

June 26, 2007

Robert R. Appleson, Ph D. Associate Director
The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Regarding: Final Team Report

Dear Doctor Appleson:

Thank you for your letter of June 18, 2007 and its instructions.

Receipt of the Final Team Report by the Site Visitors in January 8 – 10, 2007 is acknowledged, along with the Statement of Affiliation Status (SAS) and Organizational Profile (OP). The latter two documents appear to be correct. I have circulated copies of the Team Report broadly within the UNMC community.

After reviewing Chapters 2.2-2 and 2.2-3 of the *Handbook*, UNMC prefers the Readers Panel review option.

We were grateful for Chairman Walker's commitment to the time required and in particular, for Dr. Hendee's preparation, experience, and insights.

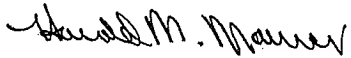
The content of the Final Team Report, of course, largely pleases UNMC. We appreciate the recommended ten years of reaccreditation and the carefully considered permission to continue offering new degrees via distance education. In March, I charged a new group with broad institutional representation to address the recommendation for sharing approaches to assessment (Advancement Section) and to prepare for the Progress Report due July 1, 2009.

On the other hand, it is difficult to understand the recommendation for "an expanded assessment process for both student achievement, and for programmatic evaluations". Academic health centers admit competitive students clearly focused on education in professions, and with very high retention rates graduate them from nationally accredited programs into success at licensure, specialty certification, and employment. In the Resource Room there were literally thousands of pages of formative and summative evaluations with evidence of feedback to students. Quality improvement, the mantra of health care today, extends to refinements in curricula, teaching strategies, and selective technology (standardized patients, problem-based learning, provision of selected on-line

reference sources, portfolios, and distance education) in all of our Colleges, the School of Allied Health Professions, and Graduate Studies. Progression through increasingly complex stages of theoretical and applied knowledge, skills, and attitudes is the hallmark of health care education. Documented maturation of professional and ethical behavior and critical thinking with actual patients – beyond the acquisition of knowledge and skills - characterizes such education.

That said, as always, UNMC seeks ways to improve its processes of assessment and will conscientiously prepare the Progress Report desired by the Site Visitors.

Most respectfully,



Harold M. Maurer, M.D.
Chancellor

HMM:la

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