

**Council on Education for Public Health
Adopted on October 15, 2011**

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT
UNIVERSITY OF NEBRASKA MEDICAL CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
May 23 – 25, 2011

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health at the University of Nebraska Medical Center (UNMC). The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2005*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation and a visit in May 2011 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, faculty, students, alumni and community representatives, and to verify information in the self-study document by reviewing materials provided on site in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

The University of Nebraska (NU) was founded as a land-grant institution on February 15, 1869, barely two years after Nebraska became the thirty-seventh state of the United States. NU is the state's only public university and in 1903, it became the first institution west of the Mississippi River to offer graduate education. NU is comprised of four individually accredited universities: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska Medical Center (UNMC) and the University of Nebraska at Kearney. As of fall 2010, nearly 50,000 students were enrolled in the NU system with a workforce of 13,000.

UNMC is Nebraska's only public academic health sciences center and consists of nine major units: colleges of medicine, nursing, dentistry, pharmacy and public health, the School of Allied Health Professions, the Munroe-Meyer Rehabilitation Institute, the UNMC Eppley Cancer Center and the Office of Graduate Studies. The Office of Graduate Studies provides several masters and PhD programs under the university-wide graduate college.

The development of the MPH program within the NU system came as a result of the confluence of two events. The first was the development and passage of Nebraska state legislation based on a strategic plan titled "Turning Point: Nebraska's Plan to Strengthen and Transform Public Health," which showed the need for formal workforce education and training and outlined a strategic plan to develop health departments. The second event was the influx of Master Settlement Agreement funds (tobacco settlement fund) into the state of Nebraska, which provided for the establishment and implementation of 16 new public health districts in 2002. As a result of the additional health districts all 93 counties in Nebraska belong to a health district.

NU established an MPH program, offered collaboratively by the University of Nebraska at Omaha and the UNMC with support from the Nebraska Minority Public Health Association. The MPH program admitted its first students in January 2002.

As a result of a solid track record and strong recognition by Nebraska leadership regarding the importance of public health training and research the NU Board of Regents established the College of Public Health at UNMC in 2007. The MPH program migrated as a professional program to the college with approval of the Board of Regents on April 16, 2010.

The program was first accredited as a collaborative program in 2004 for a term of five years with interim reporting due in spring 2006. The program received reaccreditation in June 2009 for a term of seven years with interim reporting due in spring 2011. In 2009, the Council accepted an application from the program to transition from a collaborative, accredited program to an accredited college offered solely by UNMC. The program notified students of impending changes and aims with this review to ensure continuous accreditation status. This is the UNMC's first review for accreditation as a college of public health offered by a single institution.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the UNMC College of Public Health. UNMC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the UNMC College of Public Health has the same rights, privileges and status as other professional colleges in the university. The eight areas of study for the MPH and two dual-degree MPH degrees are structured with an ecological perspective. The two newly established concentrations; multidisciplinary faculty; land-grant university history; and strong commitment to public service and research are evidence of the college's aims to promote multidisciplinary collaboration and foster professional public health values.

The college currently receives funding from various sources: State of Nebraska general fund appropriations, NU Programs of Excellence Funds, extramural funds from state and federal grants and contracts, gifts and intramural funds, and the resources are sufficient to support the college's offerings.

The college continues to develop and implement new evaluation methods to ensure the professional preparation of its graduates. The college's leadership, faculty and students emulate the principle of collaboration and the implementation of community based participatory research and service with the dynamic communities within Nebraska and worldwide. Everyone involved with the UNMC College of Public Health embraces the concept that to be a member of a community one must not just take from a community but give back.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The UNMC College of Public Health has a clear and concise mission statement. The college framed its mission around an outcome: "to promote optimal health and well-being." It has included in its mission both the academic mission triad of "through robust education, research and service" and the public health value of "collaboration with communities in Nebraska, across the country and around the world."

The process of developing the mission was informed by drawing on mission statements from other schools of public health and determining what fit the direction and needs of the new college. Students, faculty, administrators and community partners participated in the College Drafting Committee, and shared the drafts widely.

In on-site meetings with students, faculty, and alumni, site visitors experienced the energy this mission kindles, confirming the self-study document findings.

Goals are in place for each major function: instruction, research and service, and provide a context for the college's activities. The three goals and the associated objectives developed for the mission provide both rational direction and measurable objectives for the principal academic missions of education, research and service. In the site visit meetings, the team was able to understand clearly how the college develops collaboration with communities in achieving education and research goals. This part of the mission statement is addressed primarily in the goal and objectives concerning service, but also informs education and research goals. By setting Nebraska in a global context, the college has secured support for extending its mission to the nation and the world. The measurable objectives set forth will require time and commitment to achieve, and all targets are assessed annually unless otherwise noted.

Members of the College Drafting Committee developed the statement of values for the college. The college is guided by the following values:

- Honor intellectually and scientifically innovative scholarship
- Promote collaboration across disciplines and across communities
- Share readily our knowledge and skills
- Encourage lifelong and experiential learning in teaching, practice and research
- Recognize sustainability as an essential element of sound public health practice
- Embrace diversity in ideas, disciplines, convictions and people
- Champion equity and social justice
- Commit to integrity and ethical behaviors

1.2 Evaluation and Planning.

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

This criterion is met. The College of Public Health participates in university-wide and medical center strategic planning processes as well as its own. University strategic planning processes operate on a triennial schedule, with interim review cycles to assure refinement of plans. Evaluation of progress within the college is coordinated by the College Evaluation Committee using data elements selected in the strategic planning process. Data collection and analysis are scheduled for the summer, and the evaluation process leading to refinements in the action plan is scheduled for the fall. Evaluation incorporates input through internal committees from administration, faculty, students, and from the community through a Panel of Advisors and a Community Engagement Committee. The Panel of Advisors is composed of community stakeholders and alumni, and offers on-going feedback in addition to its formal role in the evaluation process. The Community Engagement Committee is “under construction” under the leadership of an associate dean, building upon a previously existing Community Engagement Coordinating Council. The intention is to move from a large, loosely organized group to a compact and organized panel able to hold the college accountable for fulfilling its plan while sustaining broad community engagement. The college holds an annual retreat, a major planning negotiation in which they discuss how opportunities are fitted to the mission. This process ties into the triennial university strategic plan process. The data on outcome measures provided show significant faculty commitment to educational goals and student success.

The College Leadership Council meets monthly and reviews the work of the participants in the evaluation process, helping assure that the process proceeds as planned and is responsive to the monitoring data. The evaluation process is extensive and data collection is seen by the college as a challenge. The college is identifying potential refinements to its measurements as it gains experience and is assessing new opportunities as they arise. Issues identified for attention in the next year include solidifying relationships among the growing faculty in its new building, and enhancing its student recruiting process.

The self-study is the product of an inclusive process with input from faculty, students and stakeholders through both formal committees and open comment opportunities. The dean appointed the Self-Study Committee, which in turn commissioned work groups with members from each academic program area to address the chapters of the self-study. Work groups developed drafts for input from faculty, students and community partners, and then incorporated input through an iterative process. The nearly final document was circulated to stakeholders for final review, and, with comments incorporated, was approved by the dean.

1.3 Institutional Environment.

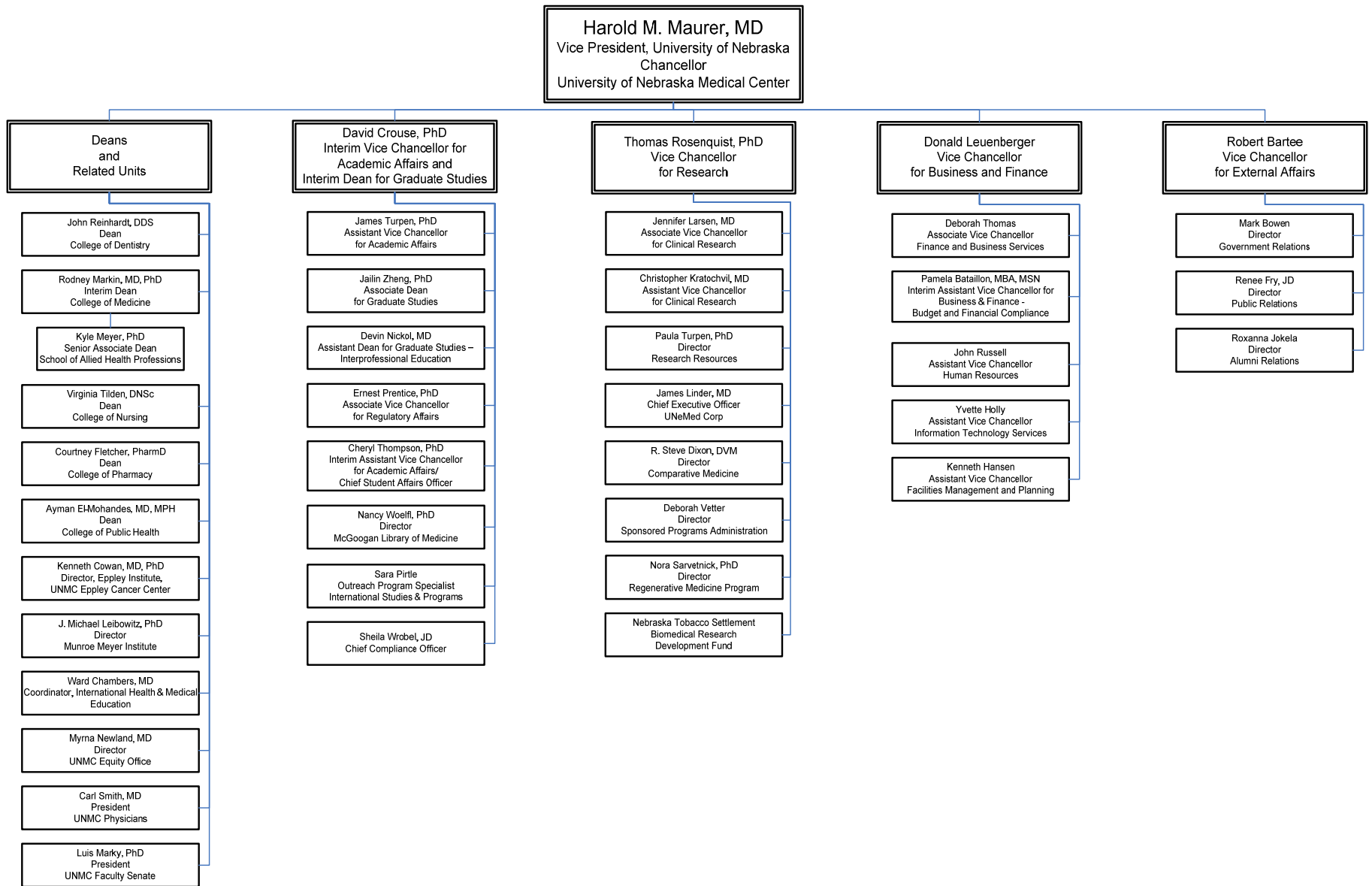
The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. UNMC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Of note, the MPH degree in the College of Public Health was previously offered as a CEPH-accredited collaborative program in cooperation with the University of Nebraska Omaha. UNMC is located in Omaha and is Nebraska's only public health sciences center. UNMC is comprised of the colleges of medicine, nursing, dentistry, pharmacy, public health and the School of Allied Health Professions. The College of Public Health was established at UNMC in 2007. All colleges and the health professions programs within the UNMC are fully accredited through their individual accrediting organizations. The organization of the university is shown in Figure 1.

All UNMC colleges and its one school have equal status and similar accountability. The self-study notes that all UNMC deans report directly to the chancellor and have the same degree of discretion in leading their colleges, and all are subject to the same university and UNMC academic and administrative policies. Site visitors learned that the deans of the UNMC's five colleges and one meet with the chancellor on a monthly basis. This Deans Council provides a forum for the deans to interact with each other. The chancellor remains available to deans if additional meetings are required for discussion of items outside of the monthly meetings. As noted in Figure 1, the dean of the college reports to the UNMC chancellor who, in turn, reports to the university president. The president reports to the state Board of Regents.

NU submits a biennial budget to the state and the Legislature appropriates general fund support to the university on a biennial basis. The university president then aggregates state appropriations and tuition, making annual, state-aided budget allocations to the four campuses. The UNMC chancellor then allocates budgets to each college. In addition to the state-aided budget allocated to the college by the chancellor, each college budgets revenues and expenditures from federal and non-federal grants and contracts consistent with University guidelines. Deans and major unit directors are responsible for budgeting within their units, and deans are accountable to the chancellor for their financial performance.

Figure 1. University of Nebraska Medical Center Organizational Structure



1.4 Organization and Administration.

The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The college structure includes five academic departments: biostatistics; environmental, agricultural and occupational health; epidemiology; health promotion, social and behavioral health; and health services research and administration, headed by chairs, and eight college-wide centers, each headed by a director. At the time of the site visit, three centers had interim directors. Three associate deans (academic affairs, research and community engagement and public health practice), one assistant dean (student affairs) and a number of staff support the dean. Figure 2 presents the college's organization chart.

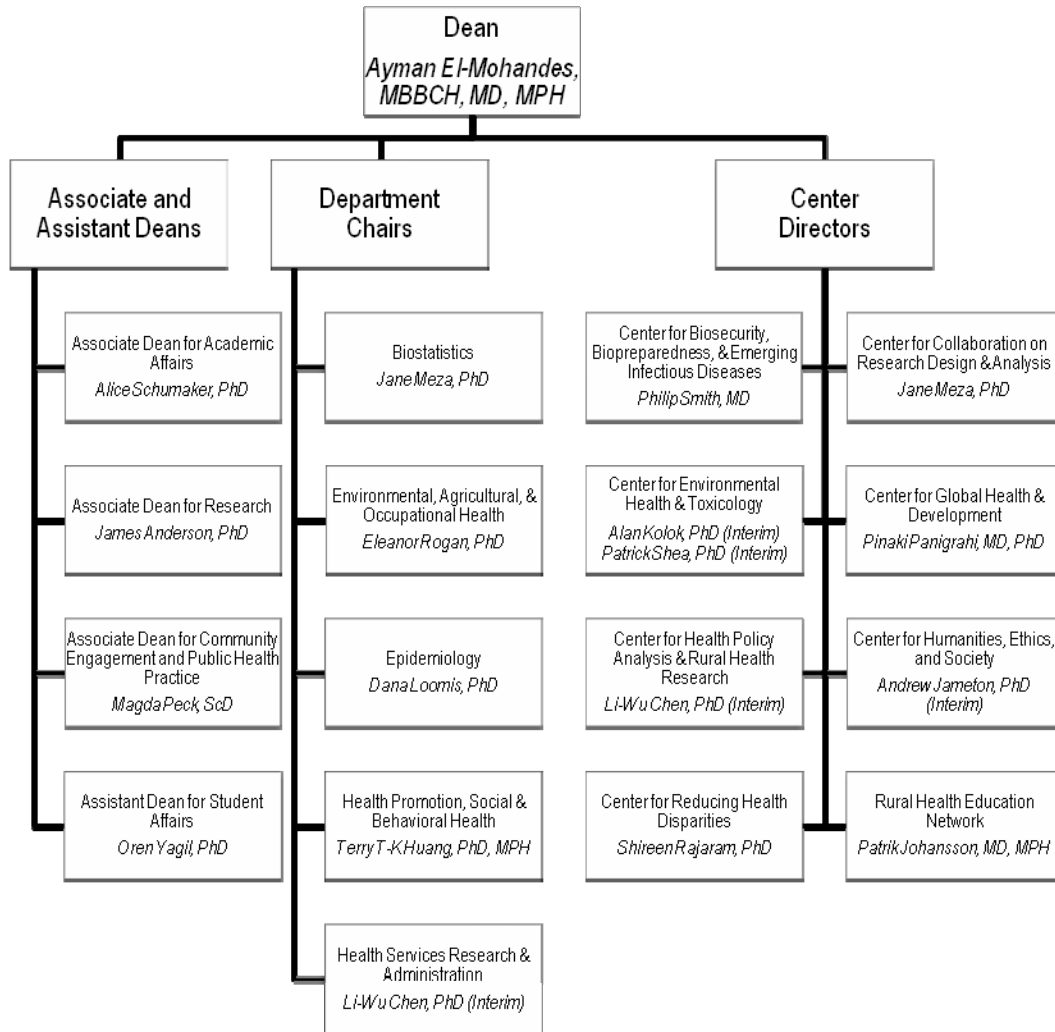
The dean, associate and assistant deans comprise the Administrative Committee which meets weekly to discuss current activities. The dean, associate and assistant deans, department chairs, center directors, director of the service learning academy, directors of doctoral and masters training programs, and chair of the governing faculty comprise the Leadership Council and meet monthly to monitor efficient implementation of the college's strategic plan. The center directors report directly to the dean, as do the department chairs. The governing faculty also meet monthly.

The college strongly encourages interdisciplinary coordination, collaboration and cooperation in its educational, research and service activities. Examples of such opportunities include interdisciplinary doctoral seminars and MPH courses that draw on faculty across departments and other colleges. There are collaborative research projects among the health science academic units as well as across the university in numerous domains. Site visitors learned of the cross fertilization of research projects between departments of the college of public health and the college-wide centers and the seamless interaction and robust activities of the two entities.

The college's organization enhances the potential for fulfillment of its stated mission and goals as outlined in the strategic plan. Further, the administrative structure and resources allow the college to carry out its teaching, research and service functions devoted to public health disciplines.

The college is guided by the commitments of UNMC and the wider NU community in ensuring fair and ethical interactions with all entities. The self-study identified clear policies for dealing with student appeal of academic evaluations as well as student grievances. There was one student grievance filed in the past three academic years under the auspices of the UNMC Graduate Council (prior to the MPH program's moving into the college). It proceeded through the specified channels and was resolved informally prior to the need for an official vote.

Figure 2. UNMC College of Public Health Organizational Structure



1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decision-making.

This criterion is met. Committee bylaws clearly delineate roles, responsibilities, rights and obligations of all parties. Students are involved and actively participate in school and department-level standing and special committees. Students may also participate in the college's Public Health Student Association (PHSA), which is open to all students. The PHSA, working with the assistant dean for student affairs, propose student representatives for all faculty committees as well as other non-standing (ad hoc) committees within the college.

The governing faculty includes all full-time tenure-track and non-tenure track college faculty. Policies are developed by the governing faculty's standing committees, as appropriate, or by the dean and his designees, subject to discussion and vote by the governing faculty.

There are currently five operational standing committees. All standing committee chairs are full-time governing faculty in the college and are nominated and elected by the voting governing faculty of the college. Chairs serve three year terms. Non-standing committees are established by the dean of the college. The standing committees include the Curriculum Committee, Faculty Promotion and Tenure Committee, Professional Development Committee, Research and Development Committee and Student Retention and Admissions Committee. The self-study notes that the college is committed to the "principles and practice of Community Engagement and are transitioning to a faculty governed structure equivalent to other college committees." This committee will become the sixth standing committee. Membership for the Community Engagement Committee is "under development."

A tenured faculty member serves as the chair of the governing faculty meetings which are held monthly during the academic year. There is no executive committee of the faculty separate from the noted six standing committees, however the listed duties and responsibilities of the Leadership Council include recommending college administrative and management long-range plans and objectives to the dean as well as coordinating and implementing all policies recommended by the governing faculty. The chair of the governing faculty sits on the Leadership Council.

The dean established one of the non-standing committees, the Evaluation Committee (EC) to serve a two year period with a focus on coordination of the CEPH accreditation self-study. All members of the (EC) were appointed by the dean. Of note, evaluation activities described in the self-study will be administered by the EC.

A Panel of Advisors was created in May 2010 to provide diverse perspectives from across the UNMC region. The 20-member panel meets quarterly to provide guidance to the dean and associate dean for Community Engagement and Public Health Practice. There is also a Community Engagement Coordinating Council, a Public Health Practice Council in collaboration with the Nebraska Educational Alliance for Public Health Impact. College faculty also hold membership on university committees. Community members commented during the site visit that they were pleased that the Panel of Advisors has been reinvigorated. They feel that this advisory group is an important link to help keep the program grounded in the community.

Student representatives serve as voting members on the Curriculum Committee, the Research and Development Committee, and the Student Retention and Admissions Committee. Full time MPH students elect their representative of the PHSA to serve on the UNMC Student Senate. Students in MS and PhD programs are represented on the Student Senate by senators from the Graduate Studies Student Association. Students report that they are full and active members in the committees and are satisfied with the role.

As noted in the self-study, due to the college's short history, the governance culture is in its infancy. By all reports, the faculty and staff are fully engaged in the various committees and excited about the faculty-led governance model they are applying to the College of Public Health. Committee bylaws are either newly amended or are newly established. In the future, the college might want to consider combining some of the committee responsibilities to lessen the demanding needs on faculty who currently serve on multiple committees.

1.6 Resources.

The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. UNMC has made a significant commitment of resources to, including substantial financial, personnel and programmatic support to launch its new College of Public Health. Transferring the Department of Preventive and Societal Medicine and six centers, along with their operating budgets, from the College of Medicine, formed the college. Funding comes from state allocations, discretionary funds and extramural grant/contract funding. Significantly, UNMC devoted three years of recurring funds from its Programs of Excellence (POE) allocation to the college. In addition, the college received large private gifts of approximately \$16.5 million to build a dedicated state-of-the-art building for the college. These resources will be instrumental to the success of the college.

The primary funding sources for the college are from the State of Nebraska general fund appropriations, NU POE funds, extramural funds from state and federal grants and contracts, gifts and intramural funds. Approximately 41% of revenue is from grants and contracts and 40% is from the state and university; 19% is from other sources. With respect to its state-aided budget, UNMC follows an "incremental with periodic reallocation" budgetary procedure. Under this procedure, units receive annual budget increases and are subject to budget reductions due to falling state appropriations or falling tuition revenues, or to free-up funding for higher priorities. Indirect cost recoveries are distributed using a combination of fixed and formula-base distributions. The fixed distributions support a small portion of the state-aided budget and most research infrastructure. The formula-based portion gives 20%-25% of actual recoveries back to each dean or director for support of research, and the residual is used by the chancellor for campus-wide research support. The expenses show that faculty and staff salaries are the major expenditure (78%) with operations expenses at 18% and student support at 4% of the budget. The budget has increased

from \$13,087,718 in 2007-08 when the school was formed to \$17,007,619 in 2009-10. The corresponding expenditures for these years have increased from \$11,120,538 in 2007-08 to \$15,313,081 in 2009-10. The budget shows a surplus of \$1.5 – \$1.7 million each year. Beginning in FY 2008, the budget is for the college; prior years are the budget for the joint MPH program.

Table 1 presents the college's budget for 2005 through 2010.

Source of Funds	FY05-06 ¹	FY06-07 ¹	FY 07-08	FY 08-09	FY 09-10
Revenue					
Tuition & Fees	-	-	-	-	-
State Appropriation	-	-	2,639,323	2,675,664	2,611,223
University Funds ²	1,518,610	1,811,467	2,034,735	2,868,452	4,158,897
Grants/Contracts	6,582	-	5,004,201	5,509,426	6,951,339
Indirect Cost Recovery	-	-	424,389	494,864	612,246
Gifts ³	2,950	2,950	27,933	32,908	41,094
Other ⁴	-	-	2,957,200	2,095,416	2,632,820
Total Revenue	1,528,142	1,814,417	13,087,781	13,676,730	17,007,619
Expenditures					
Faculty Salaries & Benefits	1,383,796	1,602,414	4,490,240	5,323,668	6,886,968
Staff Salaries & Benefits	107,962	119,189	3,896,926	3,952,666	5,022,643
Operations	32,891	24,358	1,888,466	1,911,104	1,952,810
Travel	718	1,176	320,760	321,905	372,369
Student Support ⁵	2,500	2,500	183,634	250,847	587,495
University Tax	-	-	339,511	395,891	489,797
Other - Public Health Award (Community)	-	-	1,000	1,000	1,000
Total Expenditures	1,527,867	1,749,637	11,120,538	12,157,081	15,313,081

¹The first full-fiscal year for the college was FY08. Prior to this date, reported source of funds and expenditures are for the MPH Program.

²FY06 includes faculty in-kind efforts at \$1,365,509. FY07 includes faculty in-kind efforts at \$1,581,467.

³Spendable cash only is reported. Investments exceed spendable cash and includes the Harold M. and Beverly Maurer Center for Public Health.

⁴Revenues include auxiliary, consulting, and special purpose funds.

⁵In addition to student scholarships/awards, for FY08 - FY10 student support includes compensation for students employed on graduate assistantships plus support for student fees.

The college has steadily increased its faculty over the last three years from 23 in 2008-09, to 33 the following year, to 43 in 2010-11 as presented in the self-study. The number of faculty in each department are:

- Biostatistics 8
- Environmental, Agricultural and Occupational Health 6
- Epidemiology 8
- Health Promotion, Social and Behavioral Health 13
- Health Services Research and Administration 8

Discussions with the faculty and dean indicate that the college is in the process of hiring several additional faculty. The number of full-time faculty plus joint faculty appointments are adequate to support the current number of students enrolled in the college. Sufficient faculty are allocated to departments to support the degrees and concentrations offered except for Environmental, Agricultural and Occupational Health (EAOH).

In EAOH, six faculty are not sufficient to support the MPH, one MS degree and one PhD degree. The low student/faculty ratio of 3.2 in EAOH results from the small number of students in the department rather than an adequate number of faculty for this number and diversity of degree programs. The large number of degrees in proportion to the number of faculty will become critical if the number of students increases in the department. The review indicates that number of degrees is out of proportion with the number of faculty, number of students and available courses in the department.

College administrative and academic staff are distributed to departments and centers throughout the college. Each department and center has at least one administrative staff member and many have two or more. All have access to administrative and finance/accounting staff to support operations and research. In addition, the college has professional staff to support its research projects and activities. The Office of Educational Services manages the communications and coordination of activities for the college's administration and educational activities.

The college has recently moved into a new state-of-the-art 62,600 square foot building located on the UNMC campus. The new building was dedicated one week before the site visit. The building contains offices for faculty and staff, student space, classrooms fully equipped with smart classroom technology, meeting rooms and common space. The art work throughout new building is impressive. The new building provides approximately 14,640 square feet of secure office space for faculty and professional staff and 5,330 square feet of modular office space for support staff and teaching and research assistants. The building has space for core support functions (mail, copying and general work space) on each of the three floors. The new \$15 million building brings the faculty, staff and students into one building and will be instrumental in developing a cohesive school. Wet labs for environmental and occupational health are located in other UNMC buildings.

The university has a sophisticated technology infrastructure that supports the whole medical center, including the college. In addition, the college has its own dedicated information technology services (ITS) to support the departmental and center administrative functions. Six technology staff support the computing, programming, work station support and software development for the faculty, staff and students at the school. The college IT staff work in close coordination with the UNMC tech support staff to provide technology and technical support for teaching and research at the college. In addition, the

college has a director of distance learning for remote communication and scholarship to support educational activities.

UNMC's McGoogan Library of Medicine provides a full range of information services for students, faculty, and staff. The library provides electronic services that can be used on-site or accessed remotely. The library's electronic collection includes over 6,100 health care and research-related e-journals, 43 databases, and 548 e-books; its print collections include 157,629 bound journals and 82,848 books. The Interlibrary Loan Department quickly obtains the full-text information from a worldwide network. Funding from the chancellor's office and the library ensures that all UNMC students receive up to 50 free digitally delivered documents or interlibrary loaned books/book chapters/journal articles per academic year.

The college has agreements with over 70 community-based organizations as service learning/capstone experience sites for students. These organizations provide opportunities for experience in daily operations and for students to contribute their skills in research and program design/evaluation. Practice professionals from a variety of community organizations, including the Douglas County Department of Health and the Nebraska Department of Health and Human Services, are included in courses as guest faculty.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. The College of Public Health offers eight professional degrees in public health, including one in each of the five core knowledge areas. Table 2 presents the college's degree offerings. A review of course descriptions, curricula and competencies did show some difficulties with the master of science program and PhD in environmental health, occupational health and toxicology which are discussed in other sections of this report.

The college offers the academic master of science (MS) program. The MS is currently offered in environmental health, occupational health and toxicology with three track options: environmental health, occupational health and toxicology.

The PhD is currently offered in three concentrations: 1) environmental health, occupational health and toxicology, 2) health promotion and disease prevention research and 3) health services research, administration and policy. The college offers two dual degree programs: an MPH with Doctor of Medicine

(MD) degree granted from the College of Medicine at UNMC and an MPH with Master of Social Work (MSW) degree granted from the University of Nebraska at Omaha (UNO) School of Social Work.

Table 2. Degrees Offered		
	Academic	Professional
Masters Degrees		
Biostatistics		MPH
Biostatistics/Epidemiology*		MPH
Community Health Education		MPH
Epidemiology		MPH
Environmental and Occupational Health		MPH
Public Health Administration		MPH
Maternal and Child Health**		MPH
Community Oriented Primary Care**		MPH
Environmental Health, Occupational Health, and Toxicology/ Environmental Health Track	MS	
Environmental Health, Occupational Health, and Toxicology/ Occupational Health Track	MS	
Environmental Health, Occupational Health, and Toxicology/ Toxicology Track	MS	
Doctoral Degrees		
Environmental Health, Occupational Health, and Toxicology	PhD	
Health Promotion and Disease Prevention Research	PhD	
Health Services Research, Administration, and Policy	PhD	
Joint Degrees		
College of Medicine		MPH/MD
College of Social Work		MPH/MSW

*Admissions to the Biostatistics/Epidemiology concentration were discontinued as of June 1, 2009 when separate Biostatistics and Epidemiology concentrations were approved. Two students remain in the Biostatistics/Epidemiology concentration. One student is completing his requirements by initiating his service-learning/capstone experience. The other student has completed nine hours and has been on leave of absence since fall 2009. This student has not responded to contact efforts. Both students continue to have access to their academic advisors. In addition, classes remain available for students to finish the concentration without substitutions.

**These concentrations were approved by the College of Public Health Curriculum Committee in March 2011. No students have been recruited to this concentration and no recruitment efforts will be undertaken until the College receives approval of substantive change notice at the CEPH spring 2011 board meeting.

2.2 Program Length.

An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

This criterion is met. The program of study for the MPH degree requires a minimum of 45 credit hours for completion. The MPH degree consists of the following requirements: 21 credits of public health core courses, 12 credits of concentration-specific courses, six credits of electives, three credits of practicum experience and three credits of capstone experience.

The MPH program has a policy to accept up to one-third of the course work required for the MPH degree from an accredited institution other than a unit of the University of Nebraska when the transfer is supported by the student's advisor and the Curriculum Committee. Final approval of transfer credits is made by the associate dean for academic affairs. The policy requires that official transcripts of graduate-level work taken elsewhere and course syllabi must be submitted to the Office of Educational Services for review by the Curriculum Committee no later than one semester before the student intends to graduate. Grades received in courses for transfer of credit must be the equivalent of a "B" (3.00) on a 4.00 point scale or higher on the University of Nebraska grade scale. Transfer of graduate credits from a course taken with a pass/fail option are a possibility but must be recommended by the Curriculum Committee, supported by a written evaluation from the instructor and be approved by the associate dean for academic affairs. Requests to transfer aged courses will be considered on a case-by-case basis, but generally the college requires that course work be completed within five calendar years, allowing students to test for graduate credit if a course is aged-out/obsolete. Site visitors learned that from academic years 2007 – 2008 to the present spring 2011 semester that 21 students received approval to transfer a total of 156 credits.

The MPH degree, when offered by the accredited program, prior to the college's creation, transitioned from 39 credit hours to 42 credit hours to the current 45 credit hour requirement. In fall 2006, the 39-credit-hour MPH program was expanded to 42 credit hours of coursework. Over the last three years, a total of 61 MPH degrees were awarded for fewer than 42 credit hours of coursework. At the time of the site visit, 20 students remained who were admitted under the 39-credit-hour requirement and have yet to graduate. The self-study notes that eight of these students are expected to graduate in the 2011-2012 academic year, nine students are on long-term leave of absence, and several attempts to contact them have been unanswered, and the remaining three students are on long-term leave of absence with unknown graduation dates. Also, at the time of the site visit 57 students admitted under the 42-credit-hour requirement have yet to graduate. The self-study notes that 30 of these students are expected to graduate in the 2011-2012 academic year, 17 students are on long-term leave of absence with unknown graduation dates and the remaining ten students are on long-term leave of absence, and several attempts to contact them have been unanswered. The 45 credit hour requirement occurred with student admissions for spring 2010. The increase in three credits is due to the addition of a seventh core course, CPH 505 Applied Research in Public Health. Students admitted prior to spring 2010 are exempt from this requirement.

A single semester credit hour is 15 classroom/contact hours per semester. The fall and spring semester are 17 weeks long. MPH core courses and concentration courses are three-credit-hour courses and require two hours and forty minutes of classroom/contact hours a week (45 hours per semester). Summer

courses are offered in an accelerated eight-session format. Classes are held twice a week for two hours and fifty minutes each time.

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met. All students enrolled in the MPH program are required to complete seven core courses. The core courses address knowledge in core public health areas and total 21 credits.

- CPH 506 Biostatistics I
- CPH 504 Epidemiology: Theory and Applications
- CPH 503 Public Health, Environment and Society
- CPH 502 Health Services Administration
- CPH 501 Health Behavior
- CPH 500 Foundations of Public Health
- CPH 505 Applied Research in Public Health

Students in the biostatistics concentration enroll in CPH 516 Biostatistical Methods I instead of CPH 506 Biostatistics I and CPH 517 Design of Medical Health Studies instead of CPH 505 Applied Research in Public Health. Both classes provide a greater depth of material, more advanced study and CPH 516 provides exposure and use of statistical analysis software (ie, SAS).

No waivers are allowed for core courses reflecting the importance placed by the college on core public health knowledge.

2.4 Practical Skills.

All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

This criterion is met. The MPH program requires students to complete a competency-based service learning experience that places students in a practice-based situation. Sites for practicum experiences include state health departments, non-profits and international agencies. Students are allowed to complete their practicum experiences at their places of employment, however, the field experience must entail different tasks compared to their regular work tasks and supervisors may not act as preceptors.

MPH students regardless of concentration are required to complete a 150-hour minimum (three credit-hour) practicum experience. Students usually dedicate one semester to their practicum experience, although full-time students may complete both the practicum and capstone experience in one semester. The course number for the practicum is CPH 528. No students receive waivers for the practicum experience. Students may receive additional practice experience by volunteering through the Service

Learning Academy (SLA) and completing the Community–Based Participatory Research (CPH 540) class in which students gain additional field experience.

Students must have completed all core courses and concentration courses and be within 12 hours of graduation (including the six hours of the practicum and capstone experience) before beginning the practicum experience. Students who were admitted to the MPH program in the fall of 2006 or after must have successfully completed a graduate level (three credit-hour) research methods course before they may enroll in the practicum experience. The research methods course is now included in the core curriculum. Any exceptions to the above listed prerequisites must be approved by the masters program director and Curriculum Committee. To date the only exceptions granted have allowed some students to take a final concentration course simultaneously with the practicum experience.

Students may utilize several pathways to locate a practicum site: 1) consult with their MPH program academic advisor 2) consult with the MPH program director and 3) view the SLA website to learn about organizations looking for service-learning students and potential projects. Site selection for a practicum experience can be student-identified, faculty-identified, or community agency initiated. Students are required to submit the Service Learning/Capstone Experience Application Form to the Office of Educational Services at least one month prior to undertaking the practicum experience. Students are required to notify the SLA about their practicum experience and the nature of tasks that they will be performing while on-site at an organization.

Students are assisted by advisors and others in forming a Capstone Committee that is involved in the service learning practicum experience and capstone experience. This committee is formed one month prior to the start of the practicum experience. The committee is composed of the following: 1) capstone committee chair, who is faculty in the department that sponsors the concentration in which students are enrolled and acts as the academic supervisor for students during the practicum; 2) faculty member from another department; 3) preceptor from the organization where students perform their practicum experiences.

Students are required to meet with their capstone committee chair before beginning the preparation of the proposal. The proposal defines appropriate and realistic goals, measurable objectives, activities, timeline, evaluation methods and outcomes of their practicum experience. The preparation and contents of the proposal allows students to define what they intend to learn, how they pursue the learning process and how they will know what they have accomplished. Students are required to identify core and concentration competencies that they will apply to address the needs of the organization and the proposed activities that will allow application of the competencies. Finally, students must identify core and concentration competencies that they anticipate will be strengthened by the completion of the

practicum experience. Following this meeting, students prepare their draft proposal and submit it three weeks prior to meeting with the members of the committee. During the meeting, all members of the committee provide feedback on the draft proposal which students then incorporate into the draft and resubmit for approval. Students may not begin their placement activities until their proposals are approved by the committee and written approval is submitted to the Office of Educational Services.

All students are required to consult with their supervising faculty member and preceptor to obtain appropriate institutional review board (IRB) approval from UNMC and to complete collaborative IRB Training (CITI) for the protection of human research subjects. In addition to the UNMC IRB approval and CITI training, the preceptor agency may require the student to obtain a separate IRB approval or training.

MPH students are matched with a practicum site appropriate to their project proposal, which may be research, program development, program evaluation or another domain relevant to their concentration. Currently, over 60 sites have been approved for the practicum experience and students may choose an organization other than a currently approved site for their in-agency experience. All organizations in order to be practicum sites must be approved by the College of Public Health, SLA and College Curriculum Committee. Organizations must submit a profile that includes at minimum: the agency's mission, goals, and objectives; key agency personnel; type of agency; agency focus; possible service-learning projects to which students could be assigned; and a letter indicating an interest in becoming a placement site and commitment to work with faculty to provide a quality learning experience. The SLA director reviews the agency profile and letter of intent to ensure that the organization agrees to provide the following:

- A public health-related planning and or service opportunity
- On-site preceptor
- Student involvement in a minimum of 150 hours in the essential public health functions of assessment, policy development or assurance
- Student opportunity to develop/enhance/apply core public health competencies in collecting and analyzing data and in cultural competence and community practice/collaboration, as well as in a minimum of four additional MPH program competency domains
- Space and resources required for the student to complete duties/responsibilities
- A completed Affiliation Agreement with UNMC

The curriculum committee chair receives a summary of the site review from the SLA director and submits it to the committee for approval.

Preceptors are identified by the organization, student or SLA director and must have MPH credentials or equivalent professional experience and education. Preceptors must have expertise in the student's area of concentration and the specific project topic. All preceptors have their expertise and credentials reviewed by the student's Capstone Committee. Preceptors perform the following: 1) provide students with orientation to structure and function of the placement site; 2) supervise student activities at the site, providing a minimum of one hour per week direct supervision; 3) involve students in professional activities

at the site; 4) maintain regular communication with the Capstone Committee and the director of the SLA and 5) notify the Capstone Committee and director of the SLA of any problems or concerns with student performance at the organization. Agency preceptors must review and sign students' monthly time logs that track the work and hours completed towards the practicum experience. Time logs are submitted to the Office of Educational Services on or before the first of the month. If the time logs are not received by the Office of Educational Services on the required due date, the Capstone Committee is notified.

The preceptor completes a midpoint evaluation of student performance during the field work experience. Both preceptors and students complete an evaluation of the field experience upon its completion. Preceptors respond to the following six questions: 1) Did the student meet your expectations?; 2) Describe the most valuable aspect of the service learning experience; 3) Describe the least valuable aspect of the service learning experience; 4) Did the service learning/capstone faculty meet your needs and expectations and why?; 5) What suggestions do you have for the program that would improve the service learning? and 6) Please suggest activities for future student placements. Preceptors are required to submit their responses to the Office of Educational Services. Students respond to nine questions that requires them to reflect on their learning experience, accomplishment of objectives, how the practicum experience met their needs and expectations, whether the preceptor met their needs and expectations and suggestions for improvement for the practicum experience. Students submit their responses to their capstone committee chair and Office of Educational Services. The SLA director and director of masters programs also evaluate sites based on overall experience with the organization (ie, responsiveness, cooperation and willingness to provide necessary time) and student feedback.

The capstone committee chair in consultation with the preceptor assigns the grade for the practicum experience. The field experience is graded on a pass/fail basis. On the official UNMC transcript pass or fail is displayed but does not enter the calculation for grade point average for degree credits. A pass grade is considered equivalent to an acceptable grade in a core course (B- or higher). MPH students are not allowed to graduate with a fail grade for the practicum experience.

During 2008 – 2010 students performed practicum experiences at 26 different organizations. Site visitors learned during discussions with students and alumni of the wide variety of field experiences that MPH students may have while enrolled in the College of Public Health. Of particular note was the variation in geographic location of practicum experiences, which ranged from local health departments and community-based organizations located in Nebraska to field work in India around the prevention of low birth weight babies. Site visitors learned of the wide variation of populations that students may serve while completing their practicum experiences (eg, elderly population, Sudanese refugees in the Omaha area).

Both students and alumni spoke of the positive faculty and preceptor support that they receive during their practicum experiences. Students highly praised the opportunity to perform field work as part of their MPH requirements and felt that it was invaluable as part of their education and stretched them in experiences that they never thought possible.

Preceptors indicated that students were well prepared academically to perform field work, and in some instances, they have hired students upon graduation. Preceptors shared that students perform very highly during their practicum experiences and spoke of their dedication to the populations that they were working with even after their practicum experience had ended (ie, one student continued to work with the elderly population to provide exercise classes on a regular basis). Finally, preceptors shared that they never turn down the opportunity to host a student at their organization because they feel that they are making an investment in the future public health workforce and that they have an obligation to assist students in their educational experiences.

2.5 Culminating Experience.

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. The culminating (capstone) experience in the MPH program has two components: 1) a capstone paper and 2) an oral presentation. Students in all concentrations are required to complete the capstone experience for a total of three credits at the end of their degree program. The course number for the capstone experience is CPH 529.

Students are expected to spend a minimum of 150 hours on the capstone paper, which is directly related to the practicum experience. A capstone paper is a minimum of 20 pages in length and must contain the following: title page; abstract; introduction; objectives; background information/literature review; method; results; discussion/recommendations; conclusions; references; service learning reflection; application of public health competencies; acknowledgments; and appendices. Students are required to submit an initial draft of the capstone paper to all Capstone Committee members a minimum of four weeks prior to the oral presentation. Any exception in submission time must be approved by the committee chair. Students incorporate any pertinent comments/feedback from the Capstone Committee into the initial and subsequent drafts. Students must submit the final draft of the capstone paper to the Capstone Committee at least two weeks prior to the oral presentation for additional comments from the committee. Once additional comments have been addressed students submit a copy of the final paper to all committee members. Students forward a spiral bound paper copy and an electronic copy of the final paper to the Office of Educational Services. The final paper must include a cover sheet signed by all members of the Capstone Committee signifying approval of the paper.

Students are required to contact the Office of Educational Services at least two months in advance of the expected completion of the capstone paper to schedule the oral presentation, which occurs on the university campus. Students make a 30-minute presentation (plus 30 minutes for discussion and questions) to the Capstone Committee, MPH program director, public health faculty, students and other guests invited by students. Presentations are limited to 20-25 people. Power Point presentations are required and must include an overview of the project and findings or results.

Each member of the Capstone Committee completes the Committee Evaluation Form. This form allows members to evaluate student performance of the agency field experience, capstone paper and presentation based on public health competency domains. The Capstone Committee convenes a meeting after the student presentation to review Committee Evaluation Forms, the Preceptor Evaluation of Service Learning/Capstone Experience Form and the Student Evaluation of Service Learning/Capstone Experience Form. Following review of the above mentioned forms and committee member discussion, the chair of the Capstone Committee assigns the final grade for the capstone experience and notifies the masters program director and Office of Educational Services of the final student grade. The capstone experience is graded on a pass/fail basis. MPH students are not allowed to graduate with a fail grade for the capstone experience.

Site visitors reviewed several capstone papers and Power Point presentations which showed academic rigor, creativity, professionalism and integration of field experience with classroom knowledge. Preceptors shared with site visitors their positive experiences of being involved with reviewing draft and final capstone papers and attendance at student oral presentations.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

This criterion is partially met. The college has competencies for all of the degrees offered at the college. The core competencies listed for the MPH degree are quite extensive with 64 competencies divided into 11 areas. The competencies in the five core areas of public health are covered in Basic Public Health Skills section. The other 55 competencies are divided into 10 topical areas and include cross-cutting competencies. The extensive list of cross-cutting competencies obscures the primary public health competencies. There appears to be coverage of the five core areas within the curriculum with a core course in each area. However, discussions with faculty did not reveal a focus on the five core areas, but more attentiveness to the cross-cutting areas.

Competencies are defined for each of the five MPH concentrations. The number of competencies for each concentration (25-72) is also extensive and are required in addition to the 64 for the MPH core. The

large number of competencies for each concentration seems unmanageable for evaluation and communication. Some of the competencies may be more appropriate as specific learning objectives in courses.

Competencies are provided for the academic degrees. Core public health competencies and specific program competencies are given for the PhD degrees in health services research, administration and policy, health promotion and disease prevention; and in three tracks in environmental health, occupational health and toxicology. The competencies for the MS degrees in environmental health, occupational health and toxicology are identical to those for the corresponding PhD degree.

The faculty describe an extensive process for the development of the MPH competencies whereby the Curriculum Committee, faculty, staff, students and community representatives reviewed competencies put forth by Council on Linkages between Public Health Practice and Academia, the Institute of Medicine 2002 Report and the Commission on Accreditation of Healthcare Management Education. The large number of competencies may reflect the adoption of many of those put forth by these various groups. The competencies are examined every three years.

Competencies are made available to students and constituents on the college website and in the student handbook. The handbook is also available on the website and Blackboard and is distributed to students in an electronic form. The competencies are also used as a part of the Foundations of Public Health core course and are a part of the student portfolios.

A matrix links the core MPH competencies with the seven core courses. In the matrix, each of the seven core courses is linked to a large percentage of the 64 core competencies. A review of the learning objectives for each core course does not readily show that each course address all of the indicated competencies. Many of the linkages indicated by the matrix could not be found in the learning objectives or course syllabi. The faculty explained the competencies are covered at different levels in courses. This discussion focused on the cross-cutting competencies with very little mention of the core public health competencies. Streamlining the competencies into a more manageable group and separating out the cross-cutting competencies may allow for more precise linking with skills and knowledge provided in the core courses.

The concern relates to two matters related to the EAOH program competencies. The first point of concern is the identical competencies and course work for the MS in each of the three EAOH tracks and the one PhD degree in EAOH. Discussions with the faculty did not reveal differences among the MS and PhD degrees other than the comprehensive exam and additional research. At a minimum, the PhD competencies should be stated in more complex terms and show a greater depth of study than the MS.

The second point of concern relates to the similarity of the course work in the three tracks for the MS and PhD in EAOH. While the competencies are stated in different terms, the same courses are used in all three tracks for the MS and the PhD. The similarity in course work suggests that the three tracks may not be sufficiently different to justify three separate tracks. If they are, in fact, separate tracks, there should be distinct competencies and appropriate depth of coursework to support this. When comparing the three tracks of the MS to the PhD degree the same competencies and coursework suggests that there may not be the breadth and depth of courses for two levels of degrees.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is met with commentary. Monitoring of student achievement in MPH program is through a series of evaluations of student performance that includes grades in course work, portfolios, student competencies, pre- and post-test in the Foundations of Public Health course, preceptor and advisor evaluations of service learning and capstone projects and the student exit interview. The advisors and director of the masters program review student progress annually.

MPH students are required to maintain an overall grade point average of 3.0 (on a four-point scale). Grades for all required MPH core courses must be a B- (2.67) or above. A grade of C (2.00) in either a concentration or elective course may be accepted for only one course. Students who receive two grades of C or any grade below C (2.00) may be dismissed from the program.

Students who fail to maintain a grade point average of 3.0 are automatically placed on academic probation and may not continue their program of study without the permission of their academic advisor, the Curriculum Committee and the associate dean for academic affairs. Students in conjunction with their academic advisor must submit a plan of remediation for approval to the Curriculum Committee at least two calendar weeks prior to the next scheduled Curriculum Committee meeting. The committee reviews students' status and plan of remediation and forwards a recommendation to the associate dean for academic affairs. Students are removed from probationary status when their grade point average returns to a 3.0 within the subsequent 12 months.

Students who fail to receive a minimum acceptable grade in a course for credit may not continue their program of study without permission of the Curriculum Committee. The committee's decision, along with an appropriate explanation and justification, must be filed in the Office of Educational Services.

Site visitors learned that from academic years 2007 – 2008 to the present spring semester of 2011 that 16 students have been placed on academic probation and two students have been expelled from the program.

The college has several mechanisms to evaluate student achievement. Students construct a portfolio that serves as a self-evaluation tool to track progress towards their degree and compiles examples of their work. The portfolio includes the student's career goals, self assessment, grades on courses, and reports. The advisor reviews the portfolio each year to assess the student's progress and to identify proficiency in achieving program, competencies as well as knowledge gaps. The portfolios hold great potential for use in evaluation of students' achievement of competencies and use as an evaluation tool might be considered in the future.

The advisor evaluates the student's practicum and capstone as part of the assessment of the student's achievements of the program competencies. Students also provide a self-assessment of their achievement of the core and concentration competencies at the end of their culminating experience. The advisor and the director of the MPH program conduct exit interviews with graduating students. This feedback provides information on the MPH program as well on the student competency attainment.

The college conducts other evaluations of courses and the degree programs. The college conducts an alumni survey to assess graduates' appraisal of their program and a self-evaluation of their achievement of competencies. The employer survey obtains feedback on the overall competence and abilities of college graduates with respect to the competencies. The survey focuses on the cross-cutting competencies and has little focus on the five core areas of public health.

The college uses the mean GPA of 3.5 as an outcome measure of student performance. Discussions indicated that a decrease in the college-wide mean GPA could be an indicator of a flaw in the admission process. Since a grade of C is equivalent to a failing grade at the graduate level, a relatively high mean GPA would be expected. The utility and sensitivity of this measure should be assessed as should the potential for grade inflation to meet this measure.

Attrition rates for each degree program and job placement rates are outcome measures for the school. While there is a plan to track graduation rates, currently there are too few graduates of each degree program to provide reliable information. The same is true of job placement rates. This may be a better measure in the future.

The commentary relates to programmatic-level assessment of competency achievement and program outcomes. While the college has substantial student-level evaluation, there does not seem to be

measures to assess aggregate program-level competencies or effectiveness indicators from the program-level. For example, the faculty and program director could compile measures from individual student self-assessments or exit interviews that evaluate overall achievement of program-level competencies. The measureable program-level outcome measures are at the broader program level rather than individual competency level. There does not seem to be a plan to monitor the effectiveness of the individual degree programs.

2.8 Other Professional Degrees.

If the school offers curricula for professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.9 Academic Degrees.

If the school also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is met. The college offers an academic masters degree in environmental health, occupational health, and toxicology and three PhD degrees, one in health services research, administration and policy, one in health promotion and disease prevention research and one in environmental health, occupational health, and toxicology. The masters degree is offered in three tracks (environmental health, occupational health and toxicology). For all academic degrees, students are required to complete CPH 500/HPRO 830, Foundations of Public Health, an introductory survey course addressing the fundamental concepts and theories which provide the basis for the body of knowledge in the field of public health. As this course is also required for all MPH students, it brings together students throughout the college.

To prepare academic students research and practice in these areas, two additional foundation courses are also required. CPH 504/EPI 820, Epidemiology Theory and Application, and CPH 506/BIOS 806, Biostatistics I provide additional preparation in the basic sciences of public health. Doctoral students are expected to take additional biostatistics courses and may select relevant public health electives.

The culminating experience for the masters degree in environmental health, occupational health, and toxicology includes a written comprehensive examination with a minimum grade of B and a masters thesis with an oral defense judged by the MS Advisory Committee.

A series of Public Health Grand Rounds is offered to graduate students, a second method of expanding the public health knowledge of academic students and of bringing public health students and faculty together.

2.10 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge.

This criterion is met. The college offers doctoral programs in environmental health, in social and behavioral health and in health services research and administration. There is an adequate depth of doctoral coursework to support the two PhD programs; however deficiencies in the PhD environmental health degree program are discussed elsewhere in this report.

Students seeking a PhD environmental health, occupational health and toxicology are required to complete a dissertation on original research successfully defended orally before a committee of graduate faculty and at least one article submitted to a peer-reviewed journal. To date, 11 students have graduated with this degree.

The PhD program in health promotion and disease prevention research is new. There are seven students currently enrolled. There have been no graduates to date. Assessment of students for this doctoral degree includes successful completion of “a take-home comprehensive examination” based on the course of study and/or dissertation topic, which must be completed in writing and defended orally. Within one year of successful completion of the comprehensive examination, the student should develop and defend orally his/her dissertation research proposal. Finally, the student must submit and defend the dissertation and submit one article for publication in a peer-reviewed journal.

The PhD program in Health Services Research, Administration and Policy is also new. Six students have enrolled in its first two years, but there are no graduates at this time. The core courses, CPH 504/EPI 820, Epidemiology Theory and Application, and CPH 506/BIOS 806, Biostatistics I, provide additional preparation in the basic sciences of public health for these students as well. The culminating experience for this doctoral degree includes a dissertation on original research successfully defended orally before a committee of graduate faculty and at least one article submitted to a peer-reviewed journal.

2.11 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The college has developed two joint degree programs, an MD/MPH and an MSW/MPH. Each of these degree programs has been negotiated with and approved by the collaborating college and the university.

The MD/MPH degree program is designed for completion in five years. The concentration areas of study in the MPH portion of the program are currently limited to community health education and public health

administration. MD/MPH students are required to take 45 MPH credits. The development of the combined degree program shows evidence of significant work on the part of both colleges (Medicine and Public Health) to design the potential schedules to meet the five year commitment and encourage enrollment. The MPH/MD program share six MPH credit hours or eight College of Medicine credit hours with the practicum/capstone experience, replacing two traditional fourth-year electives (eight weeks) in the College of Medicine. There is a plan to hold two places in the MPH program each year for MD/MPH students. One student is admitted for the fall 2011 term, and three others have been accepted for later matriculation. Two students have graduated from the MD/MPH program (one student in Spring 2009 and one student in Spring 2010).

The MSW/MPH joint degree is somewhat less integrated as it is presented, reflecting the regulatory requirements for the MSW and the academic expectation of a BSW or prerequisite. The MSW/MPH candidates take six core courses, but are able to take the MSW course, Research and Computer Applications instead of the MPH course, Applied Research in Public Health. Because of the heavy emphasis on preparation at the BSW level, this program may appeal most to social workers, as opposed to health educators or nurses for example. Students will have only the public health administration concentration available. The required MPH service learning experience and capstone are replaced by the Social Work Advanced Practica I and II. The joint degree merges these programs by requiring practicum approval by colleges, an MPH and an MSW faculty member on the Capstone Committee for each student and final evaluation of the capstone project by both the MPH and MSW faculty. One student matriculated in the spring 2011 term. A second is admitted for the fall 2011 term.

The full degree plans for the MSW/MPH have not yet been tested by students. However, the agreed plans for this joint degree meets the expectations of the CEPH requirement for equivalence with the separate MPH.

2.12 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The college has been successful in obtaining research funding in grants and contracts. The college has \$6,951,339 in research funding and \$612,246 in indirect funds for FY 2009-10 from local, state and federal agencies and organizations including NIH, NIOSH, NSF, US Department of Defense, US Department of Education, the Nebraska Department of Health and Human Resources, as well as numerous foundations, local agencies and organizations. The amount of research has steadily increased by 26% over the last three years.

The college has an expectation that faculty conduct research. The college has procedures and systems in place to support faculty to develop research grant applications. Department chairs and the dean's office provide support for faculty at each stage of grant preparation. This support begins with identifying funding opportunities and then providing staff to prepare documents, budgets and budget justifications. The Center for Collaboration on Research Design and Analysis provides expertise in the quantitative sciences, including biostatistics, epidemiology and health services research, and coordinates collaborative design, planning, conduct, analysis and interpretation of laboratory, clinical and public health research studies. Faculty may opt to utilize a pre-submission review process.

The college encourages research and scholarly activities. Each year several faculty development workshops emphasize grant writing, grant preparation and budget formulation. The dean awards competitive research grants of up to \$30,000 for mentored research. UNMC conducts "Learn@Lunch" sessions that focus on research. The associate dean for research circulates grant opportunities and departments sponsor journal clubs and Grand Rounds in specific research areas.

The college defines community-based research as "research conducted in the community, usually with health agency collaboration," which encompasses both community-based participatory research and community-*placed* research. Discussions with faculty clearly show that the faculty are active collaborators in community-based research activities, both with local health providers and community organizations and with the Nebraska Department of Health and Human Services and local public health agencies. The self-study shows that 57% of research is community-based. Examples of partners include: Plaza Partners conducted in collaboration with OneWorld Community Health Center in Omaha, Douglas County Health Department, and the South Omaha Community Care Council; Northern Plains Comprehensive Cancer Control Program in collaboration with the Great Plains Tribal Chairman's Health Board; Evaluation of Mental Health Jail Diversion Programs in collaboration with a coalition of mental

health providers, mental illness consumer advocates, law enforcement and criminal justice in Douglas County; Lesbian, Gay and Transgender Community Needs Assessment; Nebraska Public Health Practice-Based Research Network in collaboration with the Division of Public Health in Nebraska Department of Health and Human Services.

Students participate in research through a variety of mechanisms including internship graduate research assistants; 50% of students participate in research. Types of research include program and community-based evaluations, individual and community wellness and prevention programs and initiatives (eg, tobacco and obesity prevention), behavioral health, cancer research, environmental health, occupational health, toxicology, health care systems (eg, health care access, medical homes, local health departments), health care administration, state and national health care policy (eg, health care reform), rural health care issues, cost-benefit/effectiveness analyses, and economic analyses as well as wet-lab bench/basic science research.

Students may choose to develop their research skills by participating in a faculty-supervised grant development process. The student develops and carries out a research plan, develops a research design, prepares a literature review, conducts data collection and analysis, and then writes the reports, papers, and manuscripts. Students present research findings at college-supported functions, state and national professional meetings, and conferences. Many students are involved in translating the research findings into practice. Students are involved in community coalition building, establishing necessary relationships for public health research networks and organizing and carrying out stakeholder meetings.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The College of Public Health is dedicated to providing service that benefits society, above and beyond what is associated with its teaching and research programs. As part of NU, a land-grant institution, UNMC's mission includes "outreach to underserved populations" as a core mechanism for improving the health of Nebraskans. The college attempts to expand the reach and explicitly connects the overarching UNMC commitment to service in its mission.

A commitment to service is expressed in the college's goals, most notably in Goal 3, Objective 3.3: "engage in activities that serve local, state, regional, national, tribal and global communities." The college achieves this objective by facilitating faculty, staff and student participation in organizations that promote the public's health and by developing outreach activities that serve communities of need.

Recently, the university's Board of Regents established a system-wide policy related to scholarly activities, which includes community service. The board endorses the philosophy that service activities for faculty on each campus be consistent with the campus's role and mission and that faculty be rewarded for service activities that involve the application of knowledge for the benefit of the people of Nebraska.

To further this important aspect, in fall 2009 the college created the senior post of associate dean for community engagement and public health practice. At the same time, the college established the Service Learning Academy (SLA) to enable meaningful student engagement through community service. The Community Engagement Coordinating Council of faculty, staff, students and partners was created to shape practices and processes that promote service. Further, the college bylaws call for the establishment of the Governing Faculty Committee on Community Engagement which will institutionalize service as a core expectation of faculty for promotion and tenure.

The self-study included a list of some 60 collaborative learning and service projects. This list is categorized into five areas: Projects for educational assistance/experience; leadership or development in education activities; projects providing technical assistance or services; outreach activities that serve communities of need; and roles in organizations that promote the public's health. The list of activities was impressive, yet not comprehensive, reflecting the level and scope of activities that were described during the visit with faculty. The reviewers recognize the difficulty in capturing service activities when the definition for service is quite broad and many of the varied activities are likely to have aspects of service in the delivery. Most of the service activities are without monetary compensation and thus more difficult to track. Student activities were not included in the listing of College of Public Health community projects although the MPH program is based on service learning activities as evidenced with the practicum and capstone projects administered through the Service Learning Academy. Additionally, many of the faculty are actively engaged in community-based participatory research, and service activities are surely part of this methodology and do not appear to be reflected in the information provided in the self-study.

Copies of bylaws and the tenure and promotion guidelines were provided for review. A sample of the formal agreement with institutions was provided for review. All items support a service-focused program. The college had a website developed to; facilitate communication among faculty, students and community partners about current service projects, activities and needs, and to share resources for community engagement.

Outcome measures are geared to measure faculty activity. It may be useful to establish targets that include measures for students and staff, and that looks at levels of engagement of the community. These

measures would be useful in quantifying effort and might also be useful in establishing baseline information to be able to demonstrate results of efforts.

3.3 Workforce Development.

The school shall engage in activities that support the professional development of the public health workforce.

This criterion is met. The college's commitment to workforce development and continuing education is reflected in the goals and objectives, with the most emphasis noted in Goal 3: "The college will promote and participate in community engagement and public health practice." Development of the state and beyond is also an essential component of Goals 1 and 2. The college has offered continuing education, training, certificate programs and workforce development since its inception through a number of well-established departments, centers and programs. Faculty and professional staff of the college are involved in an array of programs. Faculty conduct grand round presentations, offer professional development programs and seminars and serve as guest faculty at the college's Leadership Institute. Faculty participate in community-based participatory research that provides development and training. The college recognizes the importance of accessibility to continuing education and workforce development and has a developed distance learning programs. The new college building offers 14 meeting rooms that are outfitted with state of the art audio visual technology.

The college utilizes 20 other rooms across the campus for distance education delivery. The college does not offer a distance based MPH degree, but the availability of existing facilities enables the college to offer its core MPH courses and some of the concentration courses to students outside the Omaha metropolitan area. The college has access to over 20 rooms equipped with technology to virtually connect public health professionals in 82 hospitals and 25 public health departments in Nebraska in addition to six hospitals in Kansas and Iowa. College faculty develop courses for training using two course-authoring tools: Lectora and Articulate Presenter, which integrate Power Point presentations and voice-over.

The self-study outlines three major challenges for workforce development in Nebraska, 1) the local public health department workforce is relatively inexperienced and small and lacks formal training in public health as well as in skill areas such as planning and data analysis, policy development and cultural competence, 2) currently over 50% of the staff are over 50 and many of these workers are likely to retire in the next five to seven years, and 3) many public health workers do not work for the state or local health agencies and may not consider themselves part of the public health workforce.

Faculty have collaborated with other organizations including a variety of practitioners and academicians throughout the state to identify the needs of the public health workforce. These needs assessment

activities have led to the development of the first Statewide Blueprint for Action to Address Public Health Workforce Needs in the State of Nebraska, which led to the development of the Great Plains Public Health Leadership Institute (GPPHLI). This activity was externally funded and is part of a formal program in the college strengthening the cooperative funding portfolio. Additional collaborating partners include with the University of Iowa's College of Public Health's Public Health Training Center and the University of Nebraska's College's Center for Health Policy Analysis and Rural Health Research.

The college works closely with external organizations and health agencies to deliver workforce development activities. Within the college, the Center for Reducing Health Disparities, Rural Health Education Network and the Center for Preparedness Education have been key in delivering continuing education and other workforce development activities.

The various organizations that are involved with delivering workforce development activities continue to deliver activities as guided by funding streams. Based on conversations and the material in the self-study, the college coordinates efforts primarily through organizing a central needs assessment. The overarching structure for workforce development seems to be a partnership model with no single unifying structure. The need for workforce development appears to be the driving force to pool resources in the college, and this approach enjoys support from all levels in the university system, legislators, and the community partners. Policy, procedures and structures exist primarily in the Service Learning Academy with guidance and direction from the dean's office.

Currently, programs and centers evaluate their offerings independently based on funding and grant requirements. The goal is to develop a unified, objective, and competency-based evaluation for use throughout the college, although no timeline was provided in the self-study or in discussions during the site visit. Significant activities are reported through the GPPHLI, where over 100 regional public health personnel have been trained. Additionally, the Center for Preparedness has served over 5,100 attendees. The attendees are described as hospital staff, emergency medical service personnel and nurses. Additionally, the college uses the TRAIN management learning system to deliver courses to learners from 27 state partners. The Rural Health Network and the Nebraska AHEC focus on career development for kindergarten through college. The Center for Reducing Health Disparities offers continuing education and workforce development activities to about 394 people. The college offers grand rounds among other staff development activities.

The college offers a non-degree professional certificate program. The Professional Certificate in Public Health offers professionals an opportunity to engage in professional education specific to their field, particularly the developmental needs of personnel in the local health departments, health professionals seeking knowledge of public health, potential MPH or doctoral students in public health, and non-

traditional students who are not interested in a degree but wish to hold a credential in public health. To date 15 professionals have been enrolled.

Activities appear to be meeting current needs of the greater public health workforce. As the college matures, plans are to conduct a unified workforce development needs assessment and then tailor programs to meet those needs.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

This criterion is met. The full-time faculty, together with the adjunct, part-time and secondary faculty, has training and expertise in diverse disciplines and is qualified to support the college's academic and professional programs and its research and service activities.

The self-study documents 43 tenured, tenure-track and contract full-time faculty primarily responsible for supporting the degree programs. All but three of the college's core faculty members hold doctoral degrees. The faculty was drawn from the wider UNMC community, the University of Nebraska-Lincoln and the University of Nebraska at Omaha and is being expanded by a significant number of new recruits from outside the NU system since the college formed. The diversity of the faculty members' research interests and expertise is impressive. The mix of international and US-trained faculty supports the college's mission in global public health research and action as well as within the state and region. Tenured and tenure-track faculty are expected to contribute to the teaching, research and service activities of the college, whereas contract faculty serve under annual contracts and may focus their efforts in a single area, eg, research, workforce development or teaching.

Among the 43 full-time faculty documented in the self-study, 19 are assistant, nine are associate and 10 are full professors; three are instructors, and an additional two are international professors listed as core faculty in the Department of Health Promotion, Social and Behavioral Health. Of the 43 full-time faculty, two have MD/PhD degrees, two hold PhD and MPH degrees and seven hold MD/MPH degrees. Twenty-eight hold PhDs, two hold ScDs and three hold masters degrees. Thirty percent of the core faculty is tenured; 51% is tenure track.

The site visit team clarified that one tenured and 16 special appointment part-time and secondary appointment faculty also contribute to the teaching and research activities of the school. Ten hold PhD degrees, two hold PhD and MPH degrees, one holds MD and MPH degrees, three hold MDs and one

holds a JD and an MS degree. Six of these faculty (1.85 FTE) are affiliated with the Department of Environmental, Agricultural and Occupational Health, three (0.60 FTE) are affiliated with the Department of Epidemiology, five (2.5 FTE) are affiliated with the Department of Health Promotion, Social and Behavioral Health; and two (0.75 FTE) are affiliated with the Department of Health Services Research and Administration. In addition, there are six faculty members with special dean's or courtesy appointments within in the college who are included in the governing faculty as non-voting members but currently provide no FTE to the college.

Site visitors learned that additional faculty were being hired and one search was active at the time of the site visit.

The practice-related activities of the core faculty include consulting with local health departments, the state health department and other health care facilities. These practice activities facilitate student exposure of students to public health activities and identify service learning and capstone project opportunities. Contributions of the contract faculty, some of whom are employed in other organizations where they work in the area of public health practice, also bolster the faculty complements links to the participation of public health practitioners who serve as guest lecturers in the college. Other activities that facilitate exposure of students to public health practice include field visits, field studies and service-learning projects with practice-based preceptors.

The college lists two goals by which it evaluates its faculty complement. The attendant objectives to these goals have results that suggest that activities to enhance teaching excellence by the faculty are underway. One objective is that 25% of the faculty will participate in a peer coaching program for teaching excellence; there is no outcome data as yet. The dean's office provides scholarships for formal mentoring agreements on a competitive basis. As new faculty members are integrated into the college, this mentoring program will continue to be very important. Another objective is results indicate that 57% of the full-time faculty has submitted either as principal investigator or co-investigator at least one proposal for external funding (target 50%). Sixty-three percent of the faculty have external funding (target 50%). Objectives to have 50% of the full time faculty publish at least one article per calendar year in peer-reviewed journals and 50% present their work at least once per year in their field of expertise have been met for the past three years, most recently 80% and 82% respectively.

The development of the college and the rapid expansion of the faculty has required attention to integrating new faculty and assuring they receive adequate support and mentoring. The new building which officially opened immediately before the site visit was cited by many as creating an atmosphere conducive to faculty collaboration. At the site visit, the faculty demonstrated considerable enthusiasm and cohesion, and was clearly energized by their new surroundings.

4.2 Faculty Policies and Procedures.

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. The UNMC and college have clearly defined policies and procedures for the recruitment, appointment and promotion of faculty. The faculty and policies and procedures for the College of Public Health are governed by:

- The system-wide policies of the NU board of Regents which, sets forth the university policies for all faculty and university operations
- The UNMC Handbook, which governs the terms and conditions of employment including promotion and tenure;
- The College of Public Health Policies and Procedures document which determines the organization of the school and the responsibilities of the administration and faculty and the policies and procedures for internal operations; and
- The College of Public Health Employee Handbook which is a guide for conducting research and teaching within UNMC and the College of Public Health.

Faculty are classified as tenured, tenure-earning or special appointments. The UNMC has unique policies for tenure, in that there is no tenure clock. The lack of a tenure clock applies only to the UNMC and not NU as a whole. College faculty are employed on contracts and decide when they are ready to go up for tenure. The junior faculty work with their mentors and departmental chairs to plan their development and track their progress. Junior faculty closely consult with departmental chairs to determine when they are ready to apply for tenure. The aim is to make sure the faculty member succeeds in obtaining tenure. For faculty whose research may take time to develop, the pressure of the time clock is removed. Most faculty report satisfaction with this system and that they push themselves to work toward tenure.

Promotion is not linked to tenure, so a faculty member may be promoted without tenure. The self-study states that tenure is granted based on evidence of a sustained record of accomplishment in at least two of three areas of teaching, scholarly activity and professional service. However, discussions with deans and the chair of the promotion and tenure committee indicate that tenure could not be obtained without substantial research achievements. Community service is valued, but would not be sufficient for tenure without a record of research and teaching.

The investment in the college has allowed the hiring of a number of new faculty in the last three years. The department chairs and the dean determine the need for faculty and open a search. Upon selection of a candidate by the department and faculty, the department chair and dean review the candidate and determine if an offer is made. The college Promotion and Tenure committee review the applicant for rank

and provide their opinion to the dean. The dean and department chair negotiate the terms of appointment with the candidate.

Department chairs conduct annual performance reviews for all faculty and staff. The reviews assess the strengths and weaknesses of the faculty and identify development needs and opportunities. Faculty reviews include student evaluations and peer judgments. The annual reviews include a summary of activities and performance in public health practice, teaching, research, grantsmanship, administration and consultation. The evaluation is considered in determining merit salary adjustments, promotions and continuous appointments. The college uses on-line course evaluations. The associate dean for academic affairs reviews the course evaluations as a monitor of student satisfaction and teaching quality.

UNMC has a substantial faculty development program to foster the retention of faculty and to provide faculty members opportunities to enhance their teaching, research, service and abilities. A faculty development website provides information and lists programs that include: Lunch Lecture Series, Organizational Leadership Series, Administration Colloquium and the Technology in Education Scholarship program.

The college has a Professional Development Committee that offers programs to foster the professional growth of faculty, professional staff and administrative staff. A program was developed to promote the mentoring of junior faculty. The dean offers a Mentored Scholarship Grant of \$30,000 to encourage mentoring between the junior faculty and the senior faculty mentor. Other college professional development activities include: individual faculty professional development funds of \$1500 per year.

4.3 Faculty and Staff Diversity.

The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The core faculty are 57% Caucasian, 33% Asian, 5% African-American and 3% Native American and are 51% male and 49% female. The male faculty are 27% Caucasian, 19% Asian, and 3% Native-American; the female faculty are 30% Caucasian, 14% Asian and 5% African-American. The staff are primarily female (75%) and primarily Caucasian (81%). In addition to the racial mix, the college has a rich cultural diversity that includes a number of faculty from other countries.

While the faculty has only a few African-Americans, the faculty as a whole display a wide array of cultural diversity and appreciation of diversity in Omaha and in Nebraska. The faculty display an appreciation for the multi-culturalism of the area and have a commitment to address health disparities among Native Americans and other minority groups in the region.

The dean and department chairs are responsible for faculty recruitment, retention and faculty development. The college advertises open faculty positions in national publications including those that target minorities. UNMC's Employee Diversity Network is committed to advancing diversity and cultural competency and for recruiting and retaining highly qualified minority candidates for faculty positions. The faculty development program helps in the retention of all faculty.

The college has a Center for Reducing Health Disparities. This center targets populations in the area with long-standing health disparities, especially the Tribal groups and immigrant groups who live in the area. Cultural competencies are included in many courses and are a focus of many of community-based research and service learning projects.

4.4 Student Recruitment and Admissions.

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The Student Recruitment and Admissions Committee (SRAC) and the newly established Office of Educational Services (OES) have been established to attract qualified and capable individuals. The SRAC is responsible for developing and monitoring an annually updated recruitment plan. This plan has served to focus efforts and set recruitment targets for the each degree program and concentration.

The SRAC has a Team Charter that specifies roles and responsibilities for the committee and for the individual members. It also specifies membership, voting responsibility, frequency of meetings and the process for review of applications. This committee is responsible for all applications to professional degrees offered in the college.

Recruitment efforts include a website for prospective students. Additionally the college admissions page outlines admissions criteria, the application process and online applications for all programs. Facebook is used as a recruitment tool showing student life and listing events for prospective students.

Recruitment strategies include: an open house which is held in the fall and spring; promotional materials and information packets that are mailed to 760 undergraduate and graduate programs; local and regional graduate career fairs; professional conferences such as APHA; faculty and staff presentations to undergraduate classes; and campus tours.

The college encompasses both professional and academic degree programs. Applicants to both programs apply through a web-based system and submit supporting documentation as part of a package

submission. The MPH program follows the admission policies of the college, and applicants apply directly through the OES. The OES processes applications, ensuring completeness; verifies transcripts, grade point averages, and test scores; and distributes the applications electronically to the SRAC for review. The committee voting members review and vote on all applications to the MPH program. Department representatives are responsible for gathering feedback from their department faculty and bringing it forward to the committee. Admissions are based on the overall portfolio of the applicant as it pertains to guidelines of the designated concentration.

Individuals applying to the MS or PhD programs offered in the college must meet the general requirements for application set by the UNMC Graduate Studies Office as well as the particular requirements of the specific academic degree or program of study in the college. The applications are submitted through a web-based system to the UNMC Graduate Studies Office and, after review for completeness applications, are sent to the departmental graduate committee chair for review. Admission decisions are sent to the Graduate Studies Office for processing and notification.

All applications for admission require the following: a completed application along with the \$75 processing fee; evidence of an earned baccalaureate degree, a graduate degree or equivalent from an accredited institution of higher education; two official transcripts reflecting a minimum 3.0 GPA on a 4.0 scale for at least 60 undergraduate credit hours or 18 hours for graduate credit hours; three letters of recommendation from academic references; a personal statement; CV or resume; and GRE scores. No minimum GRE score is required for the MPH program. Students from institutions outside the United States must present a TOEFL score of at least 550 on the paper based TOEFL and 237 on the computer based TOEFL or 80 on the internet based TOEFL exam. The MPH program also requires a resume reflecting one or more years of work or volunteer history related to essential public health function and a completed application addendum.

Faculty and students report that they are satisfied with the recruitment efforts and the results from those efforts. The enrollment of students in the MPH program has been fairly stable with about 30 enrollments for each of the past four enrollment periods. The enrollment for the MS program is low and enrollment ranges from zero to one enrollment over the past four enrollment periods. Only two students have been enrolled during this period. The enrollment pattern for the PhD program has also fluctuated in the enrollment over the past four enrollment periods. The range was from two to 17.

Surveys are conducted with participants to the Open House to determine the effectiveness of recruitment activities. These data are used to inform future recruitment efforts and areas of interest of potential students.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The College of Public Health believes diversity is essential to education. The college is guided by its statement of values to respect and promote equity and fairness to all students, faculty and staff, with full respect for the diverse cultures and backgrounds. The college follows the NU's policy on diversity, which is available through the university's Office of Diversity and Equity. This policy is aligned with the state's legislation on the subject.

The self-study includes three targets related to diversity, and data provided suggest that the college has greatly exceeded the targets in two areas. In only one area, "20% of students enrolled in academic programs will be minority," the targets were not met. It is important to keep in mind that this is only one measure of diversity and the total number of newly enrolled students per year is small, making the proportion measure less reflective of the actual number. While the diversity measures are limited to minority status, the faculty fully embraces a larger view of diversity of thought, professional background, lifestyle, sexual orientation, etc. as a means of providing a diverse environment for learning.

The college is committed to a diverse student body and has recruitment efforts outlined in an attempt to increase the number of qualified applications from diverse segments of society. Additionally, programs are being designed to increase access to the college of public health. A certificate program is in place and three other certificate programs are designed and awaiting roll out. An undergraduate program promoting public health and providing advance enrollment for juniors and seniors has also been established, and numerous other strategies have been discussed as a means to create greater access to the public health programs. Community participatory research and research linkages with HBCUs through the Virginia-Nebraska Alliance are efforts to ensure diverse experiences for students and faculty and perhaps affect the diversity of the student body.

Both the faculty and students were passionate in their response to questions inquiring about the diversity of the program. Students were extremely pleased with the range of diversity in all aspects of the program. Faculty were equally passionate in explaining their philosophy and commitment to creating and maintaining a diverse program. Community partners spoke highly of the faculty with their efforts to support diversity throughout the curriculum.

4.6 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. Academic advisement occurs on a regularly scheduled basis starting from the first contact with potential students. Upon admission to the college, program chairs assign each student an academic advisor in the student's area of concentration. The advisor assists the student in selecting initial classes and developing a degree plan of study.

Advisors are accessible to students and are encouraged to communicate with students on a regular basis. Students and faculty advisors meet at least once every semester to review plans of study. The MS degree advisors assist students in forming an Advisory Committee, and doctoral advisors assist students in forming a Supervisory Committee. MPH program advisors are provided with a program advisor book that explains the role of the advisor lists advisees and most recent MPH transcript and provides forms for a plan of study.

Students also have an internet-based set of information. Students are able to enter their career goals, academic plans and timeline along with the proposed course of study information on-line, and advisors are able to review the information posted in real time. Each semester the students meet with the advisor to review progress and portfolio. The on-line portfolio allows students to maintain active curriculum vitae as they enter information in the portfolio site. This serves as a record of accomplishments and a point for discussion with advisors. In terms of career development, the materials uploaded to the portfolio are readily accessible samples of the students' work that can be shared with prospective employers. Many of the faculty assist students by reviewing their curriculum vitae and cover letters and by conducting mock interviews. Students commented that this aspect of career development was particularly useful as they moved to looking for a job.

Additional points of contact are designed into the program. During the practicum period, faculty assist the student with the selection of a practicum site and in developing a work plan. The preceptor has the main responsibility for supervision and feedback during the practica, however the advisor is linked in with the status and progress of the student. As the practicum winds down and the capstone activity increases, the advisor takes a greater role in advisement more in the form of coaching and guidance to accomplish the capstone project. Additional committee members support the student development. Preceptors for the practicum and capstone activities report that they feel that they are active partners in the development of students' careers.

The OES also provides career counseling and provides coaching to students on different aspects of professionalism, problem solving in the work place, and conflict management, etc.

Current students and alumni report a high degree of satisfaction with the varied student advisement and career counseling they receive during the program. Students can also access student career services on

the main campus, and those students on other campuses in the state are able to access their campus career service centers.

Agenda

Council on Education for Public Health Accreditation Site Visit

College of Public Health

University of Nebraska Medical Center

May 23 – 25, 2011

Monday, May 23, 2011

- 8:30 am Site Visit Team Arrives on Campus
- 8:45 am Site Visit Team Request for Additional Documents
Aleta Evans Gaertner
- 9:00 am Site Visit Team Review of Resource File
- 9:30 am Meeting with Core Leadership Team
Ayman El-Mohandes
Alice Schumaker
James Anderson
Magda Peck
Oren Yagil
Li-Wu Chen
Terry T-K Huang
Dana Loomis
Jane Meza
Eleanor Rogan
Andrew Jameton
Patrik Johansson
Alan Kolok
Pinaki Panigrahi
Shireen Rajaram
Patrick Shea
Philip Smith
Rebecca Anderson
- 10:45 am Break
- 11:00 am Meeting with Self-Study Committee
James Anderson
Rebecca Anderson
Laura Bashus
Ayman El-Mohandes
Aleta Evans Gaertner
Jane Meza
Magda Peck
Alice Schumaker
Shinobu Watanabe-Galloway
- 11:45 am Break and Walk to Conference Room for Lunch
- 12:00 pm Lunch with Students, Dean's Student Advisory Committee & Public Health Student Association
Erica Colbert
Maha Farid
Leah Frerichs
Andrea Haugen
John Ikhena
Kathryn Istas
Janelle Jacobson
Ashley Jessick
Nikita Joshi
Mariya Liyasova

Andrea Mulvenon
Anh Nguyen
Sheetal S. Sawant

1:15 pm Break and Walk Back to Meeting Room

1:30 pm Meeting with Academic Affairs Leadership Group (Instructional Programs)

Li-Wu Chen
Aleta Evans Gaertner
Shawn Gibbs
Gleb Haynatzki
Lina Lander
Eleanor Rogan
Kendra Schmid
Alice Schumaker
Mohammad Siahpush
Nicholas Stergiou
Jessica Tschirren
Shinobu Watanabe-Galloway
Todd Wyatt

2:45 pm Break

3:00 pm Site Visit Team Review of Resource File

3:45 pm Meeting with Senior Administrators

Laura Bashus
Sergio Costa
Aleta Evans Gaertner
Jessica Tschirren
Atul Rayamajhi

4:15 pm Break

4:30 pm Meeting with Alumni

Kathleen Brandert
Brandon Grimm
Ellen Duysen
Valeriya V. Kettelhut
John W. Linville
Molly Schlife
Nizar Wehbi

5:30 pm Adjourn to Dinner

Tuesday, May 24, 2011

8:15 am Site Visit Team Arrives on Campus

8:30 am Meeting with Faculty from Five Core Areas

Virginia Aita
Li-Wu Chen
Leslie Elliott
Christopher Fisher
Shawn Gibbs
Lina Lander
Jaze Meza
Kendra Schmid
Mohammad Siahpush
Melissa Tibbits
Sandra Wells
Fang Yu

10:00 am Break

10:15 am Meeting with Faculty from Five Core Areas

James Anderson
Rensisa Anthony
Deborah Barnes Josiah

Gleb Haynatzki
 Ge Lin
 Ruti Margalit
 Sharon Medcalf
 Magda Peck
 Risto Rautiainen
 Joseph Siu
 Hongmei Wang
 Shinobu Watanabe-Galloway

11:30 am Break and Walk to Conference Room for Lunch

12:00 pm Lunch with Public Health Practice Council and Preceptors
 Mary Balluff
 Richard Brown
 John W. Linville
 Dave Palm
 Maggie Kalkowski
 Ann O'Keefe
 Susan Seindells

1:15 pm Transportation to Chancellor's Conference Room

1:30 pm Meeting with Leadership of University
 Chancellor Harold M. Maurer

2:05 pm Meeting with Leadership of University Medical Center
 Interim Vice Chancellor for Academic Affairs David Crouse

2:45 pm Break and Walk Back to Meeting Room

3:15 pm Site Visit Team Review of Resource File

3:45 pm Meeting with Key Stakeholders
 Alberto Cervantes
 Margie Dumas
 Carolyn Fiscus
 Mark Patten
 Adi Pour
 B.J. Reed
 Chris Rodgers
 Andrea Skolkin
 Arturo Spindola

4:30 pm Executive Session and Site Visit Team Review of Resource File

5:30 pm Adjourn to Dinner

Wednesday, May 25, 2011

8:45 am Site Visit Team Arrives on Campus

9:00 am Executive Session and Report Preparation

9:45 am Meeting with Leadership of University
 President James B. Milliken

10:20 am Executive Session and Report Preparation

11:30 am Working Lunch, Executive Session and Report Preparation

12:45 pm Break

1:00 pm Exit Interview
 James Anderson
 Rebecca Anderson
 Laura Bashus
 Ayman El-Mohandes
 Aleta Evans Gaertner

Jane Meza
Magda Peck
Alice Schumaker
Shinobu Watanabe-Galloway
Oren Yagil

1:45 pm

Site Visit Team Departs for Airport