative or qualitative data on student perceptions of career advising provided by the program’s faculty and staff, as opposed to the central university resource. The program would benefit from collecting these data.</p> <p>Several students and alumni who met with site visitors had experience with university Career Services. They reported that it was accessible, positive, and helpful. One student shared that she had sought career advising from faculty members and it was very beneficial.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The university has a comprehensive and clearly communicated set of policies governing student complaints. The university catalog lists procedures, including routes for appeal, and notes that academic advisors, other staff, faculty, program directors, department chairs, and deans are all positioned to receive and address concerns as they arise. The Office of Student Affairs has a student relations specialist who serves as a resource when other avenues have failed and can clarify university processes, mediate some disputes when requested, and provide feedback to the president and Board of Trustees on key issues of concern.</p> <p>There have been no formal complaints submitted by program students since the last review. One student who met with the site visit team said that he had a complaint readily resolved at the informal level when he met with the program director.</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking		Centralized university staff manage most recruitment and marketing efforts. The program director and faculty develop content for the website and flyers that are used	<p>Click here to enter text.</p>	

<p>advantage of program of study & developing competence for public health careers</p>		<p>to market the program, and marketing efforts include attendance at public health-relevant conferences and meetings, including the APHA annual meeting. University marketing staff uses methods such as search engine optimization, social media marketing, email marketing, and television marketing. The website is the primary means through which prospective students learn about the MPH program.</p>		
<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>As of June 2019, the program implemented new, more stringent admissions standards, requiring a minimum undergraduate GPA of 2.85 and documented completion of an undergraduate statistics class. The program has a process to enroll some students with GPAs between 2.5 and 2.84 and students without a statistics class through a probationary admission to the university and enrollment in some MPH classes. Students on probationary admission are not granted official admission in the MPH program until after they have met certain standards.</p> <p>The program presents data on the indicator related to the percentage of underrepresented students accepting offers of admission to demonstrate the success of its recruitment and admissions processes. The program has exceeded its self-defined target levels by significant margins in most cases. In the most recent year, 41% of students were active-duty military or veterans (target of 25%); 62% of students were 30 or older (target of 50%); 22% of students were African American or Black (target of 20%); and 26% of students were Hispanic or Latino (target of 15%).</p>		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program maintains current and accurate information about curricular requirements and key policies on the university and program websites and in the university's General Catalog, which is also available online. Flyers and other promotional materials available for review presented accurate information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

CEPH Site Visit Agenda
National University MPH Program

Wednesday, December 9, 2020

2:00 pm PT, 4:00pm CT, 5:00 pm ET
Site Visit Team Executive Session 1

Thursday, December 10, 2020

8:45 am PT, 10:45 am CT, 11:45 am ET
Site Visit Team Executive Session 2

9:15 am PT, 11:15 am CT, 12:15 pm ET

Program Evaluation

Participants	Topics on which participants are prepared to answer team questions
Gina Piane , DrPH - Professor Tyler Smith , PhD - Professor and Chair, Interim MPH Director	<i>Guiding statements – process of development and review?</i>
Ritika Bhawal , PhD - Assoc. Professor Heidi Burnett , MA - Senior Analyst Debbie Chambers , MPH, MHA - Program Coordinator Brandon Eggleston , PhD - Professor Brie Martin , MS - Institutional Researcher Tyler Smith , PhD - Professor and Chair, Interim MPH Director Tara Zolnikov , PhD - Assoc. Professor	<i>Evaluation processes – how does program collect and use input/data?</i>

<p>Brandon Jouganatos, EdD - Vice President, Enrollment Management and Student Success Kim Levey, EdD - Assoc. Vice President Curriculum & Educational Effectiveness Alicia McIntire, AA - Program Coordinator Tyler Smith, PhD - Professor and Chair, Interim MPH Director Cambria Zafalon, BA - Community Studies Administrative Asst.</p>	<p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i></p>
<p>John Cicero, PhD - Vice Provost of Academic and Faculty Affairs; Interim Dean, College of Professional Studies Jen Keyes, CPA - Chief Financial Officer Kim Levey, EdD - Assoc. Vice President Curriculum & Educational Effectiveness Tyler Smith, PhD - Professor and Chair, Interim MPH Director</p>	<p><i>Budget – who develops and makes decisions?</i></p>
<p align="center">Total participants: 14</p>	

10:15 am PT, 12:15 pm CT, 1:15 pm ET
Break

<p>10:30 am PT, 12:30 pm CT, 1:30 pm ET Curriculum 1</p>	
<p align="center">Participants</p>	<p align="center">Topics on which participants are prepared to answer team questions</p>
<p>Ritika Bhawal, PhD - Assoc. Professor</p>	<p><i>Foundational knowledge</i></p>
<p>Alba Diaz, EdD - Assoc. Professor</p>	<p><i>Foundational competencies – didactic coverage and assessment</i></p>
<p>LaDon Jones, PhD - Assoc. Professor Tonya Lawrence, MEd - Program Coordinator Kim Levey, EdD - Assoc. Vice President Curriculum & Educational Effectiveness</p>	<p><i>Concentration competencies – development, didactic coverage, and assessment</i></p>

Maureen Lopez , MS - Assoc. Director, Academic and Co-curricular Assessment Gina Piane , DrPH - Professor Patric Shiltz , - PhD - Professor Alan Smith , PhD - Assoc. Faculty Tyler Smith , PhD - Professor and Chair, Interim MPH Director	
Total participants: 10	

11:45 am PT, 1:45 pm CT, 2:45 pm ET
Lunch Break

12:30 pm PT, 2:30 pm CT, 3:30 pm ET Students	
Participants	Topics on which participants are prepared to answer team questions
Humera Afaq – Health Promotion, 2022 Byron Andrade - Healthcare Administration, 2021 Patrick Cartwright - Healthcare Administration, 2022 Marisol Delgado - Health Promotion, 2022 Rose Farley - Healthcare Administration, 2021 Amy Heitstuman - Community Mental Health, 2022 Pradeepta Mamidi - Healthcare Administration, 2021 Erick Monda – Health Promotion, 2022 Kevin Rogers - Healthcare Administration, 2021 Willie White - Healthcare Administration, 2021 Christiana Monarez , Community Mental Health, 2020	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 11	

1:30 pm PT, 3:30 pm CT, 4:30 pm ET
Break

1:45 pm PT, 3:45 pm CT, 4:45 pm ET Curriculum 2	
Participants	Topics on which participants are prepared to answer team questions
Negin Iranfar , MPH - Adjunct Faculty, MPH Healthcare Administration Alumna, 2016 Tonya Lawrence , MEd - Program Coordinator Gina Piane , DrPH - Professor	<i>Applied practice experiences</i>
Brandon Eggleston , PhD - Professor Gina Piane , DrPH - Professor Tara Zolnikov , PhD - Assoc. Professor	<i>Integrative learning experiences</i>
Shannon McCarty , PhD - Vice President, Teaching and Learning Gina Piane , DrPH - Professor Tyler Smith , PhD - Professor and Chair, Interim MPH Director	<i>Distance education</i>
Total participants: 7	

2:45 pm PT, 4:45 pm CT, 5:45 pm ET
Break

3:00 pm PT, 5:00 pm CT, 6:00 pm ET Instructional Effectiveness	
Participants	Topics on which participants are prepared to answer team questions
LaDon Jones , PhD - Assoc. Professor Kim Levey , EdD - Assoc. Vice President Curriculum & Educational Effectiveness	<i>Currency in areas of instruction & pedagogical methods</i>

Shannon McCarty , PhD - Vice President, Teaching and Learning Gina Piane , DrPH - Professor Patric Shiltz - PhD - Professor Tyler Smith , PhD - Professor and Chair, Interim MPH Director	
Alan Smith , PhD - Assoc. Faculty Tara Zolnikov , PhD - Assoc. Professor	<i>Scholarship and integration in instruction</i>
Ritika Bhawal , PhD - Assoc. Professor Alba Diaz , EdD - Assoc. Professor Tara Zolnikov , PhD - Assoc. Professor	<i>Extramural service and integration in instruction</i>
Alan Smith , PhD - Assoc. Faculty	<i>Integration of practice perspectives</i>
Ritika Bhawal , PhD - Assoc. Professor Debbie Chambers , MPH, MHA - Program Coordinator Alba Diaz , EdD - Assoc. Professor Brandon Eggleston , PhD - Professor Tyler Smith , PhD - Professor and Chair, Interim MPH Director	<i>Professional development of community</i>
Total participants: 12	

4:00 pm PT, 6:00 pm CT, 7:00 pm ET
Break

4:15 pm PT, 6:15 pm CT, 7:15 pm ET	
Stakeholder/ Alumni Feedback/Input	
Participants	Topics on which participants are prepared to answer team questions
Sandra Abbott - Mesa College adjunct professor, MPH Health Promotion Alumna, 2019 Jackie Ante - Olivewood Learning Center Coordinator, Internship Preceptor Darrell Atkin - President, San Diego Organization of Healthcare Leaders, Advisory Board Member Debbie Chambers - MPH Program Coordinator, MPH Health Promotion Alumna, 2017	<i>Involvement in program evaluation & assessment</i>
	<i>Perceptions of current students & program graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>Program delivery of professional development opportunities</i>

<p>Aya Morihana - Partnerships Manager, Skinny Gene Project, Internship Preceptor</p> <p>Dana Richardson - President, Community Health Improvement Partners, Advisory Board Member</p> <p>Spshelle Rutledge - Outreach Coordinator Jewish Family Services, MPH Community Mental Health Alumna, 2019</p> <p>Mark Stanley - CEO Volunteers Around the World, Advisory Board Member</p> <p>Elizabeth Terrazas - Manager, Alzheimer's Association, Internship Preceptor, MPH Health Promotion Alumna, 2019</p> <p>LaRosa Watson - Environmental Health, Naval Medical Center San Diego, Advisory Board Member, MPH Health Promotion Alumna, 2012</p> <p>Ryan Zieno - MPH Healthcare Administration Alumnus, 2020</p>	
Total participants: 11	

5:15 pm PT, 7:15 pm CT, 8:15 pm ET
Site Visit Team Executive Session 3

5:45 pm PT, 7:45 pm CT, 8:45 pm ET **Adjourn**

Friday, December 11th, 2020

8:30 am PT, 10:30 am CT, 11:30 am ET	
University Leaders	
Participants	Topics on which participants are prepared to answer team questions
John Cicero , PhD - Vice Provost of Academic and Faculty Affairs; Interim Dean, College of Professional Studies	<i>Program's position within larger institution</i>
	<i>Provision of program-level resources</i>
Joseph Hoey , EdD - Vice Provost, Academic Services, Chair of Diversity, Equity, and Inclusion Council and Accreditation Liaison	<i>Institutional priorities</i>

Kim Levey , EdD - Assoc. Vice President Curriculum & Educational Effectiveness Jodi Reeves , PhD - Interim Assoc. Dean, College of Professional Studies	
Total participants: 4	

9:00 am PT, 11:00 am CT, 12:00 pm ET
Break

9:15 am PT, 11:15 am CT, 12:15 pm ET
Site Visit Team Executive Session 4

1:00 pm PT, 3:00 pm CT, 4:00 pm ET
Exit Briefing