

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Nebraska Medical Center
Omaha, Nebraska

January 8---10, 2007

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Lynn L. Walker (Team Chair) Assistant to Academic Dean, Registrar, Education Consortium
Liaison Director, Kansas City University of Medicine and Biosciences, Kansas City, MO 64106

Donna McCarty Beckett, Professor, University of Wisconsin-Madison, Madison, WI, 53792

Mark L. Cummings, Associate Dean, Michigan State University, East Lansing, MI 48824

Victoria M. Fleming, Director of Education and Faculty Development in the Department of
Medicine, Northwestern University, Chicago, IL 60611

William R. Hendee, Distinguished Professor, Medical College of Wisconsin, Milwaukee, WI
53226

Steven L. Ludwig, Vice President for Administrative Affairs, St. Cloud State University, St.
Cloud, MN 56301

Lisa A. Wallace, Interim Director, Physician Assistant Program, Midwestern University, Downers
Grove, IL 60515

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of visit to the University of Nebraska Medical Center (UNMC) was to evaluate the institution for continued accreditation, and to assess its capability to deliver online educational programs. The University is seeking authorization to offer distance education programs without the necessity to seek NCA-HLC approval prior to the start of individual programs in the future.

B. Organizational Context

The University of Nebraska Medical Center is a public academic health science center with four campuses located in Omaha, Lincoln, Kearney, and Scottsbluff. UNMC is one of four University of Nebraska institutions and has a chancellor, faculty senate, and separate budget. UNMC enrolls approximately 3,000 students in Colleges of Medicine, Nursing, Dentistry, and Pharmacy, the School of Allied Health Professions, the Graduate Studies Program, and the College of Public Health. UNMC is a research intensive academic health center with extramural research funding approaching \$80 million annually.

C. Unique Aspects of Visit

The University of Nebraska Medical Center has built new physical facilities, strengthened its educational programs, increased research funding three-fold, accelerated progress toward higher expectations, and gained national and international recognition since the last site visit. The administration has purported to be "Building a World-Renown Health Center."

D. Sites or Branch Campuses Visited

The Team was based on the Omaha campus, which incorporates the Colleges of Medicine, Pharmacy, Nursing, and Public Health, and the School of Allied Health Professionals, visited the College of Dentistry located in Lincoln. An interactive synchronous visual/digital communication meeting provided the Team the opportunity to confer with the faculty at the Kearney and Scottsbluff Campuses.

E. Distance Education Reviewed

The Team reviewed the distance educational capabilities of the medical center and addressed the request by UNMC for authority to offer online educational offerings.

F. Interactions with Constituencies

Date: 1-8-07

Meeting: Introduction with Chancellor & Invitees

Harold M. Maurer	Chancellor	UNMC
Don Leuenberger	Vice Chancellor, Business & Finance	UNMC
Bruce Buehler	Director MMI	MMI/COM
Bob Bartee	Vice Chancellor, External Affairs	UNMC
Gregory Karst	Professor	COM, SAHP
Kyle Meyer	Associate Dean	SAHP, COM
Virginia Tilden	Dean	CON
Tom Rosenquist	Vice Chancellor, Research	UNMC
John Gollan	Dean	COM
Clarence Ueda	Dean	COP
Rod Markin	Senior Associate Dean	COM, UNMC Physicians
Ward Chambers	Executive Director of Community & Multicultural Affairs	UNMC
Mary Helms	Associate Professor, Executive Committee	Library
Jay Noren	Dean	COPH
David A. Crouse	Associate Vice Chancellor, Academic Affairs, Executive Committee	UNMC
Rubens J. Pamies	Vice Chancellor, Academic Affairs	UNMC
Yvette Holly	Associate Vice Chancellor	ITS
Ken Cowan	Director	Eppley Institute
Glenn Fosdick	President and CEO	Nebraska Medical Center Hospital
John Adams	Assistant Vice Chancellor, Executive Committee	UNMC
John Benson	Professor, Coordinator Executive Committee	COM

Date: 1-8-07**Meeting: Finance Meeting**

John Adams	Assistant Vice Chancellor, Budget & Strategic Planning, Executive Committee	UNMC
Don Leuenberger	Vice Chancellor, Business & Finance	UNMC

Date: 1-8-07**Meeting: Self Study Process**

David Crouse	Associate Vice Chancellor, Executive Committee	Academic Affairs
Mary Helms	Associate Director, Executive Committee	Library
John A Benson, Jr.	Professor, Internal Medicine, Executive Committee Coordinator	COM
Sharon Welna	Associate Director	ITS
John Adams	Assistant Vice Chancellor, Budget & Strategic Planning, Executive Committee	UNMC

Date: 1-8-07**Meeting: President Milliken**

J.B. Milliken	President	University of Nebraska
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Date: 1-8-07**Meeting: Luncheon with Chancellor, President, and Regent**

Harold M. Maurer	Chancellor	UNMC
J.B. Milliken	President	University of Nebraska
Charles Wilson	Regent	Board of Regents

Date: 1-8-07**Meeting: Eppley Institute**

Joyce Solheim	Associate Professor and CRGP Director	Eppley Institute
Matt Winfrey	Assistant Director	Eppley Institute
Ken Cowan	Director	Eppley Institute
Angie Rizzino	Professor	Eppley Institute

Date: 1-8-07**Meeting: Board of Counselors**

Ted Hazer	Board of Counselors	Chancellor's Office
Rick Russell	Board of Counselors	Chancellor's Office
Tawanna Black	Board of Counselors	Chancellor's Office

Date: 1-8-07**Meeting: Munroe-Meyer Institute**

J. Michael Leibowitz	Deputy Director MMI/Associate Professor Pediatrics	MMI
Bruce Buehler	Director MMI/Chair of Pediatrics	MMI/COM
Joseph H. Evans	Associate Director MMI/Professor Pediatrics	MMI

Date: 1-8-07**Meeting: Student Senate Officers**

Dan Connealy	President, Student Regent	COM
Mike Furasek	Vice President	COM
Casey Bowen	Vice President Elect	COM
Jonathan Henning	President Elect	COM
Sarah Keim	Senator	Graduate Studies
Drew Klinkebiel	Treasurer	COP

Date: 1-8-07**Meeting: Student Forum**

Dan Connealy	President – Student Senate	COM
Bob Lundholm	Student	CON
Kim Schlautman	Student	CON
Jessica Glatter	Student	CON
Elizabeth Berry	Student	CON
Chad Miller	Student	CON

Lori Sayles	Student	CON
Rita Million	Student	CON
Jason Weber	M2	COM
Tim Yates	M2	COM
Brian Domack	P2	COP
Katie Lazure	M3	COM
Charlie Livingston	PT 1	SAHP
Casey Bowen	M3	COM
Aaron Hurlbut	M3	COM
Neil Hansen	M4	COM
Nolan May	M4	COM
Nick Markin	M4	COM
Katie Deninski	M1	COM
Jeff Carson	M1	COM
Kyle Smith	M3	COM
Justin Risma	M1	COM
Carmen Troncoso-Brindeiro	Graduate Student	COM
Razia Aziz-Seible	Graduate Student	COM

Date: 1-8-07**Meeting: Student Forum**

Meaghann Weaver	M2	COM
Erin Rodie	Student	SAHP
Jonathan Henning	M3	COM
Hesham Basma	Post-doc	COM
Ash Prakash	Student	Eppley
Teresa Barry	Student	CON
Brad Bohn	M1, Class President	COM
Adam Wells	M1	COM
Lori Littlejohn	P3	COP
Karsen Duncan	P1	COP
Michael Seib	M1	COM
Sarah Keim	Graduate Student	COM
Jacqueline Wells	M1	COM
Drew Klinkebiel	P3	COP
Heidi Johnson	Graduate Student	Eppley Institute
Mario Fernandez	Graduate Student	Eppley Institute
Chris March	M2	COM
Jeremy Albin	M2	COM
Marcus Hams	M2	COM
Michael Donner	M2	COM
Rachel Moeller	Level 5	CON
Anpo Charging Thunder	M3	COM
Carrie Althaff	PT2	SAHP
Jennifer Kast	PT2	SAHP
Alex Portillo	Graduate Student	COP

Date: 1-8-07**Meeting: Student Forum
(continued)**

	M2	COM
Natalie Riedmann		
Rebecca Barga	M4	COM
Jeff Boyce	Graduate Student	COM
Curtis McKnight	M2	COM
Leslie Klein	M2	COM
Sunil Mallanna	Graduate Student	Eppley Institute
Andrea Gomes	M3	COM
Paula Richards	Graduate Student	Eppley Institute
Brian Tullius	M3	COM
Stephanie Hartman	M2	COM
Nate McIntire	M1	COM
Mark Abraham	M2	COM
Hana Gomes	M2	COM
Martha Karlstad	M2	COM
John Bishay	M2	COM
Tim Larsen	M2	COM
Tracey Harbert	M2	COM
Leah Miller	M2	COM
Usawana Royagopalan	Graduate Student	COM
Marie Krig	M4	COM
Caleb Schroeder	M2	COM
Randall Goldfish	M2	COM
Matt Boehm	Graduate Student	Eppley
Daniel Sova	M1	COM
Andrew Ferdinand	M2	COM
Tammy Swigert	Level 5	CON
Mike Furasek	M4	COM
Ashley Finochiaro	PT2	SAHP
Lindy Andersen	PT2	SAHP
Brian Hegarty	Level 1	CON
Jared Kvapil	M1	COM
Casey Collier	M2	COM
Kalyan Nannuru	Graduate Student	COM
Holly Keyt	M2	COM
Paul Grandgenett	Post-doc	Eppley
Jason Lambrecht	M1	COM

Date: 1-8-07**Meeting: Foundation and Alumni Affairs**

Robert Barte	Vice Chancellor, External Affairs	UNMC
Kimberley Cuda	Director, Alumni Affairs	UNMC
John Niemann	Senior Vice President	University of Nebraska Foundation

Date: 1-9-07**Meeting: College of Public Health, Graduate College, Continuing Education**

Keith Mueller	Professor and Research Center Director	Preventive and Societal Medicine
Rubens Pamies	Vice Chancellor, Academic Affairs	UNMC
Jay Noren	Dean	College of Public Health
Lois Colburn	Executive Director for Continuing Education	Academic Affairs
James Anderson	Professor and Chair, Preventive and Societal Medicine	COM, COPH

Date: 1-9-07**Meeting: College of Nursing Deans**

Virginia Tilden	Dean	CON
Mary Megel	Interim Associate Dean, Undergrad	CON
Margaret Wilson	Associate Dean, Grad Program	CON
Mary Cramer	Department Chair	CON
Ann Berger	Associate Dean, Research	CON
Cheryl Thompson	Assistant Dean Informatics & Learning	CON
Kathy Fiandt	Director, Morehead Center	CON

Date: 1-9-07**Meeting: Student Assessment**

Charles H. Krobot,	Associate Dean for Academic Affairs	COP
Robert Binhammer	Professor of Genetics, Cell Biology and Anatomy	COM
Mary Megel	Interim Associate Dean	CON
Kyle Meyer	Associate Dean	SAHP
Catherine Bevil	Director of Evaluation	CON
Margaret Wilson	Associate Dean, Graduate Program	CON
David Crouse	Associate Vice Chancellor, Executive Committee	Academic Affairs
Gerald Moore	Senior Associate Dean of Academic Affairs	COM
Curt Kuster via phone conference	Professor	COD
David Brown via phone conference	Executive Associate Dean	COD
Mike Molvor via phone conference	Associate Professor	COD

Date: 1-9-07**Meeting: Distance Education**

Yvette Holly	Assistant Vice Chancellor, ITS	UNMC
Dan Moser	Associate Director	ITS
Tom Birk	Senior Education Designer	ITS
David Crouse	Associate Vice Chancellor, Executive Committee	Academic Affairs
Mary Helms	Associate Professor, Executive Committee	Library

Date: 1-9-07**Meeting: College of Pharmacy Deans**

Charles H. Krobot	Associate Dean For Academic Affairs	COP
Clarence Ueda	Dean	COP

Date: 1-9-07**Meeting: Luncheon with Faculty Senate**

Myrna C. Newland	Director of Equity Office	UNMC
Debra J. Romberger	Vice Chair Research, Dept Internal Medicine	COM
Daniel Halm	Assistant Professor, Family Medicine	COM
Gordon Todd	Professor, Genetics, Cell Biology & Anatomy	COM
Warren Sanger	Professor, Pediatrics & Pathology/Microbiology	COM
Peggy Tidikis-Menck	Assistant Professor	CON
Mary Helms	Associate Professor	Library
Karen Honeycutt	Assistant Professor	SAHP
Gregory Karst	Professor, Faculty Senate President	SAHP/COM
Luis Marky	Professor	COP

Date: 1-9-07**Meeting: Faculty and Staff Forum**

Gloria Gross	Associate Professor	CON
Bill Lawlor	Director of Financial Compliance	Business & Finance
Kim Strohbehn	Administrator	ITS
Greg Bennett	Associate Professor	GCBA
Sharon Welna	Associate Director of Compliance	ITS
Mary Helms	Associate Professor, Executive Committee	Library
Karen Schumacher	Associate Professor	CON
Jeanne Ferbrache	Director	Academic Affairs
Jessica Tschirren	Program Coordinator	MPH, GPH
Jumoke Omojola	MPH Program Technician	MPH, GPH
John Sharp	Professor	COM, GCBA
Lisa Spellman	Communications Specialist	Public Affairs
Charles Krobot	Associate Dean	COP
John Benson	Professor, Internal Medicine	COM
Robert Binhammer	Professor	COM, GCBA
Linda Sykora	Faculty CLS Program	SAHP
Victoria Cerino	Media Coordinator	Public Affairs
Pi-Wan Cheng	Professor	BMB
Janice Tompkins	Assistant Professor	SAHP
Terry Hexum	Professor	COM
Sandy Goetzinger-Comer	Director	Public Affairs
Maurice Godfrey	Associate Professor Pediatrics/MMI	COM
Tom Rosenquist	Vice Chancellor	Research
Robert Lewis	Professor	Eppley
Paula Turpen	Director Research Resources	Vice Chancellor of Research
Cheryl Thompson	Assistant Dean Information & Learning	CON
Fran Higgins	Administrative Assistant I	SAHP
Roxann Pierce	Coordinator, Educational Programs	COM
Myrna Newland	Director, Equity Office	UNMC
Carol Toris	Director, Glaucoma Research	COM
Bill Lydiatt	Head and Neck Surgery	COM
Mary Wendl	Business Manager	CON

Date: 1-9-07**Meeting: Faculty and Staff
Forum (Continued)**

Emily Wahl	Program Associate	CON
Carol Pullen	Professor	CON
Susan Noble Walker	Professor	CON
Nancy Woelfl	Director & Professor	Library
John Niemann	Senior Vice President	University of Nebraska Foundation
Pat Hoffman	Video Services Technician	ITS
Marsha Morien	Administrator	Business & Finance
Joyce Black	Associate Professor	CON
Jill Carson	Community Relations Specialist	CHU
John Adams	Assistant Vice Chancellor	Business & Finance
Marlene Lindeman	Assistant Professor	CON
Cheryl West	Assistant Professor	CON
Cindy Sutton	Administrator	COM
David Crouse	Associate Vice Chancellor	Academic Affairs
Jessica Brummer	Special Events Coordinator	Public Affairs
William O'Neill	Associate Director	Public Affairs
Rubens Pamies	Vice Chancellor	Academic Affairs
Kathy Kaiser	Associate Professor	CON
Kim Laursen	Education Coordinator	ITS
Amy Volk	Development	University of Nebraska Foundation
Rick Boldt	Manager, Facilities Management & Planning	UNMC
Sarah Thompson	Associate Dean	CON
Karen Murphy	Associate Professor & Department Chair	CON
David Holtzclaw	Instructor	COM
Kathy Stubbs	Office Associate, Internal Medicine	COM
Connie Visovsky	Associate Professor	CON
Rita Snyder	Associate Professor	CON
John McClain	Associate Vice Chancellor	Academic Affairs
Mary McNamee	Assistant Vice Chancellor	Academic Affairs
Joel Bessmer	Associate Professor	COM
John Russell	Director of HR	Business & Finance
Glen Houpt	Director, Safety	Business & Finance
Deborah Vetter	Director, Sponsored Programs Administration	Research
Sheila Wrobel	Compliance Officer	Academic Affairs
Pat Hageman	Director PT Education	SAHP
Greg Karst	Associate Director, PT Education	SAHP
Judith Walker	Executive Director Student Services	Academic Affairs
Hugh Stoddard	Director of Curriculum Development	COM
Karen Burbach	Communications Coordinator	Public Affairs
Theresa Cassiday	Web/online Communications Coordinator	Public Affairs
Yvette Holly	Assistant Vice Chancellor	ITS
Rowen Zetterman	Professor of Internal Medicine	COM
Kyle Meyer	Associate Dean	SAHP
Dan Moser	Associate Director	ITS
Karen Honeycutt	CLS Program Education Coordinator	SAHP
Linda Fell	LLS Program Director	SAHP
Lyn Klassen	Chairman, Internal Medicine	COM
Linda Auger	Administrator	COM
Shelly Baldwin	Administrator III	COM
Gabriella Castro	Program Coordinator	MMI
Kimberly Cuda	Director, Alumni Affairs	UNMC

Date: 1-9-07**Meeting: Distance Education/Blackboard Demonstration**

Pat Hoffman	Video Services Facilitator	Video Services
Cheryl Thompson	Assistant Dean for Informatics	CON
Maggie Winnicki	DE Administrative Coordinator	SAHP
Dan Moser	Associate Director	ITS
Tom Birk	Senior Educator Designer	ITS

Date: 1-9-07**Meeting: Distance Education**

Yvette Holly	Assistant Vice Chancellor	ITS
Dan Moser	Associate Director	ITS
Tom Birk	Senior Educator Designer	ITS
David Crouse	Associate Vice Chancellor	Academic Affairs
Mary Helms	Associate Professor	Academic Affairs

Date: 1-9-07**Meeting: College of Medicine Deans**

Kyle Meyer	Associate Dean	SAHP
John Gollan	Dean	COM
Mike McGlade	Senior Associate Dean, Administration	COM
Gerald Moore	Senior Associate Dean, Education	COM
Robert Wigton	Associate Dean, GME	COM
Rod Markin	Senior Associate Dean, Clinical Affairs	COM

Date: 1-9-07**Meeting: School of Allied Health Professions**

Kyle Meyer	Associate Dean	SAHP
Mary Haven	Emeritus Associate Dean	SAHP
Karen Honeycutt	Assistant Professor, CLS Program Coordinator	SAHP
John Gollan	Dean	COM

Date: 1-9-07**Meeting: College of Dentistry**

Mary Lynn Froeschle	Director of Continuing Education	COD
Gwen Hlava	Chair, Department of Dental Hygiene	COD
Kathy Carroll	Administrative Director	COD
Bruce Bavitz	Chair, Surgical Specialties	COD
Merlyn Vogt	Director, Alumni Affairs	COD
Curtis Kuster	Assistant Dean, Admissions & Student Affairs	COD
Joan Sivers	Assistant Dean of Clinics	COD
Dennis Kent	Assistant Dean, Advanced Clinical Programs	COD
Tom Dunn	Director of Information Systems	COD
David Shaw	Chair, Department of Oral Biology	COD
Michael Molvar	Assistant Dean	COD

Jeffrey Payne	Associate Dean for Research	COD
William Johnson	Vice Chair ARD	COD
David Brown	Executive Associate Dean	COD
Timothy Durham	Hospital Dentistry Chair	COD
John Reinhardt	Dean	COD

Date: 1-10-07**Meeting: Chancellor Maurer**

Harold M. Maurer	Chancellor	UNMC
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Date: 1-10-07**Meeting: Graduate Studies/Post-Docs**

David Crouse	Associate Vice Chancellor, Executive Committee	UNMC
Rubens Pamies	Vice Chancellor, Academic Affairs	UNMC
Iqbal Ahmad	Assistant Dean, Academic Affairs	UNMC

Date: 1-10-07**Meeting: Diversity**

Rubens Pamies	Vice Chancellor for Academic Affairs	UNMC
Ward Chambers	Executive Director, Community & Multicultural Affairs	Community Partnership
John Russell	Assistant Vice Chancellor for Human Relations	UNMC
Mary McNamee	Assistant Vice Chancellor, Student Equity & Multi-Cultural Affairs	Academic Affairs

Date: 1-10-07**Meeting: Research, Clinical Research, Compliance**

Sharon Welna	Associate Director	ITS
Tom Rosenquist	Vice Chancellor, Research	UNMC
Gail Paulsen	IRB Administrator	IRB
Sheila Wrobel	Compliance Officer/Privacy Officer	Academic Affairs
Deborah Vetter	Director, Sponsored Programs Administration	VC of Research
Michael Dixon	Director, Intellectual Property	UnMed/VC Research
Paula Turpen	Director, Research Resources	VC Research
James Linder	Associate Vice Chancellor, Research, President UNeMed	VC Research
David Crouse	Associate Vice Chancellor, Executive Committee	Academic Affairs
James B Turpen	Executive Chair IACUC	Academic Affairs
Steve Dixon	Director, Comparative Medicine	Vice Chancellor Research

Date: 1-10-07**Meeting: Wrap-up with Chancellor and Invitees**

Harold M. Maurer	Chancellor	UNMC
David A. Crouse	Associate Vice Chancellor, Executive Committee	Academic Affairs

John Reinhardt	Dean	COD
John Adams	Assistant Vice Chancellor, Budget & Strategic Planning, Executive Committee	UNMC
Mary Helms	Associate Professor, Executive Committee	Library
Gregory Karst	Professor, Faculty Senate President	SAPH
Don Leuenberger	Vice Chancellor, Business & Finance	Business
Tom Rosenquist	Vice Chancellor	Research
Bob Bartee	Vice Chancellor	External Affairs
John Benson	Professor of Internal Medicine, Executive Committee	COM
Glenn Fosdick	President & CEO	Nebraska Medical Center
John Gollan	Dean	COM
Clarence Ueda	Dean	COP
Ken Cowan	Director, Eppley Institute	Eppley Institute
Dan Connealy	Student Regent	COM
Yvette Holly	Assistant Vice Chancellor	ITS
Kyle Meyer	Associate Dean	SAHP
Ward Chambers	Executive Director, Community & Multicultural Affairs	Community Partnership
Jay Noren	Dean	COPH
Virginia Tilden	Dean	CON
Rod Markin	Senior Associate Dean	COM
Bruce Buehler	Director MMI	MMI/COM
Rubens J. Pamies	Vice Chancellor, Academic Affairs	UNMC

G. Principal Documents, Materials, and Web Pages Reviewed

MATERIALS OF INTEREST (Resource Room)

Reference Name

UNMC Institutional Data
 University of Nebraska Board of Regents
 Bylaws
 Policies and Procedures
 University of Nebraska Budget (Self-Study Chapter 3 reference #33)
 UNMC Administration - Chancellor's Council
 UNMC Facilities Development Plan (Self-Study Chapter 2 reference #28)
 UNMC Strategic Plan 2005-2006
 UNMC Strategic Plan 2006-2007
 UNMC Unit Mission statements (Self-Study Chapter 1 reference #4)
 UNMC Competencies for Graduates (Self-Study Chapter 3 reference #3)
 College of Dentistry 2005 Outcomes Assessment Report
 College of Nursing Selected Outcomes Measures
 CON Undergraduate Surveys
 CON Undergraduate Alumni Surveys
 CON Master's Exit Survey
 CON Undergraduate Nursing Courses
 College of Medicine Educational Program Review
 College of Pharmacy Programmatic Assessments 2006

Graduate Program Review

MATERIALS OF INTEREST (continued)

Biochemistry and Molecular Biology 1998-2005
Cancer Research 1998-2005
Cellular and Integrative Physiology 1998-2005
Genetics, Cell Biology & Anatomy 1998-2005
Medical Sciences Interdepartmental Area 1998-2004
Nursing 1998-2005, Fall 2006
Pathology and Microbiology 1998-2005
Pharmaceutical Sciences 1994-1998
Pharmacology and Experimental Neuroscience 1998-2005
Public Health 1998-2005
Toxicology 1998-2005
COM School of Allied Health Professions Summary of Educational Outcomes Assessment for 2000-2004
Dietetic Internship Program Student Syllabus 2004-2005
UNMC Professional Program Accreditation Self Studies (Self-Study Chapter 3 reference #7)
College of Dentistry 2000
College of Dentistry - Dental Hygiene 2000
College of Dentistry - Dental Hygiene - West Division 2003
College of Medicine (CD-ROM and Executive Summary) 2005
College of Nursing 1999
College of Pharmacy 2000 & 2006
Master of Public Health Program 2003
COM School of Allied Health Professions
Clinical Perfusion 2004
Cytotechnology 2005-2006
Diagnostic Medical Sonography 2004
Medical Technology 2004
Nuclear Medicine Technology 2004
Physical Therapy Volumes 1-3 2004
Physician Assistant 2004
Radiation Science - Radiation Therapy, Volumes A-C 2006
Radiation Science - Radiography, Volumes A-C 2006

SELF- STUDY REFERENCES**INTRODUCTION**

Reference #	Reference Name
1	UNMC Facilities Development Plan
2	Plans for Sorrell Center for Health Science Education
3	In the Loop: Self-Study Team and Campus Communication Strategies

CHAPTER 1

Reference #	Reference Name
1	Faculty, Staff and Student NCA Survey Results
2	University of Nebraska Role & Mission
3	University of Nebraska Strategic Planning Framework Document
4	All UNMC Unit Mission statements
5	UNMC - TNMC Partnership, merger facts and timeline
6	UNMC Physicians Mission Statement
7	University of Nebraska Statement on Diversity University of Nebraska 5 year Plan for Diversity
8	UNMC NU Values Program
9	UNMC International Studies and Programs
10	UNMC Today article (April 2006)
11	UNMC Today Plan Achievements article
12	UNMC Today and UNMC Discover Mission-relevant articles
13	Board of Regents membership
14	Nebraska Coordinating Commission for Postsecondary Education (CCPE)
15	Administrative Colloquium
16	Public Health Leadership Program
17	Student Leadership Academy
18	Board of Regents, Code of Ethics
19	University of Nebraska Bioethics Committee Report Coalition for the Advancement of Medical Research (CAMR) and International Society for Stem Cell Research (ISSCR) website
20	
21	UNMC Compliance Program
22	UNMC Ombudsman Team

CHAPTER 2

Reference #	Reference Name
1	Faculty, Staff and Student North Central Association Survey Results
2	UNMC Planning Information and Quality Indicators
3	UNMC Environmental Scans
4	Legislative Restrictions on Research
5	Diversity Activities

6
SELF- STUDY
REFERENCES
(Continued)

Minority Health Research Programs

7	Cultural Competence Survey
8	UNMC Employment Website
9	Minority Student Recruiting and Retention
10	Faculty Diversity Funding Procedures
11	Health Professions Tracking Center
12	Nebraska Public Health Lab-BioSecurity Preparedness Laboratory
13	NU Center for Biosecurity
14	Nebraska Center for Bioterrorism Education
15	Intellectual Property Office UNeMed Corporation
16	2004 Report of the Regents Ad Hoc Gender Equity Committee
17	Office of Postdoctoral Education
18	Gallup University Leadership Workshops
19	Campus Seminars and Events
20	Employee Tuition Remission Program
21	Employee Reward and Recognition
22	LB 605 Renovation Projects
23	Information Technology Services Strategic Plan
24	Preston Technology Transfer Consultation
25	Institutional Research Office
26	Investing in Nebraska's Future
27	UNMC Strategic Planning Retreat
28	UNMC Facilities Development Plan, 2006-2015
29	NU 2006-2012 Capital Queue The Nebraska Medical Center: Strategy Development Philosophy and Strategic Plan, for 2003-2006
30	
31	NU Foundation
32	UNMC Alumni Affairs Office
33	University of Nebraska Budget

CHAPTER 3

Reference #

Reference Name

1	Shulman, Lee S. Signature Pedagogies in the Professions
2	U S. News World Report Guidebook to America's Best Graduate Schools
3	Competencies for Graduates College of Dentistry 2005 Outcomes Assessment Report College of Nursing Selected Outcomes Measures CON Undergraduate Surveys CON Undergraduate Alumni Surveys CON Master's Exit Survey CON Undergraduate Nursing Courses College of Medicine Educational Program Review College of Pharmacy Programmatic Assessments 2006

**SELF- STUDY
REFERENCES
(Continued)**

Graduate Program Review
Biochemistry and Molecular Biology 1998-2005

- Cancer Research 1998-2005
- Cellular and Integrative Physiology 1998-2005
- Genetics, Cell Biology & Anatomy 1998-2005
- Medical Sciences Interdepartmental Area 1998-2004
- Nursing 1998-2005, Fall 2006
- Pathology and Microbiology 1998-2005
- Pharmaceutical Sciences 1994-1998
- Pharmacology and Experimental Neuroscience 1998-2005
- Public Health 1998-2005
- Toxicology 1998-2005
- COM School of Allied Health Professions Summary of Educational Outcomes Assessment for 2000-2004
- Dietetic Internship Program Student Syllabus 2004-2005
- 4 Diagram of Clinical Skills Training Rooms in Sorrell Center - Floor plan
- 5 Confidentiality Agreement
- 6 Responsible Conduct in Research
- 7 Professional Program Accreditation Self Studies
- College of Dentistry 2000
- College of Dentistry - Dental Hygiene 2000
- College of Dentistry - Dental Hygiene - West Division 2003
- College of Medicine (CD-ROM and Executive Summary) 2005
- College of Nursing 1999
- College of Pharmacy 2000 & 2006
- Master of Public Health Program 2003
- COM School of Allied Health Professions
- Clinical Perfusion 2004
- Cytotechnology 2005-2006
- Diagnostic Medical Sonography 2004
- Medical Technology 2004
- Nuclear Medicine Technology 2004
- Physical Therapy Volumes 1-3 2004
- Physician Assistant 2004
- Radiation Science - Radiation Therapy, Volumes A-C 2006
- Radiation Science - Radiography, Volumes A-C 2006
- 8 2005 Survey Results
- 9 Guidelines Graduate Programs Review
- 10 Boyer, Ernest L., Scholarship Reconsidered: Priorities of the Professoriate
- 11 Campus & Unit Promotion and Tenure Guidelines
- 12 Board of Regents Bylaws and Policies; Appointment Types
- 13 Faculty Development Programs
- 14 Learning Environment/Internet Services Program
- 15 NU University-wide Departmental Teaching Award
- 16 Office of International Studies and Programs
- 17 Student Alliance for Global Health
- 18 University of Nebraska Distance Education Coordinating Council Policies

and Procedure Recommendations
 Executive Summary
 19 COD Continuing Dental Education/UNMC Center for Continuing Education

**SELF- STUDY
 REFERENCES
 (Continued)**

20 UNMC Center for Continuing Education
 21 Eppley Cancer Institute's Short Course on Cancer Biology
 22 UNMC Mini-Medical Schools for the Public
 23 Student Retention Data
 24 McGoogan Library of Medicine
 25 eDoc, a Repository of Simulations and Learning Objectives
 Academic Success Program

CHAPTER 4

Reference #

Reference Name

1	Scholarship Reconsidered - Priorities of the Professoriate
2	US News & World Report Rankings
3	Research Survey
4	Core Facilities
5	Clinical Research Center
6	Clinical Trials Office
7	Eppley Cancer Center
8	Comparative Medicine
9	Office of the VCR
10	Office of Government Relations
11	Intellectual Property Office
12	SWAT analysis by TIG
13	Association for Assessment & Accreditation of Laboratory Animal Care Association for Accreditation of Human Research Protection Program
14	LCME Accreditation Report Summary (see COM LCME CD for full report)
15	Code of Conduct
16	Student Handbook
17	Faculty Handbook
18	Ombuds Team website
19	Research Integrity Policy
20	Ethics Day materials
21	Bioethics Committee
22	CITI IRB Training
23	Campus Crime Statistics
24	Board of Regents Policy 4.42
25	Intellectual Property Office Materials

CHAPTER 5

Reference #

Reference Name

1	All UNMC Unit Mission statements
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**SELF- STUDY
REFERENCES
(Continued)**

2	JD Power Award
3	Rural Health Education Network
4	Nebraska Public Health Lab-BioSecurity Preparedness Laboratory
5	NU Center for Biosecurity
6	UNMC Alumni Affairs
7	Consumer Health Information Service
8	healthHQ
9	UNeMed
10	Destination Midtown
11	UNMC Mini-Medical School
12	Public opinion survey

CHAPTER 6

Reference Name

University of Nebraska Supplement Forms
Distance Education Statistics (pages 150-188) location is Chapter 2 # 33

SUPPLEMENTAL MATERIALS (Resource Room)

University of Nebraska Board of Regents:
Bylaws
Policies and Procedures
Chancellor's Council
UNMC Strategic Plan 2005-2006
UNMC Strategic Plan 2006-2007
Binder:
Updated Organizational Charts
Peer Institutions
Institutional Snapshot
Higher Learning Commission Annual Institutional Data Update
Self-Study Report
Unit Accomplishments FY 2005-2006
The Nebraska Medical Center
The Nebraska Medical Center UNMC Merger & Academic Affiliation
Academic Affairs
Alumni Affairs
Business & Finance
Center for Continuing Education
Core Facilities
Information Technology Services Volumes 1-2
McGoogan Library of Medicine Volumes 1-4
Rural Health Education Network
Academic Affiliation Agreements

**SUPPLEMENTAL
MATERIALS
(Continued)**

Community Outreach
Planning
Campus Publications
Teaching Awards
College of Dentistry
COD NCA Information 2006
College of Medicine
College of Nursing
CON Continuous Improvement Progress Report 2004
College of Pharmacy
COP Faculty Development Program 2004
College of Public Health
School of Allied Health Professions
SAHP Strategic Planning Retreat 2006
Eppley Institute/Cancer Center Volumes 1-3
Monroe Meyer Institute

REACCREDITATION PROCESS (Resource Room)

The Higher Learning Commission Handbook of Accreditation
UNMC Reaccreditation Process 2005 & 2006 Surveys
2005 - 2007 UNMC Reaccreditation Executive Committee
2005 - 2007 UNMC Reaccreditation Steering Committee
UNMC Reaccreditation Process 2005 - 2007 Volumes 1-3

DESKTOP COMPUTERS INFORMATION (Resource Room)

UNMC Self-Study
UNMC Institutional Data
Reference Room Index
UNMC Policies & Procedures
Faculty Handbook
Student Handbook
College of Dentistry Bulletin
College of Medicine Bulletin
College of Nursing Bulletin
College of Pharmacy Bulletin
Graduate Studies Bulletin
School of Health Professions Bulletin

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Team found UNMC's self-study process to be thorough and comprehensive. UNMC utilized the College Assessment Program to provide the framework for comprehensive evaluation of all aspects of the programmatic and regional accreditations. The process involved a self-study committee and subcommittee memberships, which was representative of all the Colleges' constituencies. The document indicates the committees were engaged in identifying UNMC's strengths and challenges, and suggested recommendations for improvement.

B. Integrity of the Self-Study Report

The Team found the UNMC's Self-Study Report to be highly accurate, evaluative, candid, and practical. The document focused clearly on evidence in support of the Criteria for Accreditation, and provided the team the necessary information to make judgments about UNMC in relation to the Criteria. The Self Study Report demonstrated that UNMC understands the Criteria and the Core Components.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The Team verified that third party comment was solicited and appropriate notification of the evaluation visit was published in newspapers in the geographic area. Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

The documentation supplied by the University of Nebraska Medical Center provided sound evidence the institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board of Regents, the President, the Chancellor, program administrators, faculty, staff, and students.

The UNMC mission documents are clear and articulate publicly the organization's commitments to improve the health of Nebraska. The mission statement is noted on employee badges and college brochures and websites. The four components of the UNMC mission statement are evident in strategic planning documents and in publications available to the public.

The UNMC administration and faculty recognize the diversity of its learners, other constituencies, and the greater society it serves. Strategic planning documents, clinical practice, and service learning experiences address health care needs of underserved minority populations in urban Omaha and underserved rural communities across the state. The chancellor communicates directly with UNMC constituencies in Omaha and the state of Nebraska through a 50-member Board of Counselors. Faculty are actively engaged in teaching and service at distant sites across the state. UNMC's progressive culture encourages students and faculty to reach out through service to local and regional minority clients. Institution-wide core behaviors reflect a commitment to respect for diversity.

Understanding of and support for UNMC's mission pervades the organization from the student level through the President's office and to the Board of Regents. Students were able to express the mission and philosophy of UNMC based on their experiences and observations in the academic programs and clinical settings. Students appreciated and articulated how increased faculty research programs enriched their curricula, learning experiences, and quality of patient care. Faculty awards given at the College and University level recognize achievement toward the mission-driven goals.

The UNMC governance and administration structure promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. These organizational structures are clear and public at all levels of the University and Colleges.

The Chancellor's and President's Councils meet monthly, and the Board of Counselors meet three times a year. Up to 80 faculty and administrators meet each spring to revisit and revise the Strategic Plan, and similar planning exercises are conducted at the College level. Members of the Chancellor's Council participate in an annual retreat to "think outside the box" on initiatives to accomplish mission-driven goals. A culture of delegated authority permeates administrative practices, and the governance, leadership structure, and operations are commendable.

UNMC's administrative and operational structures uphold and protect the institutional integrity at the campus and college level. A Conflict of Interest Committee has been created to ensure that education, research and patient care are handled honestly and ethically. Personnel and technical systems are properly developed to ensure that data systems are well protected and secure. The Chancellor and administrative officers are very careful to honor donor agreements and promises, and have developed straightforward communications to exemplify trustworthiness. Open lines of communication between students, faculty and administration prevail throughout the organization. The institution operates legally, responsibly, and with fiscal honesty.

2. Evidence that one or more specified Core Components need organizational attention

None noted

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

UNMC has strong leadership and an effective administrative team, which has the ability to develop strategies and implement solutions. The UNMC community members, staff and faculty were cognizant and appreciative of this effective stewardship. Institutional progress was noted at all levels of the organization since the last comprehensive visit and is testimony to this capable leadership.

The self study report, financial documents, and conversations with staff confirm that UNMC receives significant financial support from diverse sources including state appropriations, tuition, sponsored research, tobacco settlement funds, endowment, philanthropy and clinical income. Diversity in the sources of income has contributed to stability, the ability to respond to change, and opportunities for growth. Financial strength for the last four years is confirmed by indicators such as continuing growth in net assets, and strong current asset to current liability ratios. UNMC maintains a healthy financial position.

UNMC, through the University of Nebraska Foundation, has had exceptional success in garnering philanthropic support and managing endowed assets. The University endowment has grown from \$200 million to \$1.5 billion in the last 10 years with an average annual return on assets of 12.1%. A culture of philanthropy was evident in meetings across campus, including students who spoke both of willingly giving service to the wider community and engaging donors at a gala for the benefit of the UNMC cancer research. The institution is appropriately engaged in philanthropic endeavors.

The Facilities Master Plan, Capital Improvement Plan, and Facilities Condition and Use Assessment documents describe ambitious development of new facilities and infrastructure, and renewal of existing buildings. These campus improvements are supported by a combination of philanthropy, state appropriations and bonding. The bonding capacity has been used prudently to advance projects as confirmed by favorable bond ratings. The Master Plan is clearly being advanced "on the ground" as was evident with new buildings under construction. Future plans for land acquisition and favorable zoning considerations by the Omaha City government will provide for more efficient use of facilities, integration of campus functionality, and flexibility in the future. These planning processes and actions are inclusive of the facilities across Nebraska and the Omaha campus. The UNMC has an effective facilities planning process.

Review of financial documents, capital expenditures, and plans and tours of campus facilities corroborate that UNMC has made material and effective efforts to reduce deferred maintenance and functional obsolescence of facilities, while enhancing research and instruction. New research facilities, including the instructional and infrastructure components, have been placed in service during the last five years and additional research facilities are under construction. Plans are in place for renovation of existing facilities, including the College of Dentistry in Lincoln.

The mission, planning documents, and practices affirm that UNMC has a primary physical presence in Omaha and a commitment to serve the entire State--the "500 mile wide campus" as denoted by staff and faculty. On-line programs, student recruiting strategies, instructional facilities in key locations, a network of preceptors and clinical sites, mobile services, and top leadership engagement confirm this commitment to the entire State of Nebraska.

UNMC has developed the appropriate technology to facilitate effective instruction in both the classroom and lab and at distance facilities across the State. The technology investment has enhanced opportunities for student learning. A distance education demonstration illustrated capacity and ability to effectively include students, faculty and staff from distant sites in meetings, discussions, and decisions. The level of instructional technology is appropriate and reliable for instruction and communications.

The strategic plan and other planning documents are interconnected and regularly reviewed. The Planning Information and Quality Indicators Report is prepared annually with metrics to assess progress, reviewed each year in a top management retreat, and the results are published on campus. The annual review includes consideration of measurable accomplishments, relevancy of existing strategies, and the inclusion of new strategies. The planning process for guiding the institution is exceptional.

2. Evidence that one or more specified Core Components need organizational attention

None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. Faculty oversight of curricula appears to be adequate in each academic unit. Educational programs carry specialized accreditation status within their designated disciplines and meet the standards determined by their professional accreditation bodies. The number of programs with current accredited status indicates that program directors and faculty are providing effective leadership of programs.

The organization adequately addresses the distinction between undergraduate and graduate level education. The College of Nursing has a curriculum subcommittee that has representation from both the graduate and undergraduate curriculum committees to evaluate and compare course content and course objectives of both programs.

The University has recruited and developed an effective and dedicated faculty to provide the teaching and learning for the students of UNMC. The Colleges of Nursing, Pharmacy, Dentistry, Medicine, and some programs in the SAHP utilize a Web-based evaluation tool called UNMC Eval, which supports the evaluation of students, faculty, and courses. The system generates reports utilized by the College administration and the faculty to make improvements in the educational efforts. A UNMC educational unit has won the prestigious NU-wide Departmental Teaching Award four of the last 10 years.

UNMC considers the best measure of teaching effectiveness to be the student achievement of graduation, licensure, employment, and certification by national standard-setting bodies. UNMC students do extremely well on national standardized testing and the composite scores place the programs in the top tier of all the national programs.

Indirect assessment data are provided with student surveys and pass rates on national exams. Programs are thoroughly evaluated by student surveys, passage rates on licensing and certification exams are published and distributed, and appear to be consistently above national averages across programs. The CON has very strong initiatives, including focus groups and follow up surveys, and other programs could emulate the nursing initiatives.

Programs have independent and active curriculum committees that address both content and teaching process issues. Student leaders report recent instances in which student suggestions for change were implemented within a year.

Excellent and effective teaching is rewarded and recognized through a variety of awards at both the program and institutional levels. Faculty development programs and services support improved pedagogies. The faculty and administrative communities appear to

have an openness, which supports and rewards thoughtful and innovative teaching practices.

Student feedback is used by curriculum committees to shape course and program offerings. Programs appear to have effective mentoring or advising systems that pair faculty with students. Graduate students meet with advisors weekly, and distance learners have meetings via the phone. The organization seems to have created an appropriate learning environment.

Distance learners are supported via the internet, telephone, and a closed-circuit videoconferencing system. The institutional culture appears to promote collaboration within program faculty and appropriate support for students that spans the state-wide campus. Students appear to have appropriate access to services, and feel a part of the program with access to resources, mentoring, and other services regardless of their physical location. Adequate support personnel and accessibility of support appear sufficient for programs using distance education features.

The organization's learning resources support student learning and effective teaching. Student access to on-line resources from remote locations ensures access to educational materials and support services. The IT Department and the library evaluate learning resources used to enhance learning. The ability of these service units to meet the current student need and respond to increasing student demand appears to be sufficient, and the institution appears to provide effective staffing and support for its learning resources.

Some programs have extensive offsite clinical experiences which are required or available to students, and site visits are utilized to verify the quality of clinical educational experiences. These program evaluations were found to adequately measure clinical experiences.

The institution offers a fully operational Ombudsperson program, and accessible student counseling and advising programs, above the normal student support programs. The programs seem to provide appropriate student support for an effective learning environment.

2. Evidence that one or more specified Core Components need organizational attention

UNMC is encouraged to consider the assessment of students and their achievements upon enrollment (all students are assessed as a condition of admission), during their educational experience, and following completion of their certification or degree.

UNMC is encouraged to develop assessment of educational programs and services on an ongoing basis to assist with decisions regarding enhancement and continuation of these programs.

3. Evidence that one or more specified Core Components require Commission follow-up.

UNMC is encouraged to consider more broadly its academic goals and agenda. The institution is encouraged to consider how to assess students and their achievements upon enrollment, during their educational experience, and following completion of their certification or degree. The assessment process should evaluate more fully the total infrastructure that supports the educational enterprise in its entirety, with the outcomes of the enterprise resulting in continuous quality improvement. Component parts of a comprehensive approach are being utilized by the University and additional components will strengthen the assessment process for the University.

UNMC has an extensive assessment process which provides data for the Planning Information and Quality Indicators Report. The assessment measures have metrics which are compared to national or peer standards, when available. How some individual programs or initiatives are evaluated is unclear. For example, outcomes of diversity recruitment and retention efforts were reported, while assessment of the effectiveness of the several programs in place to enhance service to underserved populations by faculty and students was unclear. Assessment of educational programs and services on an ongoing basis would assist with decisions regarding enhancement and continuation of these programs.

Recommend a progress report on Assessment of Student Learning, and Assessment of Programs and Services. Recommended due date: July 1, 2009

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; A Progress Report on Assessment of Student Learning, and on Assessment of Programs and Services. Due July 1, 2009.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

The UNMC Self Study Report and supporting documents, and discussions with faculty, staff and students, affirm that the institution fosters and supports the processes of inquiry, creativity, practice and social responsibility in a manner consistent with the mission of the institution.

The University of Nebraska Medical Center values and encourages a life of learning through the students' demonstration of core knowledge and the verification of their study and practice skills. Electronic access to information and guidance in the self-learning process encourage the students' commitment to lifelong learning. A dedication to excellence in teaching and learning is acknowledged through faculty and student awards and other forms of recognition. The University's efforts seem appropriate and supportive of a learning environment in the institution.

Research is considered vital to the mission of UNMC and the desire to foster a lifetime of learning and inquiry by its students, faculty and staff. The Colleges have utilized some of their allocated FTE's and have hired dedicated faculty members whose primary responsibility is conducting research. Approximately 70 percent of all faculty members are involved in a program of research. The University's research efforts have been successful as evidenced by the growth in research funding in the past decade with an annual rate of 12.7 percent, which surpasses the federal R&D funding to all United States institutions.

UNMC's educational programs substantiate that the acquisition of knowledge and skills, and the exercise of intellectual inquiry are embedded in the programs. This intellectual inquiry is demonstrated by frequent written and course examinations, demonstrations of practice and research skills, student evaluations before graduation, and yearly progress evaluations through student discussions and portfolios. These activities of intellectual inquiry are an integral part of the educational programs and are a means to gain knowledge, reasoning, skills, and professionalism consistent with graduate education.

UNMC's educational programs demonstrate that the institution assesses the usefulness of its curricula through a variety of approaches, including student course evaluations, student focus groups, and surveys of graduates, alumni and employers. The response rate of alumni and employer surveys varies among programs, and improvements in the assessment process are needed for some areas. The curricula are timely, relevant, and useful to students completing programs and entering professional fields.

UNMC's course curricula and programs outline clearly show support for the responsible acquisition, discovery and application of knowledge through an emphasis on integrity in clinical practice in all of the healthcare disciplines. The institution requires graduate and postdoctoral students to complete a course in research ethics, and in research and healthcare practice compliance. Programs are present in several areas, including patient privacy, human and animal research, grants and contracts, and patient billing. The institution's leadership and resources support inquiry, balanced with social responsibility, as foundational to UNMC's commitment to fostering a lifetime of learning for its students, faculty and staff.

2. Evidence that one or more specified Core Components need organizational attention

None noted

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE.

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

The University of Nebraska Medical Center is engaged and immersed in the community, community organizations and the statewide network. The Chancellor and officials travel the state to initiate and maintain collaboration among agencies and organizations that provide opportunities for the institution, including the Rural Health Education Network and Bioterrorism Preparedness. These collaborative efforts assist the leaders to regularly analyze the needs of the constituencies they serve, and plan programs, facilities, and personnel to meet the changing requirements of the constituencies.

UNMC values community service as part of the mission, and affirmation of this commitment is included in the mission statement. The strategic plan deals directly with meeting manpower shortage around the state, addressing diversity issues, training minorities, and sponsoring summer research opportunities. The colleges promote programs in the community which include providing consumer health information services at the McGoogan Library of Medicine, numerous outreach programs across colleges and schools, and through the media. The Public Affairs Office holds news conferences to inform the community about breakthroughs in research, and daily news

bulletins are distributed and posted to the website. These UNMC services show the exceptional capacity of engagement with all identified constituencies and communities. UNMC has the commitment and is responsive to its constituents and the community. The colleges have formalized arrangements with numerous institutions in the community and throughout the state which provide education and clinical opportunities for students. The Nebraska Medical Center Community Partnership, the University Medical Associates Community Partnership, the North Omaha Community Care Council, and the South Omaha Community Care Council represent UNMC's efforts to improve the health and well-being of Nebraskans and especially the underserved. Educational partnership arrangements include Creighton Saint Joseph Regional Health Care System in Omaha, St. Francis Hospital in Grand Island, Good Samaritan Hospital in Kearney, Regional West Hospital in Scottsbluff, Great Plains Hospital in North Platte, and Faith Regional Hospital in Norfolk provides graduate medical education and rural residency programs. UNMC has effectively forged a variety of key partnerships, which has benefited those affiliated with UNMC and the communities it serves.

UNMC has demonstrated its responsiveness to the community by addressing the needs of constituents. The institution offers a semiannual Mini-Medical School to individuals interested in advances in health, research, and patient care. UNMC has received recognition for community service with the AAMC Outstanding Community Service Award in 2003, and two of the community clinics received the Secretary of Health and Human Services Award sponsored by Health Resources Service Administration for Innovations in Health Promotion and Disease Prevention. Community responsiveness is evident by the strong philanthropic support for the Foundation, and major contributions to build the three clinical and two research buildings and the educational Sorrell Center, which are planned or have been completed over the past decade. UNMC strives to fulfill its world-class aspirations, and this internal and external validation indicates the value of their engagement and service to constituents and communities.

2. Evidence that one or more specified Core Components need organizational attention

None noted

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; no Commission follow-up recommended

Distance Learning: UNMC Request for a Change in NCA-HLC Status

Background:

UNMC has requested a status change in its relationship with the NCA-HLC. The institution is seeking authorization to offer distance education programs without the necessity to seek NCA-HLC approval prior to the start of each new individual program. Review of this request has been conducted in conjunction with the comprehensive site visit of UNMC. Materials in support of the request were included as part of the overall Self-Study Report prepared for the site visit, documentation was made available to team members in the Resource Room, discussions occurred with appropriate UNMC personnel, and an assessment was considered by the team on the impact of the proposed status change.

UNMC sought individual approval in the past for each of its distance education programs. The strategic planning process envisions a more comprehensive approach and the offering of educational programs to a wider audience as one way to meet the need for more health professionals for the State of Nebraska. UNMC is a public institution with a stated mission to improve the health of its citizenry by offering educational programs, improving the quality of medical services, and by providing outreach services to underserved populations. The institution is located in the eastern-most section of the state with 43 of the 93 rural counties designed as Medically Underserved Areas and identified workforce shortages in medicine, dentistry, nursing, pharmacy, and allied health professions. An institutional commitment to address these shortages is included in UNMC's overall strategic plan and in the planning initiatives of individual colleges. Currently, the percent of Nebraska practitioners who are UNMC graduates includes the following: physicians (51%), pharmacists (57%), dental professionals (58%), and allied health professional (51%). This record of achievements supports UNMC's contribution in fulfilling the institution's mission. The institution recognizes that unmet needs within the state will require different approaches and innovative methods to educate more health professionals in the future.

The requested change is to allow UNMC to offer distance education programs in all of its current health science degree programs with the exception of the M.D., D.D.S, Pharm.D. degrees, and the MS and PhD degrees offered by the Graduate College. At present, the institution has NCA approval to offer two degree-granting programs via distance education. These experiences have provided UNMC with the foundation to effectively structure and deliver programs via distance education. Outcomes data of existing programming is reflective of their success in reaching out to rural and underserved areas within the state. Immediate plans are to offer distance education opportunities for one certificate program, three bachelor degrees in allied health, two master level programs, and Doctor of Philosophy in Nursing. In addition, UNMC is seeking NCA-HLC recognition and acceptance of degree completion programs offered via distance education delivered through the Center for Continuing Education. These programs include two bachelor programs, two master level allied health programs, and the Doctor of Physical Therapy program.

UNMC's strategic planning process identified distance education as an effective way to communicate with rural areas and provide educational opportunities directed towards individuals currently employed and/or situated in rural areas and unable to relocate for career development and training. The President of the University of Nebraska and Chancellor of UNMC support this initiative and the benefits provided to Nebraskans.

Institutional Preparedness:

Institutional requirements for offering effective distance education programs have been developed from past and present endeavors. UNMC offered 800 on-line courses, 500 of which were active at any one time in the 2005-2006 academic year. The institution is fully cognizant that such programmatic offerings are faculty intensive and that instructors need education on effective use of technology. Participating students must be integrated into the UNMC educational system, and academic support services made available, which places additional demands on the library, the IT staff, faculty development, testing, evaluation/assessment, student services, and financial aid.

The College of Nursing is the most aggressive college utilizing distance education with educational programs at four different campuses and a history of use dating back to 1975. The college has been awarded over 9 million federal dollars in training and education grants to implement distance education programs over the past 12 years. The nursing program recently underwent a site visit by its specialized accreditation agency and given full accreditation approval. This accreditation approval included the distance education offerings and indicated that the distance education programs offered by the College of Nursing meet the same criteria and standards as the campus-based programs.

The UNMC commitment to distance education is evident in the strategic planning process. The institution has committed to becoming a comprehensive state resource and recognizes the necessity to take a leading role in addressing identified health profession shortages, particularly in the western rural areas of the state. The strategic planning process identified expanded program offerings via distance education as the best option to create an environment to accommodate students from these areas. The administration has committed additional financial and human resources for the units whose workload and/or demand will increase as a result of these additional distance education courses.

Institutional Challenges:

The programs planning to extensively use distance education are in allied health professions and have both didactic and clinical components. This educational model creates new curricular challenges for providing all required educational components through distance education. The College of Nursing has effectively contended with many of the challenges that new programs will face in delivering distance education programs. Some of the more important issues include the following:

- Compliance with specialized accreditation agency requirements that may or may not be supportive of distance education program offerings.

- Curricular changes for students in distance education programs may be different from campus-based students in the same program, e.g. course structure, different methods of accounting for contact hours, etc.
- Provision for the required clinical components of the curriculum in areas where distance education programs only provide the didactic component.
- Creation of a cadre of faculty with expertise and experience in dealing with students in a distance education environment.
- Use of faculty development programs to educate faculty to effectively utilize instructional techniques for on-line instruction and student support.
- Adequately educating the students participating in distance education programs to access educational resources available at UNMC, e.g. search capabilities for library resources, contacting faculty, informing students of and providing access to academic support services, etc.
- Validating the effectiveness of distance education programs compared to the campus-based programs in the same disciplines.

Infrastructure:

The technological backbone to support distance educational programs already exists at UNMC. The proposed programs in allied health professions will require an expansion of the same services currently available for the College of Nursing.

The IT Department, as an institutional wide resource, has the capacity to support expansion of the allied health programs. The director of the unit participates as a member of the Chancellor's Council and has been directly involved in all planning initiatives. The department offers extensive support in educating faculty regarding technology for instructional purposes, computer literacy, and understanding software programs. A university-wide committee composed of representatives of the various colleges helps steer the priorities for faculty development initiatives.

UNMC has invested significant resources in technology equipment and support personnel, and have the ability to accommodate present and future growth. Administration has identified a number of programs which have the potential to expand using distance learning modalities. These programs are anticipated to have small enrollments, and the impact on the organization is expected to be minimal. UNMC administration envisions an ability to respond to changing expectations regarding offering distance education programs in contrast to seeking individual NCA-HLC approval for each program.

Conclusion:

The Site Team recommends that UNMC be granted authorization to offer degree programs and degree completion programs via distance education. The institution has adequately demonstrated extensive experience in delivering distance education programs at various sites, developed infrastructure to support future expansion, committed resources to support the proposed changes, implemented planning processes to evaluate effectiveness, and educated personnel and faculty to successfully implement the programs. The distance education programs are consistent with the mission of UNMC and meet an institutional accountability to address defined statewide concerns for the public health of the citizens of Nebraska.

V. STATEMENT OF AFFILIATION STATUS**A. Affiliation Status**

No change

B. Nature of Organization**1. Legal status**

No change

2. Degrees awarded

No change

C. Conditions of Affiliation**1. Stipulation on affiliation status**

No change

2. Approval of degree sites

No change

3. Approval of distance education degrees

No prior Commission approval required.

The Site Team recommends that UNMC be granted authorization to offer degree programs and degree completion programs via distance education.

Rationale: The institution has adequately demonstrated extensive experience in delivering distance education programs at various sites, developed infrastructure to support future expansion, committed resources to support the proposed changes, implemented planning processes to evaluate effectiveness, and educated personnel and faculty to successfully implement the programs.

4. Reports required

Progress Report

A Progress Report on Assessment of Student Learning, and on Assessment of Programs and Services. Due July 1, 2009.

Rational:

UNMC is encouraged to consider more broadly how to assess students and their achievements upon enrollment, during their educational experience, and following completion of their certification or degree. The assessment process should evaluate more fully the total infrastructure that supports the educational enterprise in its entirety, with the outcomes of the enterprise resulting in continuous quality improvement.

UNMC is encouraged to develop an appropriate mechanism to provide assessment of educational programs and services on an ongoing basis, which would assist with decisions about enhancement and continuation of these programs.

Expectations:

The Progress Report submitted by UNMC would indicate an expanded assessment process for both student achievement, and for programmatic evaluations. The report would indicate a mechanism utilizing a feed-back loop to effectively implement continuous quality improvement.

Monitoring Report

None

Contingency Report

None

5. Other visits scheduled

None

6. Organization change request

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit: academic year – 2016-2017

Rationale for recommendation:

The University of Nebraska Medical Center has appropriate organizational status, commitment to peer review, maintains compliance with Federal requirements, and fulfills the five Higher Learning Commission requirements.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Nebraska Medical Center
Omaha, Nebraska

January 8-10, 2007

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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III. Recognition of Significant Accomplishments, Progress, and/or Practices.....	5

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The University of Nebraska Medical Center exemplifies a very vibrant educational, research, and patient care organization. New and innovative ideas are being practiced, and leading edge technologies are utilized and being developed. UNMC provides a dynamic learning environment for medical, dental, nursing, pharmacy, public health, and allied health students, residents, fellows, and graduate students.

The University of Nebraska Medical Center employs more than 800 full-time faculty, 175 part-time faculty, and 3,200 staff. Approximately 1,300 practicing professionals volunteer as preceptors for clinical training programs throughout the state and Midwest. An additional 4,000 individuals are employed at The Nebraska Medical Center.

The campus facilities are varied, extensive, and relatively new. Many have been built in the last 25 years and new facilities are under construction. All older facilities have been renovated to modern standards.

The University of Nebraska Medical Center has extensive research funding support from the National Institutes of Health and other sources. The rapidly expanding research efforts involve investigations in cancer, stem cell and transplantation biology, cardiovascular disease, genetics, neurosciences, biomedical technology, bioterrorism preparedness, and nanomedicine. Extramural research funding approaches \$80 million annually.

The University of Nebraska Medical Center has programmatic accreditation of the numerous educational programs, and has achieved and maintained accreditation by recognized national standard-setting organizations such as the LCME, ANCC, ACGME, ACCME, CEPH, and ADA.

University of Nebraska Medical Center exhibits a forward-thinking orientation, student and faculty-focused learning, connectedness to its communities, and distinctiveness as an educational, research, and patient service institution.

II. CONSULTATIONS OF THE TEAM

Facilities

The UNMC campus is located in an area that has been completely developed over the last 150 years, originally being a transition area between an industrial area adjacent to a rail line and waterway and the nearby residential neighborhood. The industrial remnants have fallen to disuse or been redeveloped as light commercial, and the rail line has been reclaimed for parking lots and building sites. The creek has been confined to pipes, except at flood times. The residential neighborhood now has historic designation.

UNMC's facilities planning and execution in the last several years appears as an exemplary exercise. It capitalizes on the natural boundaries of the adjacent historically designated housing district with small scale structures aimed at student service or residence and maximizes the use of the central campus allowing for expansion on the perimeter.

The organization of campus into zones of research, clinical facilities and instruction at its core with administrative facilities more remote is an appropriate organizational theme. The more detailed elements of the plan pay attention to the movement of vehicular traffic of various types and access of pedestrians, including the substantial number of patients and families that visit the center daily.

The pending agreement with the local power district to acquire their "lay down" service yard and the acquisition or optioning over time of properties along both sides of the Saddle Creek thoroughfare provide for long-term expansion of UNMC. This is enhanced by the plan to move Saddle Creek Road to the west edge of the area and managing the flow of storm water by creating ponds on campus.

The exercise of all the options on the property by UNMC would be costly; since there is no immediate need for some of the property by UNMC and in effect would take valuable resources away from more immediate needs. The following two strategies could allow UNMC to influence development of the property and retain access to it in the future, should the need arise:

1. The options could be sold with the condition of UNMC approval of the proposed development plan for the property and future improvements.
2. UNMC, together with the City of Omaha, could work to redevelop the entire area not owned by the University as a Planned Unit Development (PUD), a tool commonly available in zoning ordinances. The plan could designate such things as types of use, building size, height or materials, signage, street access, landscaping, internal pedestrian and vehicle circulation. This strategy could unify the site and give more control rather than relying on simple zoning to protect the Medical Center from incompatible development. In both cases, UNMC would retain the right of first refusal on sale of the real estate in the future.

These plans are contingent on the perceived value of the site for redevelopment following the relocation of Saddle Creek Road. The activity generated by the Medical Center, coupled with reasonable access to Dodge Street and the on going Mid-Town project, should make this a very attractive location that would allow UNMC the control it would like to exercise while still remaining a viable development with private sector capital.

Sharing of Assessment Approaches

Each college is engaged in a variety of program assessments. Programs provide standard evaluation measures with various criteria. There is some evidence of more innovative methods currently in use, i.e., the Graduate School's use of portfolios. As there is little evidence to demonstrate collaborative sharing of assessment techniques, it might behoove the institution to establish an institutional assessment group that would facilitate communication among programs and colleges. This mechanism for sharing and learning from each other would become part of the institutional landscape, and further serve to move the institution toward a more comprehensive and consistent measure of overall institutional outcomes.

Scholarship of Teaching

The variety of effective teaching modalities – in class, via distance learning, and on-line – was observed in the educational environment. “Scholarship of Teaching” was identified as a viable research area for teaching-focused faculty. The institution may wish to explore addressing such issues within faculty development programs. Evaluating performance of students who learn in different modalities is an example of a potentially fruitful project for the teaching scholars and faculty development programs.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The University of Nebraska Medical Center is to be commended for developing, achieving excellence, and maintaining quality education, research, and patient care. The present administration has effectively developed the Medical Center to offer quality primary, specialty, and emergency health care throughout the state and regional communities. The University of Nebraska Medical Center is a quality institution with a reputation for excellence and a commitment to building a World-Renowned Health Science Center.

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

INSTITUTION and STATE: University of Nebraska Medical Center, NE

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW: Review will include the institution's request for general approval of online delivery.

DATES OF REVIEW: 1/8/07 - 1/10/07

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: no change

DEGREES AWARDED: B, M, D, 1st Prof

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Out of state offerings are limited to the Physician Assistant Program at Fort Sam Houston in Texas.

TEAM RECOMMENDATION: no change

APPROVAL OF NEW DEGREE SITES: No prior Commission approval required for additional nursing programs within the state.

TEAM RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than the BS in Medical Technology and the BS in Radiation Science Technology.

TEAM RECOMMENDATION: No prior Commission required.

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress report due 7/1/09 on assessment of student learning and on effectiveness of programs and services

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: none

Summary of Commission Review

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

YEAR OF LAST COMPREHENSIVE EVALUATION: 1996 - 1997

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2006 - 2007

TEAM RECOMMENDATION: 2016-17

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Nebraska Medical Center, NE

TYPE OF REVIEW:

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
	Associate	0
	Bachelors	5
Programs leading to Graduate		
	Masters	5
	Specialist	0
	First Professional	3
	Doctoral	2

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Kearney (University of Nebraska at Kearney) ; Lincoln (University of Nebraska - Lincoln) ; Scottsbluff (Western Nebraska Division)	
Sites:	None	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

B.S. in Medical Technology offered via Internet; B.S. in Nursing offered via Internet; B.S. in Radiation Science Technology offered via Internet; Masters in Perfusion Science offered via Internet

Recommended Change:

(+ or -)