

REVIEW FOR ACCREDITATION
OF THE
COLORADO SCHOOL OF PUBLIC HEALTH

JOINTLY SPONSORED BY:

The University of Colorado Denver (UCD)
Colorado State University (CSU)
The University of Northern Colorado (UNC)

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Colorado School of Public Health (CSPH) jointly sponsored by The University of Colorado (UCD), Colorado State University (CSU) and The University of Northern Colorado (UNC). The report assesses the school'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 school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation and a visit in May 2010 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school 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 school and verify the self-study document.

The CSPH is a collaborative school of three public universities in Colorado. The University of Colorado Denver (UCD) is a public institution with two locations, the Anschutz Medical Campus (AMC) in Aurora and the Downtown Denver Campus. By a unanimous vote in 2009 the University of Colorado Board of Regents affirmed the consolidation of the health sciences and downtown campuses under the single name University of Colorado Denver. The AMC traces its origin to the establishment of the School of Medicine in 1883 on the Boulder Campus. The Downtown Denver Campus originated in 1912 as an extension of the University of Colorado at Boulder. The AMC is home to six professional schools in the health sciences, including the CSPH, and extensive research and clinical facilities which include the Colorado Psychiatric Hospital, the University Hospital and the Children's Hospital. The Downtown Denver Campus houses the liberal arts and sciences and professional programs in seven schools and colleges. UCD offers more than 115 programs of study at the undergraduate, graduate, and post graduate level in 13 schools and colleges to 29,000 students in Denver, Aurora and online. Colorado State University (CSU), founded in 1870, as the Colorado Agricultural College (one of the 68 land-grant colleges established under the Morrill Act of 1862) is located in Fort Collins, CO, about 60 miles north of Denver and 20 miles from the University of Northern Colorado. CSU is a Carnegie Research University (Very High Research Activity) and offers 150 programs of study in eight colleges to 25,000 students at the undergraduate, graduate, post graduate and professional level. The University of Northern Colorado (UNC), established in 1889, is located in Greeley, CO, about 45 miles from Denver. UNC offers over 100 undergraduate programs and more than 100 graduate programs in four colleges to over 12,000 students.

Two of the three collaborative institutions have accreditation history with CEPH. UCD has been accredited as a program since 2006 and is currently under a seven year accreditation with interim reporting being required. UNC is currently on probation (expires October 24, 2010) as a public health program. CSU has never been accredited by CEPH.

The school officially opened on July 1, 2008, and admitted the first class of students for fall 2008. This is the first review for accreditation.

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 CSPH. All three collaborating institutions hold regional accreditation by the Higher Learning Commission, North Central Association of Colleges and Schools, and the CSPH and its dean have rights, privileges and status equivalent to the other professional schools and colleges. Each of the areas of study for the MPH and DrPH, is structured with an ecological perspective. The recent overhaul of competencies, rapidly expanding curricula, development of new degrees, community-based research, service projects and conversion of some courses to a distance learning format aims to promote multidisciplinary collaboration and fosters professional public health values. Though state and national budgets remain low for higher education, the school has support from the universities, the community and local health-related foundations. The school continues to develop new evaluation mechanisms and re-tool current

evaluation methods to ensure the progression of educational excellence and strong ties to the public health practice community of the state of Colorado and beyond.

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 school's mission is as follows:

The mission of the CSPH is to promote the physical, mental, social and environmental health of people and communities in the Rocky Mountain region and globally. This mission will be accomplished through collaborations in education, population based research, and community service that bring together institutions, agencies, and diverse populations.

The mission was developed to reflect the overall missions of the three institutions that house this collaborative school, to support diversity and to support the basic functions of public health.

The CSPH operates within the context of five goals:

Goal 1: Prepare current and future public health practitioners, educators, and researchers to address public health challenges.

Goal 2: Conduct collaborative, scholarly, and applied research programs of excellence.

Goal 3: Advance population health of communities in Colorado, the region and worldwide through education, research, and service.

Goal 4: Promote health equity, enhance diversity, and foster a culture of inclusion.

Goal 5: Sustain an infrastructure that ensures an outstanding, collaborative and accredited school of public health.

A set of 50 objectives relate to the five goals of the CSPH. The appendix of the self-study articulates the person(s) responsible, strategies, measures and targets for achieving the objectives.

The goals encompass major components of a school of public health—education, research, diversity, service and governance and organization. Other than goal five, which simply mentions that the infrastructure is collaborative, the goals do not reflect the collaborative nature of the school. The objectives are wide and varied and focus on the present and future. Parties responsible for achieving the objectives are located at various levels (eg, dean, associate dean for academic and student affairs and department chairs).

The mission, goals and objectives were developed through a series of strategic planning processes, culminating with the preparation of the self-study. Goals developed through the interim strategic plan were updated during the self-study process to meet current needs.

The value statements include several that are focused on collaboration. The CSPH values are as follows:

- Partnerships with open communication among academic institutions, government agencies, advocacy groups and communities.
- Maximizing the use of available resources by supporting and expanding existing programs to build on regional strengths.
- Innovation and excellence in interdisciplinary and multidisciplinary education, research and service.
- Working with our partners to achieve health equity in a manner that reflects high ethical standards, is inclusive, creative, and sensitive to cultural backgrounds.
- Service to the diverse populations within the state and region by faculty and students and interactions with public health practitioners to develop a trained, responsive workforce.
- An intellectual meeting place in public health, with identified physical facilities that provides a home for discourse, learning and leadership in public health.

The plans for revising the mission, goals, objectives and values include annual review by the dean's office, based on data collected to review progress. As a new school, there has not been experience to demonstrate how the mission, goals, and values will be incorporated into all of the school's programs, policies, and daily operations. This is the first accreditation review for this school, with limited baseline data for the goals, objectives or values, thus it remains to be demonstrated how well these values are implemented.

The self-study states that mission, goals, objectives, and values are publicized on the school's website. A review did find the mission and vision, but not the goals, objectives or values, other than in the self-study which is posted on the website.

Although statements alone do not clearly identify the collaborative character of the school, the descriptions of the intent of the values demonstrate this attribute well.

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 partially met. The self-study document presents evaluation goals, objectives, strategies, measures, targets and data, where available, in table format. During the site visit, planning and evaluation were discussed extensively. The appendix includes strategic plans, showing broad participation of a variety of stakeholders in the steps taken to form the school. However, site visitors' discussions with school faculty and administrators confirmed the self-study statements that evaluation remains a work in

progress, and in need of extensive revision. In these discussions, school representatives confirmed that many evaluation measures were in development.

School representatives explained that the self study process will inform a strategic plan and that the evaluation plan will be revised as part of the strategic plan. School constituents also recognized that an improved data system is needed to maintain and report data for evaluation. As a new school undergoing its first accreditation review, there are neither full baseline data nor data that can be used to determine the effectiveness of the evaluation plan, how it is being used in program planning or modification over time.

The concern relates to the fact that the individual components of the evaluation plan do not always fit together to measure the school's defined mission, goals and objectives. The table presented in the self-study is extensive and provides considerable information for each of the five goals. However, the measures, while quantitative are not clearly linked to the objectives in ways that clearly define the outcomes and provide relevant data. For example, there are five goals for Criterion 1.0. Goal 1 is supported by two objectives and five measures, but it is not clear what progress or outcome is being measured. For example, objective 1.1 has a target that 100% of programs will conduct internal reviews every two-four years. Does this mean that satisfactory progress is being made if the review is conducted, regardless of findings? Similarly, objective 1.2 has two measures. These objectives implicitly suggest that the number of staff per faculty and students will produce the desired outcomes: "to ensure the excellence of the degree programs."

As another example, there are five goals for criterion two. Goal 1 has five objectives and 46 measures. The extent to which these measures assess progress towards each objective is highly variable. For example, objective 2.1 encompasses excellence in education and expansion of the public health workforce, but many of the measures are simply to offer specific programs, which does not clarify or address the desired outcome for this objective. For objective 2.2 which is focused on competent graduates, measures such as having the graduate recognize that the program is competency based and giving positive ratings on surveys and exit interviews do not measure or clearly define success for this goal and/or objective.

Site visitors note that the disconnect between measures and intended outcomes is not universal. The measures for goals 2, 3 and 4 of Criterion 2 are appropriate to assess success in meeting the mission, goals and objectives.

Although the evaluation plan, is extensive it is not clear how it will measure the success or effectiveness of this collaborative school.

The self-study was prepared through the work of six committees, with oversight by the associate dean for academic and student affairs. These committees were broadly representative of school staff, faculty, and students, as well as key public health practitioners. Leadership members of each of the three collaborating institutions reviewed the self-study, as well.

The self-study and its appendices provide extensive narrative and detail. Discussions with the administration, faculty, students, alumni and community partners clearly demonstrated broad involvement in its preparation and review. The primary limitation of the self-study is lack of clarity about some components of the school and its programs. However, site visit participants produced additional information that was very helpful, along with new data to respond to the site visit team's questions. Altogether, the information that was needed to understand the school's structure, policies and programs was provided.

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. UCD is the lead university in the collaborative CSPH, and CSU and UNC are partners. The three institutions in the CSPH function as equal academic partners and the primary collaborative element is the inter-institutional MPH degree.

UCD has the only academic health center in the State of Colorado. UCD has two locations, the Anschutz Medical Campus (AMC) in Aurora and the Downtown Denver Campus. The AMC includes a School of Dental Medicine, Graduate School, School of Medicine, College of Nursing, School of Pharmacy and the CSPH. UCD is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools. The campus also houses graduate programs in physical therapy, physician assistant training, the Colorado Psychiatric Hospital, the University Hospital and the Children's Hospital. A cluster of health sciences institutions and centers support the AMC including the Barbara Davis Center for Childhood Diabetes, the Comprehensive Cancer Center, the Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, the John F. Kennedy Child Development Center and the Webb-Warring Institute. In 2007 UCD conferred 1,655 bachelor's degrees and 2,251 graduate degrees. There are 1,379 tenured or tenure-track faculty and approximately the same number of other instructional faculty members. The CSPH faculty at the UCD campus were originally a part of the medical school, but left that institution to form the new CSPH.

CSU and UNC are also accredited by the Higher Learning Commission, North Central Association of Colleges and Schools. CSU is located in Fort Collins, Colorado, about 60 miles north of Denver and 20 miles from UNC. It is a comprehensive public research university and offers 150 programs of study in

eight colleges. The colleges include agricultural sciences, applied human sciences, business, engineering, liberal arts, natural sciences, veterinary medicine and biomedical sciences and the Warner College of Natural Resources.

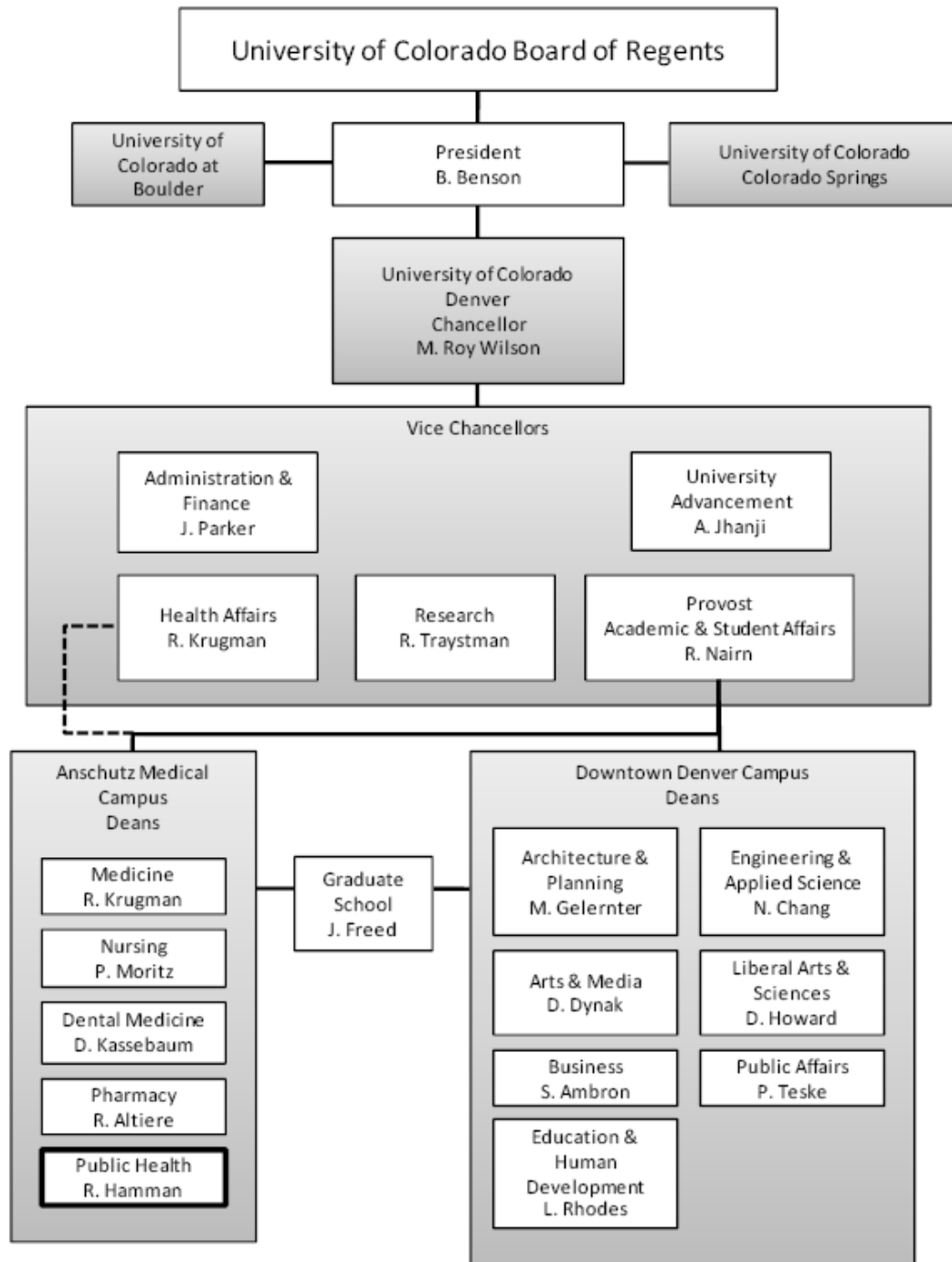
UNC is a comprehensive baccalaureate and specialized graduate research university located in Greeley, Colorado, about 45 miles from Denver. The university offers more than 100 undergraduate programs and more than 100 graduate programs in four colleges: the College of Education and Behavioral Sciences, the College of Humanities and Social Sciences, the College of Natural and Health Sciences and the College of Performing and Visual Arts.

UCD occupies the role of lead institution because it has faculty, courses and concentrations in the five core disciplines of public health and the largest number of faculty and students engaged in graduate public health education. UNC offers an MPH concentration in community health education. CSU offers the MPH with concentrations in epidemiology and environmental and occupational health, as well five different focus areas that are interdisciplinary across five colleges. The CSPH also offers a Certificate in Public Health Science at UCD and UNC. The Graduate School at UCD also offers MS and PhD degrees in the CSPH, and the school will begin a DrPH program in the fall of 2010.

The dean of the CSPH reports through a provost, chancellor and president of the University of Colorado (UC) system to the UC board of regents. CSU and UNC have MPH directors who hold appointments in their own institutions as well as in the CSPH. At CSU, the MPH director has a primary appointment in the CSU College of Natural Sciences, Department of Psychology and holds an appointment of professor at the CSPH. The MPH Director at UNC has an appointment in the UNC College of Natural and Health Sciences and the CSPH. The MPH directors serve on the CSPH Executive Council and communicate regularly with the dean of the CSPH. The provost and vice chancellor for health affairs (UCD), the vice provost and dean of the graduate school (CSU) and the assistant vice president of research/dean of graduate studies (UNC) are informed of the activities of the school and meet as needed to review progress and discuss policy issues. The school allocates resources among the partner institutions based upon expense forecasts and a tuition sharing model. A written memorandum of agreement defines the collaboration.

All registration, billing and financial aid for all students across the three sites is handled by the registrar, bursar and financial aid offices at UCD. The UCD registrar manages course enrollment across the three sites, coordinates grading and generates a transcript for all CSPH MPH students. Financial officers at each university reconcile tuition and fee assessments. The MPH degree comes from all three universities and is signed by the appropriate administrators of each institution. The University of Colorado organizational structure is depicted in Figure 1.

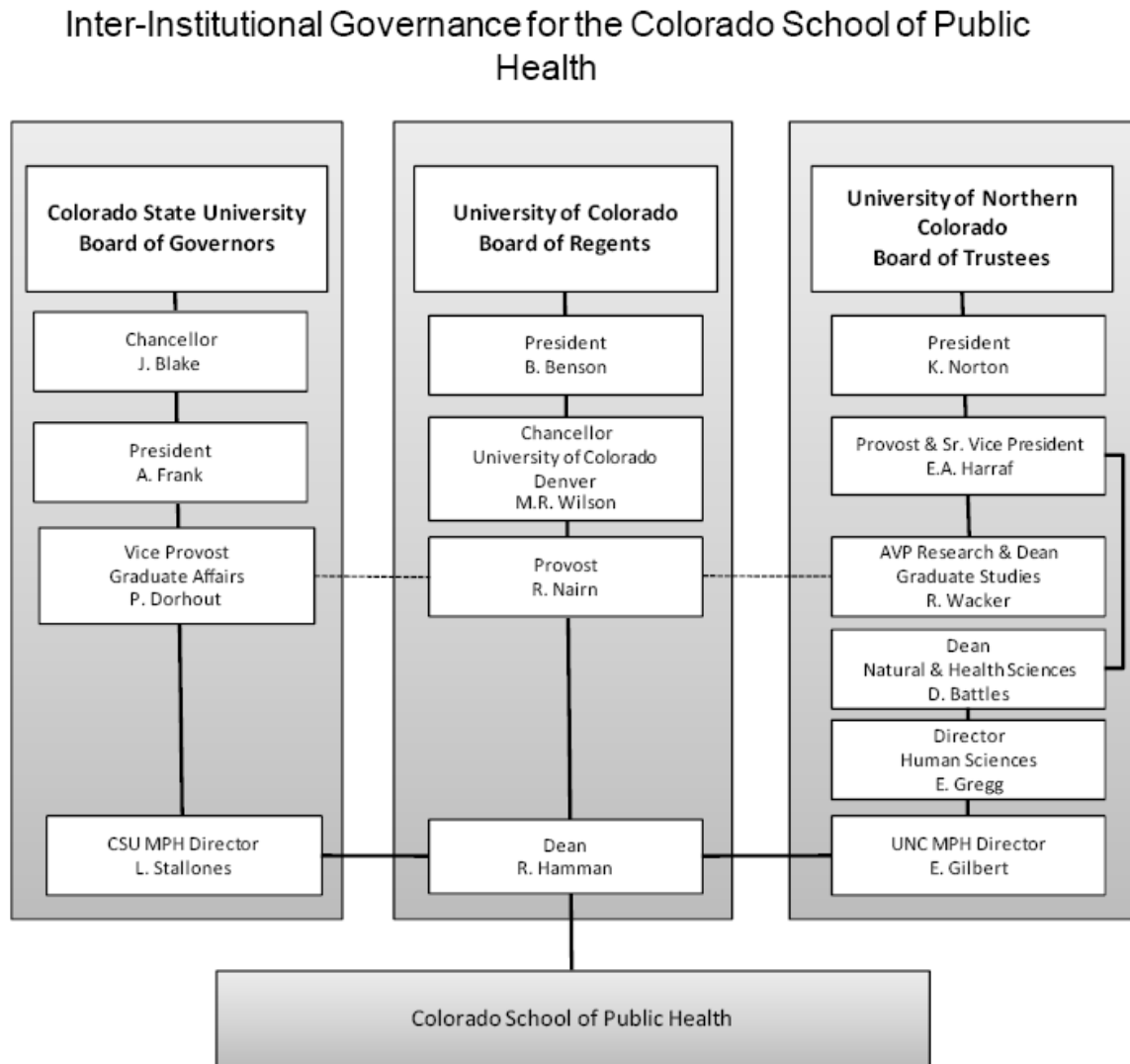
Figure 1. University of Colorado Organizational Structure



All Deans report to the Provost for academic affairs and to the Vice Chancellor for Health Affairs for clinical issues

The Inter-Institutional Governance for the Colorado SPH organizational structure is depicted in Figure 2.

Figure 2. Inter-Institutional Governance for the Colorado SPH Organizational Structure



Dotted lines-advisory role
 Solid lines-reporting role

Although the collaborative arrangement is somewhat complex, the site visitors learned from faculty, students and administrators that the CSPH sees many more benefits than barriers. For example, faculty discussed the benefits of faculty collaboration across sites, student involvement in classes across sites, sharing of resources and ideas and strengthening the programs through the variety of faculty available across the sites. The only barriers seemed to be administrative, (as an example, students having different e-mail systems); although the universities have developed a good working relationship and are working to overcome these difficulties.

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 CSPH is organized into five academic departments (biostatistics and informatics, community and behavioral health, environmental and occupational health, epidemiology and health systems management and policy) headed by chairs. Faculty at both partner institutions have academic appointments at the CSPH in these departments, although faculty from UNC and CSU are considered adjunct and also maintain appointments in departments at their home universities. There are eight school-wide centers, most of which include faculty from across the three institutions. Four associate deans and several staff support the dean. The MPH directors at the partner schools report to the CSPH dean.

The centers have proven to be highly collaborative. For example, two of the centers are managed jointly by faculty from UCD and CSU (Mountain and Plains Education and Research Center—NIOSH and the Colorado Injury Control and Research Center—CDC). In addition to the eight centers, UCD has been awarded a National Institutes of Health Clinical Translational Sciences Award grant, which was incorporated into the Colorado Clinical Translational Research Institute.

The school'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 school to carry out its teaching, research and service functions devoted to public health disciplines, with a variety of MPH programs across the three sites. The environment, as confirmed by meetings with school administrators, faculty, students and staff is characterized by a commitment to the integrity of the institution, including high ethical standards in the management of its affairs, fairness in its dealings with all constituents, and commitment to faculty and students.

Students, faculty, administration and community members highlighted the college's commitment to the pursuit and dissemination of knowledge and provided examples of the school's fairness in dealing with students and external partners. The involvement of students in appropriate committees such as curriculum committee, search committees, and executive council, and providing means for ensuring feedback from constituents are all components of the school's encouragement of accountability. Community partners, such as health departments expressed satisfaction with their involvement in the development and ongoing work with the school. Site visitors also identified clear policies for dealing with student grievances.

Figure 3 depicts the Colorado SPH Academic and Student Affairs organization, Figure 4 depicts the organization of the Colorado State University MPH Program and Figure 5 depicts the organization of the University of Northern Colorado MPH Program.

Figure 3. Colorado SPH Academic and Student Affairs Organizational Structure

Academic and Student Affairs Organization

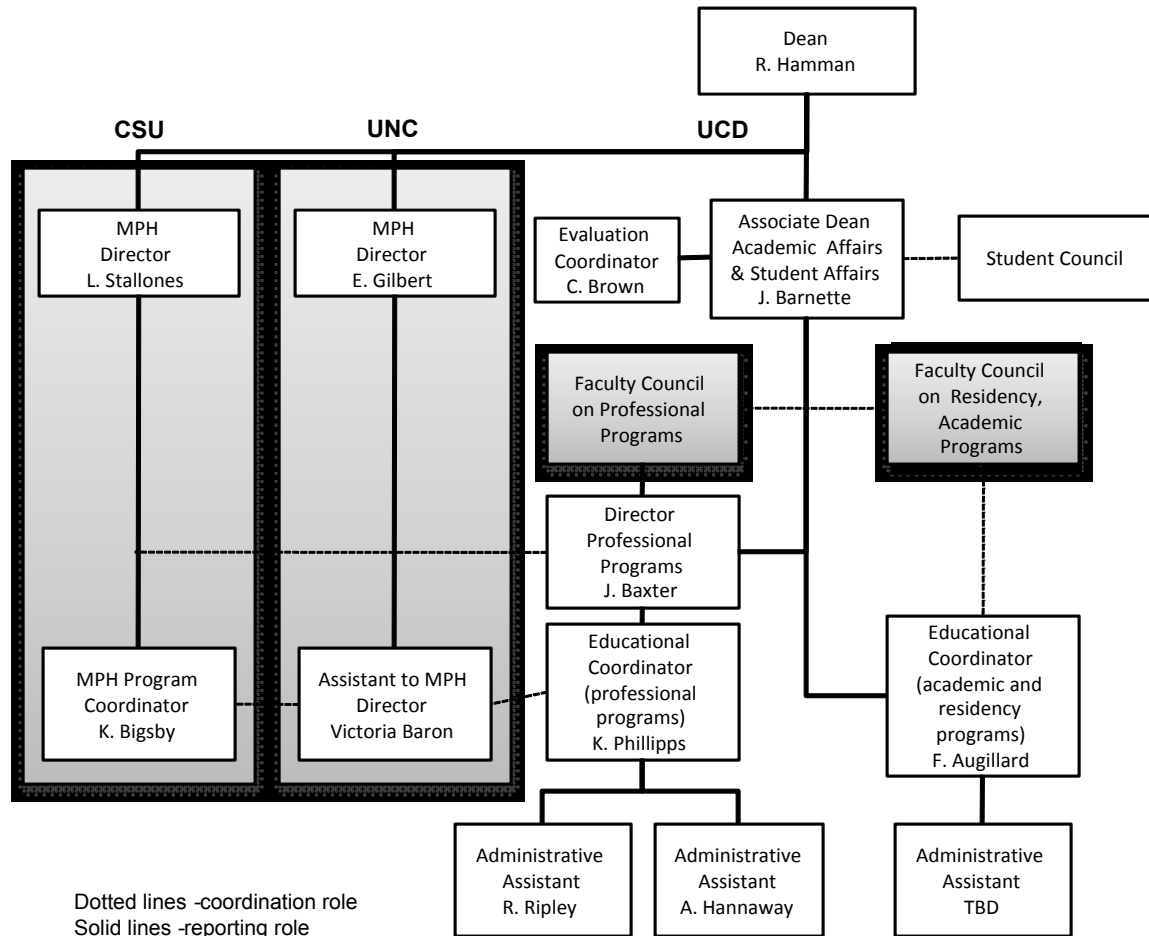
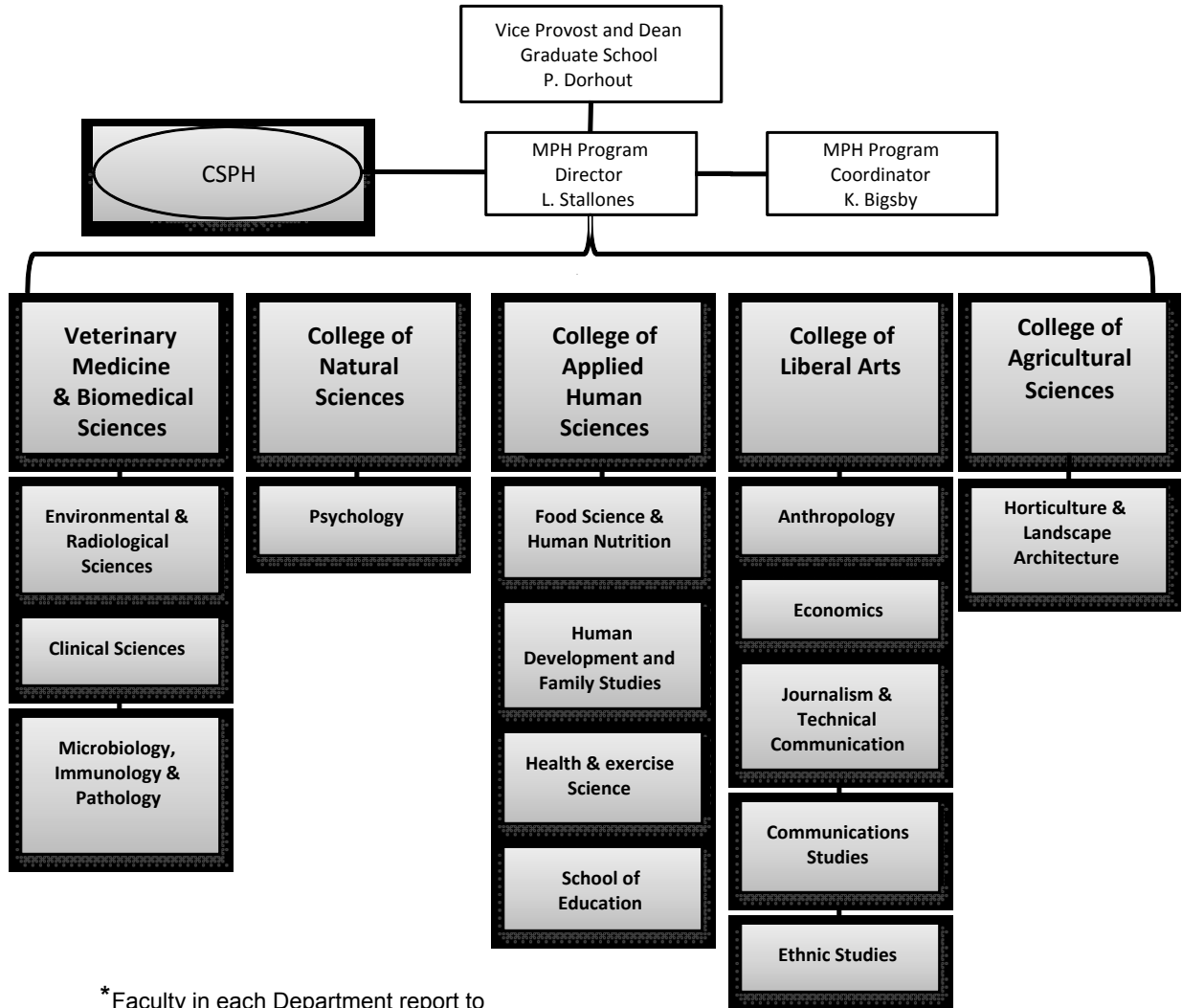


Figure 4. Colorado State University MPH Program Organizational Structure

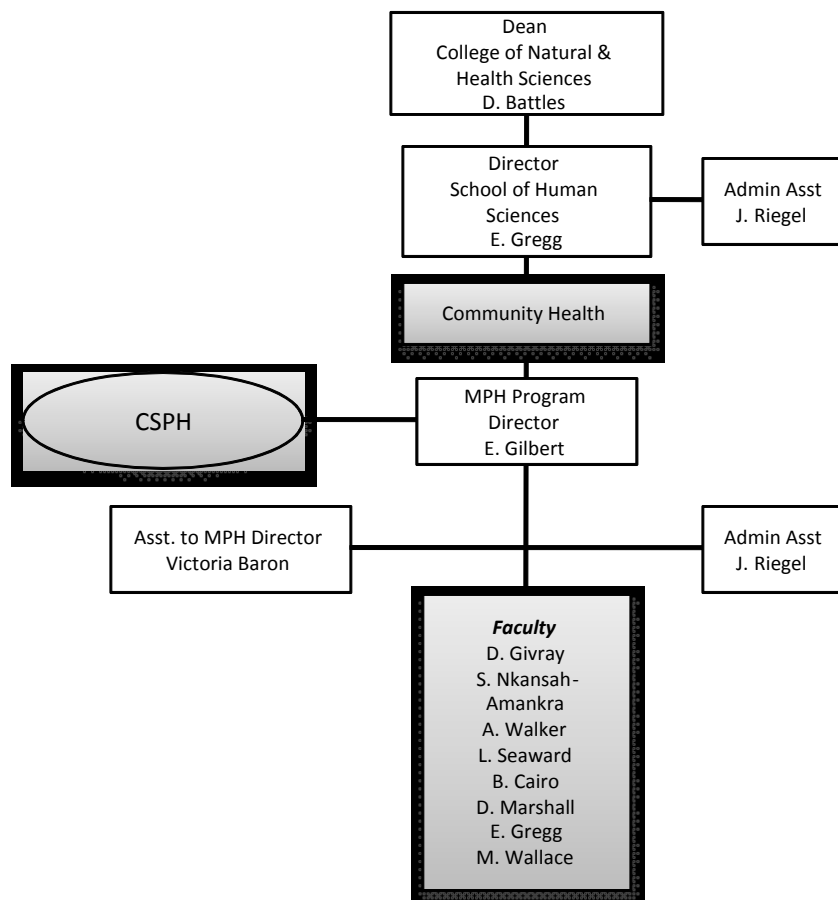
Colorado State University MPH program organization



*Faculty in each Department report to the MPH Program Director for MPH activities

Figure 5. University of Northern Colorado MPH Program Organizational Structure

University of Northern Colorado MPH program organization



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. The school has a governance structure that is well understood and solidly endorsed by faculty and administration, including a faculty council, administrative departments and standing committees. Faculty and administration have shared responsibility for the development, review and approval of new school policy and work through relevant committees. Students are appropriately involved and actively participate in school and department-level standing and special committees and report satisfaction with their level of involvement and the extent to which their opinions and suggestions are accepted and considered. Students from all three institutions also participate in student council.

The Executive Council is the governing body for the CSPH. Under the leadership of the dean, the Executive Council addresses senior level matters affecting administration, academics, research and development. Executive Council consists of the chairs of all departments; the associate deans for faculty and research affairs, education and student affairs, and public health practice; the MPH Directors at CSU and UNC; school wide center and institute directors, the president of Faculty Council, two at-large faculty, and other associate or assistant deans, directors or officers as determined by majority vote of the council. The dean of the school, as well as the UCD chancellor, and the vice-chancellor for health affairs are non-voting, *ex officio* members.

The Faculty Council consists of 22 members, and includes representation from all three universities and all programs and departments. This committee has been reviewing and revising its bylaws, and has developed a "faculty workload model." The committee meets monthly and is the principal unit of faculty governance. They hear the issues and concerns of the faculty and seek action when required. They are representative of the faculty and make recommendations to the dean and Executive Council regarding educational, scholarly, clinical and designated administrative issues in the school.

Student Council is comprised of students from all programs in the school and from all three institutions. The Student Council supports students, fosters a sense of community among students, promotes the growth of the school, promotes diversity, establishes and promotes the honor code, and establishes strong relationships with communities. Student Council representatives serve on CSPH and AMC committees.

Standing committees include Admissions Committee, Department Appointments, Promotions and Tenure Advisory Committee (DAPTCO), CSPH Appointments, Promotions and Tenure Committee, Education and Curriculum Committee and Research Committee. Standing committee members are elected or appointed and represent the range of disciplines, institutions and students served by the school. Each standing committee must include members from at least three departments. The dean is an *ex officio* member of all standing committees.

Budgeting and resource allocation is the responsibility of each of the three partner institutions, as each one is a separate university under a separate board. Budgets of the three institutions are shared in preparation for the upcoming budget cycle. The CSPH Budget Advisory Committee, which is chaired by the CSPH director of finance and operations, includes the MPH directors from CSU and UNC, senior administration from each partner, and individuals in financial operations at each institution. They oversee the collaborative budgeting process and meet three times per year to review the budget, develop policy and integrate the financial operations of the three institutions.

Requirements for student admission to the CSPH are set by the admissions committee, which is comprised of faculty from all three institutions, students and public health practice members. Offers of admission to the CSPH are made in consultation with department chairs, campus directors and the associate dean for academic and student affairs.

Faculty recruitment, retention, promotion and tenure are the responsibility of each of the three institutions. Faculty recruitment into the CSPH is the responsibility of the department chairs. They, together with the department faculty, determine whether faculty at partner institutions will have appointments in the SPH. Chairs wishing to add faculty bring the proposal to the Executive Council and the dean. Because at this time the school has relatively small departments, one departmental level committee (DAPTCO) functions to fulfill the tenure and promotion needs for all departments.

Academic standards and policies are developed, monitored and enforced by the faculties and staff from the three partner institutions through the associate dean for academic affairs office, and the Education and Curriculum Committee. The Education and Curriculum Committee is responsible for the overall design, implementation, evaluation and ongoing development of the curriculum for the school.

During the site visit, both students and faculty reported satisfaction with their level of involvement in governance. Student representatives serve on standing committees that consider issues facing the school and the development of policy (e.g. Education and Curriculum Committee, Executive Committee, Admissions Committee). Students participate fully in committees and have voting privileges.

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. The school has multiple university and community-based resources for student learning, research and service. Student/faculty ratios are currently low, indicating there is room for additional student growth. The CSPH currently has sufficient classrooms, office space, library resources and research facilities to support faculty and student interaction, as well as research collaboration within and across the campuses. UCD is currently addressing a need for additional laboratory space and CSU is projecting a need for student space due to upcoming increased enrollments. A significant amount of collaborative research is underway, including participation with community resources. Despite a decrease in state funding and the spending down of original commitment dollars (institutional and philanthropic), the institution is economically stable. Tuition revenues are returned to the school and because of growth in student enrollment; shortfalls should be offset through increased tuition and ICR dollars, at least for the next several years while enrollments increase. As a sign of the institution's economic stability, faculty

hires in environmental and occupational health and health sciences management policy are moving forward to close recognized gaps in core areas.

The state legislature budgets funds for higher education institutions annually. The CSPH dean negotiates with the provost and chancellor at UCD for an allocation of those monies for the school. At CSU and UNC, the respective universities hold the budgeted state revenue centrally, allocating funds to departments that support the CSPH via submitted budgetary costs.

The CSPH partners construct a collaborative operational budget. Table 1 presents financial data for two years. The UCD dean adjusts salaries on that campus. Salaries at UNC and CSU are set through the compensation processes of their respective home institutions. The annual budget is enacted on July 1, with ongoing budget analysis throughout the year. Revenue shortages are addressed through use of reserve and development monies from gifts and university commitments to the CSPH. Going forward, reductions in state funds and university commitments are expected and these will likely be offset by increased revenues from tuition and ICR. CSU and UNC fund the administrative and programmatic expenses of their respective MPH programs as a financial commitment to the CSPH, and a tuition-sharing agreement reimburses these expenses each term.

	2008-2009	2009-2010
Source of Funds		
Tuition & Fees	1,577,567	2,482,902
State Appropriation	1,052,438	1,077,844
University Funds	686,159	1,813,511
Grants/Contracts	11,580,734*	15,999,248*
Indirect Cost Recovery	581,600	811,161
Endowment	22,114	25,000
Gifts	602,974	20,000
Community Grants	113,119	1,093,988
ICR Transfer to Reserves	-200,144	-354,348
TOTAL	16,016,561	22,569,306
Expenditures		
Faculty Salaries & Benefits	4,952,977	8,862,415
Staff Salaries & Benefits	5,507,137	7,303,638
Operations	4,600,323	5,276,350
Travel	480,180	507,572
Student Support	148,935	213,750
University Tax	327,009	405,581
TOTAL	16,016,561	22,569,306

* Amount to UCD CSPH only; excludes grants in other schools

The first year tuition-sharing agreement stated that all tuition generated by a resource (eg, faculty member and/or course) was transferred to the home institution. In year two adjustments, were made to

balance students taking courses away from their home campus; faculty teaching a course at a campus other than the home campus; the need to develop administrative resources and reserves; and the need for academic enrichment funds for school development. The partners adopted a new plan by consensus for FY 2009-2010 (Student's home campus – 40%; Faculty member's home campus – 40%; Facility where course is taught – 10%; CSPH administration – 5%; Academic Enrichment funds – 5%). This model will be reviewed each spring and will be adjusted by consensus as needs change.

UCD rules and faculty bylaws govern the transfer of funds into CSPH ICR reserves. The CSPH retains 30% of the 10% ICR received, with the remaining 70% going to the school's departments. In the next two to three years, a departmental budgeting process will be developed to allocate proportional tuition, state funds and other revenues directly to departments. CSU and UNC manage their ICR revenue and these funds do not flow to the CSPH unless a subcontract is involved.

The number of CSPH faculty grew from 46 members in 2007-2008 to 126 (72 at UCD, 47 at CSU and seven at UNC) in 2009-2010. Currently, the requisite number of faculty reside in each of the school's concentration areas on all campuses, with adequate faculty to support both the professional and academic programs.

The school has 44 staff positions (36 FTE): dean's office (two), faculty affairs (one), education and student affairs (four), school administrative support (13, including one at CSU and 0.5 at UNC) and center support staff (16).

Enrollments from years one (2008-2009) and two (2009-2010) numbered 294 and 370, respectively. Projections for the next three years are 515, 584 and 649, respectively. If the projections hold, by year five there will be a student faculty ratio of 6:1, differing slightly by program. The majority of these students are anticipated at UCD, with about 30 students at UNC and 40 at CSU.

Space is not considered to be a problem at any of the campuses; IT support is strong. Online courses are offered via Blackboard and eCollege platforms. All students in the CSPH (regardless of campus) have access to the holdings and services of the UCD-AMC library system as a service of the lead institution. The school also has a designated library liaison that is available to provide instruction and serve as a resource to faculty, staff and students. CSU has three libraries for CSPH student use, all with teaching and learning centers, including computer labs. UNC offers the Michener Library and its resources, including a library liaison.

All three campuses have strong relationships with community members, organizations and agencies that contribute to the public health initiatives of the CSPH, including five foundations: the Colorado Trust,

Colorado Health Foundation, Caring for Colorado Foundation, Kaiser Permanente Health Foundation and Rose Foundation. These foundations supported the planning and development phases of the school with grants starting in 2002 totaling more than \$4.9 million. Philanthropic resources are now about \$2.2 million, but additions are anticipated.

Site visitors discussed constituents' perceptions of resource strengths and challenges during the site visit. Students expressed overall satisfaction with faculty and staff, and appreciate being able to take a wide variety of classes on any campus. They appreciate the amount of university and community resources available at all the campuses but noted that some problems exist in the areas of communications, registration, and career counseling. They strongly agreed that having to deal with three different email systems presents a communications problem and some were surprised to learn there is a newsletter. Students at UNC and CSU note that registration can be overly complicated. Faculty expressed the need for a school-wide information system that allows for tracking applicants, as well as advising and tracking of enrolled students. They also mentioned the need for academic enrichment funds.

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 CSPH offers a myriad of degrees, both academic and professional, in public health fields. Table 2 presents the school's degree offerings. The school offers the MPH in a total of 11 areas of knowledge, which includes the five core areas of public health knowledge. The 11 areas of knowledge each contain its own set of course requirements that lead to the MPH. A review of course descriptions shows an appropriate depth and level of required coursework in each concentration and focus area. The CSPH offers the MPH at all three institutional campuses: UCD, CSU and UNC. Each campus offers different areas of study, and students are required to select a primary campus based on the area of study to which they apply.

The school offers the academic master of science (MS) program through the University of Colorado Denver Graduate School. The MS is currently offered in biostatistics and will be offered in epidemiology in fall 2010. The school offers three PhD programs through the University of Colorado Denver Graduate School. The PhD is currently offered in biostatistics, epidemiology and health services research. The school has two professional doctoral degrees, the DrPH in community and behavioral health and the DrPH in epidemiology. A third focus area is planned to be offered in health systems, management and policy in the fall of 2011.

The school offers two joint degree programs: an MPH with Doctor of Veterinary Medicine (DVM) degree granted from the College of Veterinary Medicine and Biomedical Sciences at CSU and Doctor of Medicine (MD) degree granted from the University of Colorado Denver School of Medicine.

Table 2. Degrees Offered		
	Academic	Professional
Masters Degrees		
MSPH ¹		MSPH
Animals, People and the Environment		MPH
Applied Biostatistics		MPH
Community and Behavioral Health		MPH
Community Health Education		MPH
Environmental and Occupational Health		MPH
Epidemiology		MPH
Global Health and Health Disparities		MPH
Health and Exercise Science		MPH
Health Communication		MPH
Health Systems, Management and Policy		MPH
Public Health Nutrition		MPH
Biostatistics	MS	
Epidemiology (opening date fall 2010)	MS	
Doctoral Degrees		
Biostatistics	PhD	
Epidemiology	PhD	
Health Services Research	PhD	
Community and Behavioral Health		DrPH
Epidemiology		DrPH
Health Systems Management and Policy (fall 2011)		DrPH
Dual Degrees		
College of Veterinary Medicine and Biomedical Sciences		MPH/DVM
School of Medicine		MPH/MD

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. All students who have entered the CSPH's MPH program and were not transferred in from UCD's previously-existing MSPH degree are required to complete a minimum of 42 semester hours of credit. Prior to summer 2007, the accredited MSPH degree required 40 semester credit hours for graduation. For students entering in the summer of 2007 or later, the MSPH required 42 credits; however, students were "grandfathered in" according to the requirements in place when they entered the program, provided that they completed the degree within the maximum of five years. In fall 2008, the MSPH degree was fully transitioned to the MPH degree. All students who were previously enrolled in the MSPH degree were transitioned to the MPH degree at that time and were "grandfathered" under the

¹ The MSPH degree was discontinued for new admission in fall 2008; admitted students could continue with the degree but had to graduate by fall 2009 or change to the MPH. No students remain in the MSPH program.

graduation requirements at the time they entered the graduate program. MSPH students who matriculated prior to fall 2008 and who petitioned to graduate with an MSPH rather than the MPH were only required to take 40 credit hours for graduation. In the past three years, 13 MSPH students have graduated with 40 or 41 semester hours – five in 2007, six in 2008 and two in 2009. One credit hour is the equivalent of one in-class period of 50 minutes plus outside class-related time of 100 minutes for each week in a 15 week semester.

2.3 Public Health Core Knowledge.

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

This criterion is partially met. Table 3 presents a matrix of six required core courses for the MPH across the three collaborating institutions. MPH students registered at UNC or CSU do not necessarily take the UCD core courses. A student from any of the three campuses may take any of the core courses at any campus. The self-study states that the CSPH Education and Curriculum Committee "...validated that the variation among the courses offered on the three campuses is not a factor in the attainment of the MPH competencies." The self-study provides no data to indicate the basis on which this judgment was made. However, discussions during the site visit with the school administration and the teaching faculty produced detailed descriptions of discussions among the faculty at the department level and in the Education and Curriculum Committee in which offerings of each core course on each campus were compared and reviewed and, in some instances, revised to attain similarity. In four of the five defined knowledge areas, the core courses appear to encompass the designated knowledge areas.

Core Area	UCD	UNC	CSU
Biostatistics (3 cr)	BIOS 6601 ¹ Applied Biostatistics	(Take BIOS 6601 from UCD)	VSCS 6620 ² Applied Data Analysis (Some take BIOS6601 from UCD)
Epidemiology (3 cr)	EPID 6630 ¹ Introductory Epidemiology	CHBH 6200 Epidemiology	ERHS 5320 Epidemiologic Methods
Environmental Health (3 cr)	EHOH 6614 ³ Occupational and Environmental Health	CHBH 5500 Environmental Health	ERHS 5200 Environmental & Occupational Health Issues
Community and Behavioral Health (3 cr)	CBHS 6610 Social and Community Factors in Health	CHBH 5090 Seminar in Health Behavior	HESC 5560 Wellness and Health Promotion
Health Care Systems (3 cr)	HSMP 6603 ³ Health Systems and Management	CHBH 6250 Public Health Administration and Policy	(Take HSMP 6603 at UCD or CHBH 6250 at UNC)
Foundations of Public Health (2 cr)	PUBH 6600 ¹ Foundations of Public Health	(Take PUBH 6600 from UCD)	PSCY 5161 and PSCY 5162 Public Health Practice

1 Available online or on campus

2 Tentatively approved for MPH core (under review)

3 Hybrid course: part on-line/part on campus

This criterion is partially met for two reasons: 1) the core biostatistics course is not comparable on all campuses; 2) the DrPH program does not have core public health requirements that encompass all areas for all students.

Materials in course catalogs do not support the self-study statements that these courses are equivalent in content. A review of the syllabi for all offerings of each core course did not reveal the similarity described by various groups. Some of the syllabi included no competencies or limited detail, making it difficult to ascertain whether the core courses do in fact cover the same competencies. Discussion with the teaching faculty clearly provided details that demonstrated that there was in-depth review and discussion to ensure that the core knowledge covered in these courses was similar, for the most part. The syllabi for the core biostatistics course on the UCD and CSU campuses, however, are not even similar. The biostatistics course at CSU does not address the competencies defined for MPH students. On-site discussions verified that the two courses are in fact very different and that this problem is under review. A possible solution will be for all MPH students to take the UCD core course in biostatistics.

The school typically requires that DrPH applicants have an MPH or MSPH from an accredited school or program in the respective areas of epidemiology or community and behavioral sciences to be admitted to the program. This would ensure that the five core knowledge areas were covered at least at the master's level. However, documentation provided during the site visit also showed that applicants who do not have either degree are required to take background courses in the specialty area, but do not have mandatory core public health requirements. Since the DrPH is a professional degree coverage of the five core knowledge areas is required.

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. All MPH students are required to complete a practicum experience of at least 120 hours at a host site and either an in-person or an online self-guided course that includes log books and reflection activities at 20 hour intervals; an organizational overview paper; a midpoint evaluation with the preceptor; a final evaluation with the preceptor; and a practicum portfolio. The practicum is graded as pass/fail. The school does not grant waivers for the practicum experience.

Students and the CSPH share responsibility for finding a practicum site and preceptor. The practicum coordinator from the Center for Public Health Practice holds a practicum orientation meeting each semester and meets with students to discuss individual goals for their experience. Once a student selects a host site, the MPH concentration director and practicum coordinator must approve the host site, preceptor, placement agreement and learning plan. The learning plan is a pre-defined project that is

intended to assist the host organization in addressing an unmet need while supporting student growth in developing skills in public health practice.

Preceptors are approved based on their area of expertise; desire to work with a student, willingness to commit time to mentor the student, experience in public health practice and appropriate educational background. The practicum coordinator and course instructor review the students' reflection journals and log books during the practicum experience and discuss any issues or problems that arise with the student and preceptor. Site visitors learned that students appreciate the feedback they receive at regular (20-hour) intervals during their practicum experience. At the time of the self-study, CSPH had 76 host sites; a majority of them were in state and local health departments. Several of the students interviewed during the site visit reported that their practicum experience led to a successful capstone experience with the same host site; several preceptors at the state health department related that they had hired a number of these former students after their practicum experiences.

Students in the new DrPH program are also required to complete a practicum of 240 hours of fieldwork with an agency outside of CSPH.

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. All professional degree students participate in a culminating experience that can be tailored to the interests of the student.

The CSPH capstone experience (two credits) for MPH students has several components:

- a project of at least 60 hours *or* a publishable paper (students selecting the latter option receive an additional two elective credits)
- class sessions leading to oral and poster presentations in a Public Health Forum at the end of the semester
- a paper describing the project or substance of the paper with an extensive reflection on the competencies gained throughout the student's MPH experience

Most MPH students choose the project option and are expected to incorporate general public health as well as concentration-specific competencies in their projects. Projects are typically developed in conjunction with the student's preceptor and from faculty advice, often emerging from the practicum experience. Students choosing the publishable paper option identify a faculty mentor to assist them with the conceptualization, analysis and formulation of the paper. The publishable paper also draws from both public health and concentration specific competencies. All students take PUBH 6955 at UCD, ERHS 6980 at CSU or CHBH 6860 at UNC, which stress the consideration and attainment of these competencies.

Students are expected to share their experiences at the capstone class sessions so that constructive feedback can be given. This multidisciplinary interaction strengthens each project and provides opportunities to consider concentration-specific competencies from different perspectives. CSPH capstone course faculty members oversee and monitor progress throughout the course, provide feedback, and assign grades for the projects, papers and presentations. They take into consideration feedback from the students' preceptors and faculty supervisors of those students choosing the publishable paper option. The Public Health Forum at the end of each semester includes a poster presentation followed by oral presentations that are open to students, community members, mentors and faculty. In the future, the Public Health Forum will rotate from campus to campus. In addition, posters are on display in the central common area of the CSPH UCD space.

Faculty explained to site visitors that many students come into the course without having spent much time thinking about or planning the capstone project. Capstone directors have been proactive in addressing this issue and beginning in summer 2010, capstone faculty will meet with the practicum students in the middle of their practicum semester to help them identify and plan for the capstone project. Faculty are also aware that the number of supervising faculty must be increased in order to handle the increased number of MPH students who will be completing the capstone experience; ways to address the problem are currently under consideration.

The new DrPH program has as its capstone experience a dissertation similar to that required in the PhD program. It will differ only in that it must focus on innovation in public health practice and should not be exclusively research-based. The dissertation must be completed within seven years of entering the program.

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. All MPH students throughout the school work with the same set of 23 general competencies, which address core public health knowledge. MPH students within the eleven concentrations areas follow separate competencies for each of their areas of focus. For example, students in the Animals, People and Environment focus area follow the 23 MPH core competencies and eight competencies within their specialized area of knowledge. Competencies for the MPH program are met through core courses, the practicum and culminating experience.

Site visitors noted seven inconsistencies between CSPH degree plan descriptions and Appendix 2.6.c.1 (MPH Concentration and Focus Area Competencies) of the self-study document. These inconsistencies pertained to wording and number of competencies listed in seven MPH concentration areas.

The 23 general competencies did not appear on the school website or in the Master of Public Health Student Handbook prior to the site visit. During the site visit the website was updated to include the 23 competencies. Site visitors learned that the 23 general competencies are listed in the MPH Practicum Resource Guide and that a revision of the Student Handbook is underway which will include combining information from the MPH Student Handbook and MPH Practicum Resource Guide into one document.

CSPH faculty developed eight learning objectives for the MS programs the school offers. These objectives describe specific skills and actions that students should master as related to their specific disciplines. The objectives are measured through program learning and evaluation activities. The school offers two MS programs in biostatistics and in epidemiology the latter begins in fall 2010. Currently thirteen program specific competencies exist for the MS program in biostatistics.

This criterion is partially met because at the time of the site visit the CSPH had not defined competencies for the MS in epidemiology. Faculty indicated that the competencies were under development, with an anticipated draft to be completed by June 3, 2010. Faculty are expected to approve these competencies during the summer so that they can be printed in the student handbook and made available to incoming students in fall 2010. A proposed degree plan description is currently posted on the school's website and was presented in the appendix of the self-study document. This document displays a website to visit for more information or to apply with an admissions deadline of February 1, 2010. Site visitors learned that the school received seven applications for admission for this program, and three individuals will enroll in the fall of 2010.

CSPH faculty developed nine general learning objectives for all school PhD programs. These objectives describe, in terms measurable by program learning and evaluation activities, skills or actions to be mastered by students as steps toward the individual PhD program competencies. There are 13 program specific competencies for biostatistics, 29 program specific competencies for epidemiology and 12 program specific competencies for health services research. Slight variation in wording and presentation exists between the CSPH degree plan description and the self-study for the PhD health services research competencies.

A review of the materials for the newly created DrPH shows seven core DrPH competencies across the two concentrations, 13 program specific competencies for community and behavioral health, and 16 program specific competencies for epidemiology have been established.

The self-study indicates that all degree programs have recently revised or developed new competencies. During this process, the school sought and included input from faculty and students at all partner universities. The CSPH Education and Curriculum Committee, which includes community and student

representation, reviewed and approved the MPH competencies. Members of the Academic Degree Council and the CSPH Education and Curriculum Committee reviewed competencies for the academic degree programs. Since the competencies have recently been revised, they are still in the process of being incorporated into course syllabi as part of the syllabus document or as an attachment to the syllabus.

The faculty works closely with the school's public health practice administration to monitor events in the field of public health that could affect revisions in the competencies. The associate dean for public health practice and his staff are actively involved with public health practitioners and public health professional and grass-root organizations that provide input on current issues and needs related to public health practice. This information is being used to assess competency validity and to design and deliver staff development and CSPH coursework related to the competencies.

In addition, many CSPH administrators and faculty are involved in national and international associations where their interactions with others in the field provide input into deliberations about future educational and training needs. Lastly student exit surveys, alumni surveys, and employer focus groups provide feedback on program deficiencies that facilitate changes in competencies, courses and/or programs.

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 partially met. The school utilizes seven primary methods to assess individual student progress: grades in individual courses; practicum assessments by preceptors and faculty; culminating experience assessments by faculty; student self-assessment of competency attainment as part of the exit survey; alumni self-assessment of competency attainment based on graduate follow-up surveys; input from employers of the school's graduates; and assessment of competencies for students in the academic programs via comprehensive exams and thesis/dissertation production. The school assesses competencies in the practicum via the learning plan which is a pre-defined project that assists a host organization in addressing an unmet need while supporting student growth in developing skills in public health practice. The plan identifies the competencies students will address in their individual experience. Students' knowledge of general public health competencies and concentration specific competencies is assessed either by a project of at least 60 hours or a publishable paper for the culminating experience.

Beginning in fall 2009, the MS and PhD programs began to use templates provided by the UCD Graduate School that includes program specific competencies. These forms are completed at all committee meetings, comprehensive exams and the thesis/dissertation defense. Academic students' committee members rate students on their progress towards degree completion, as well as their mastery of program-

specific competencies. After a meeting takes place, results are provided to the student, identifying areas in need of improvement. The results from students in each program are summarized and provided back to the department and the graduate school (once per semester), providing a summary of overall program strengths and weaknesses with regard to learning outcomes and competency development.

The self-study shows graduation rates for MPSH/MPH, MS and PhD degrees for the time period of 1999-2006. This time period allows for a full seven years to elapse for PhD cohorts and five years for MS and MSPH/MPH cohorts. Among MS students, 88% graduated in five years, and the average time to graduation among those who graduated was 3.5 years. Among both biostatistics and epidemiology PhD students, 100% graduated within seven years (the Graduate School requirement.)

The reason for the partially met finding is that the graduation history for MSPH/MPH students shows a graduation rate of 59%. Many students during this time period were enrolled part-time. The CSPH recognizes the need for improvement of graduation rates and expects that graduation rates will rise steadily in the next few years, as a larger percentage of students are now full-time and intend to graduate within two to three years. Also, the school will focus on improvement of progress monitoring and improved advising to increase graduation rates of MPH students. Site visitors learned of plans to design and implement a student database that will record and flag warning signs regarding poor performance from students. The school has targeted an 80% graduation rate for the MPH by 2010-2011.

The self-study also presents summaries of data on graduate employment for the years 2006-2009. Data show that the number of students with unknown employment status or who are not employed ranges from 3.4% to 13.5% in recent reporting. Substantial shifts are observed for the 2008-2009 graduates. Many graduates of the MS biostatistics program were pursuing further education while 36% of the MS/PhD graduates placed in university/research settings. The most interesting and desired shift was observed in many MPH graduates placing in other than university/research settings. Of the MSPH/MPH graduates, 21% placed in government, 16% in health care and 16% were pursuing further education.

In the fall of 2009, CSPH conducted an exit survey of MSPH and MPH graduates who graduated in fall 2008, spring 2009 and summer 2009, including those from UNC (CSU did not have any MPH graduates during this period). MSPH/MPH graduates were asked to rank 39 aspects of the MSPH/MPH program on a 1 to 5 point scale, which was converted to a 1 to 7 point scale due to consistency of other alumni and student surveys. CSPH's target for responses on these items is currently at 5.2/7 (70% point on the scale). Starting in 2010-2011, this target will be increased by 0.2 every year until it reaches the final target of 5.8/7, 80% on the scale. Fourteen of the 39 items were above the target of 5.2. The highest-rated aspects were related to the facilities (library, classroom, and study), quality of faculty within the concentration, development of oral presentation skills, opportunity to participate in student governance,

and quality of faculty outside of concentration. There were six aspects with low ratings: advising from academic advisor; variety of course offerings; journal clubs; advising from the Office of Student Affairs staff; provision of information and advice about jobs or other career related experiences; and assistantship experiences. Another part of the Exit Survey asked about competency/ability development. On a seven point scale, respondents averaged in the 5-5.2 range on the awareness item or the feeling they developed the competencies, and responded less than five in feeling the methods of assessing development of competencies were appropriate and effective. Graduates rated two abilities above the target of 5.2: ability to make written and oral presentations and ability to work effectively with other health professionals. Two abilities were rated as very low: ability to develop and evaluate public health programs and ability to lead other public health professionals in dealing with public health issues and concerns.

Qualitative data from employers to measure student achievement shows that graduates of the school need to improve their practical skills. These data were collected via a focus group of eight employers (state and local health departments and an area hospital) of MPH students in February 2010. Specific areas for improvement include: survey and study design skills; experience conducting interviews; intervention planning; and program management and resource management, including budget skills. Additionally, employers report that graduates sometimes lack the ability to move from the individual level to the population level, with regard to interventions. Lastly, an increase in an understanding of policy development, particularly with regard to the governmental nature of public health at the state and local level is needed. These qualitative data will be used by the dean for academic and student affairs and faculty to examine possible curricular changes.

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 school offers an MS in biostatistics (34 credits) and three PhD degrees biostatistics (78 credits, established early 1980s), epidemiology (67 credits, established 1984) and health services research (63 credits, established 1999 and moved to CSPH in 2008).

Three students will begin the MS in epidemiology in fall 2010.

The academic programs are subject to the administrative rules of the University of Colorado Denver Graduate School. Acceptance into an academic program of study requires holding an accredited baccalaureate or master's degree, having an acceptable GPA, providing letters of recommendation and GRE or other similar examination scores or a waiver. International students are subject to further requirements and documentation.

All MS and PhD students either 1) come into their degree program already having a degree with documented coursework or 2) gain an understanding of public health through two required courses: Foundations in Public Health (PUBH 6600, two credits) and Epidemiology (EPID 6630, 3 credits). Biostatistics doctoral students are required to take an additional three credits of health science electives. Health services research doctoral students must complete Biostatistics (BIOS 6601/6602), Research Methods (EPID 6626) and Health Systems and Management (HSMP 6603) to give an overview of public health evaluation, methodology and public health systems. The CSPH catalog lists the program competencies expected for each of the academic degrees, including their public health relevance.

All academic students undergo a series of examinations and a form of thesis work. Doctoral students must complete their requirements within eight years of entering the program, presenting a dissertation with three identifiable and publishable units.

To keep the focus on public health in an academic setting, the school offers faculty, staff and students a seminar series in public health, and students are offered the opportunity to gain public health experience by working on a variety of CSPH projects. The CSPH also encourages academic faculty to belong to and participate in public health associations, making adjustments in teaching and other expectations if the faculty member takes on a leadership role in these associations.

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 CSPH currently offers three doctoral degree programs: PhD in biostatistics, PhD in epidemiology and PhD in health services research. Two DrPH degrees will be offered beginning in fall 2010: community and behavioral health and epidemiology. One student is already registered for the DrPH degree program and nine more have been admitted for fall 2010. Additionally, a DrPH program in health systems, management and policy will be offered beginning in fall 2011.

The DrPH is a professional degree with a focus on leadership and application of current knowledge and approaches to public health problems. The PhD is an academic degree primarily designed for students wishing to pursue careers in academic teaching and research. DrPH students complete a significant

public health practicum experience in which they develop and demonstrate their leadership, management and advocacy skills. PhD students are focused on developing strong content area knowledge and research skills and pursuing the acquisition of new knowledge through research.

The school is successful in doctoral student recruitment, retention and graduation. From 2007-2009 there were 79 applications for CSPH doctoral work, 38 students were accepted, 25 enrolled and 25 graduated. At the time of the site visit, 40 doctoral students were currently enrolled (17 in epidemiology, 14 in health services research and 9 in biostatistics).

The site visitors reviewed the curricula for the three PhD programs and the two new DrPH programs and verified that each demonstrated an appropriate level of in-depth doctoral level coursework. Site visitors' discussion with alumni verified that each of the PhD programs successfully graduated doctoral students who were satisfied with their program. Discussion with doctoral students confirmed that they perceive their and their peers', progress through doctoral programs as satisfactory. Alumni noted they were expected to participate in teaching and that stipends (and sometimes tuition) were available through project work. Evidence of viability of the programs is thus provided.

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 with commentary. The school offers two joint degree programs: the DVM/MPH in collaboration with the College of Veterinary Medicine at CSU; and the MD/MPH in collaboration with the Colorado Denver School of Medicine. Both degrees are relatively new, with the DVM/MPH in existence since 2007 and the MD/MPH in existence since 2009. Both degree programs are joint degree programs where some of the externally completed coursework is counted toward selected required and elective courses for the MPH (up to 10 credits in the DVM program and up to 12 credits in the MD program). Students in both joint degree programs must complete the school's practicum and culminating experience.

Per program guidelines MPH/DVM students spend their first 12 months in the MPH program and then begin the first year of the DVM program at CSU. Students are expected to complete the remaining course requirements of the MPH program concurrently with the first two years of the DVM program. Current assessment procedures dictate that if a student receives less than a 3.0 cumulative GPA at the end of the first year of the combined program (ie, in the 1st year MPH courses), he or she will not be eligible for guaranteed admission to the DVM program. If this situation occurs, the student will be encouraged to apply to the DVM program via the regular admission process. In the event a student wishes to drop out of the MPH program after beginning, but prior to completion of the first year of the

combined program, he or she will lose the status of guaranteed admission to the DVM program. Such students must reapply for admission to the DVM program through the regular admission process. The self-study indicates that the College of Veterinary Medicine at CSU values the DVM/MPH but has limited the joint degree to a maximum number of six students to enter each year. There is potential for offering the MPH to additional DVM students.

Only students already in or accepted into the Colorado Denver School of Medicine are eligible to apply to the MD/MPH program. Joint degree students pursue the MPH between years three and four of medical school. The MD/MPH requires an official leave of absence from the School of Medicine for three consecutive semesters (summer, fall, spring.) Students in the joint program have medical school loan obligations waived and are assessed public health tuition rates. The self-study notes difficulty in promoting the MD/MPH to medical students. An action plan needs to be developed and implemented to inform medical students of the MD/MPH program. The site visit team learned that a potential barrier to student enrollment in the MD/MPH program is cost.

The first point of commentary relates to the confusing presentation of the focus area/concentration credits and general electives from the joint degree: MPH/DVM degree plan description and MPH: animals, people and the environment degree plan description. Both of these plan descriptions do not delineate the 10 credits the students can transfer from DVM coursework to MPH coursework. Also, the footnote "Students may petition for other courses. Contact program coordinator or director" is listed on the MPH: animals, people and the environment degree plan description without any explanation or coordination with another statement on the degree plan description. Site visitors were unable to delineate the 10 credits or define the petition courses.

The second point of commentary relates to the need to more clearly define the double-counted courses in the School of Medicine and their credit worth. MPH concentration/focus areas vary in the number of required credits, but the medical school currently is relatively stable, so it should be possible to develop a defined degree plan for the MPH/MD based on the MPH concentration chosen by the student. This degree plan should be specific to clearly define one of the 11 MPH concentrations.

The self-study makes note that three other joint degree programs may soon come into existence. These programs are the: Master of Public Administration/MPH, the Master of Urban and Regional Planning/MPH and the Master of Science in Nursing/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 self-study documents extensive research conducted by faculty affiliated with the CSPH, but it was not clear how much of it is actually CSPH research. A revised table was provided during the site visit, which clearly shows CSPH research. During 2008-2009 the CSPH was engaged in research activities for 177 grants with 106 of these grants located at CSU. The three collaborative institutions received research dollars from federal and non-federal sponsors. Thirty faculty members at UCD were principal investigators during this time period and 25 of the 177 grants were community-based research.

The self-study states that CSPH follows the research policies and procedures of the three partner institutions. Faculty from all departments are actively involved in research and have considerable funding for research. Most research projects are collaborations between faculty in different departments, schools and universities and use an interdisciplinary approach to studying public health questions.

Discussions with faculty provided examples of departmental support for research, ranging from protected time to working with junior faculty to establish collaborations, to developing community connections for research opportunities.

The school provides faculty with pre – and post-award grant and contract support through the Research Support Center. Two experienced grants management staff are available to work with investigators to develop budgets, facilities statements, subcontracts and to prepare and submit grants and contracts. Post-award setup and budget tracking services, reallocation of expenditures and audit responses are also available in the center.

The self-study states that CSPH plans to increase student opportunities for research and to expand community-based research. Students in both the academic and professional degree programs conduct research in the development of theses and dissertations. MPH students participate in the Capstone Project, which leads to a publishable paper or a poster and presentation at the Public Health Forum, held every semester. All of these projects involve some aspect of public health research. Of the 177 grants that CSPH had during 2008-2009, 25 of them involved student participation.

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. CSPH faculty and students are expected to provide service to the community as part of their professional duties and the school's learning strategy. Tenure-track faculty are provided 10% salary coverage for service to the school, profession and the community. Support for public health practice is an explicit criterion used for faculty promotion and tenure decisions and the school's by-laws define the types of service that constitute meritorious and excellent service by faculty. During the past three years, 88 service activities were reported by 29 faculty or 22% of CSPH primary faculty in local, state, national and international venues ranging from the World Health Organization to a local health department community coalition. During the site visit some faculty suggested that the self-study may have underreported the full extent of faculty service activity, although a review of the self-study appendices reveal that several of the service activities (school parent-teacher organization or church parish volunteer) do not meet the CEPH definition of service, eg, consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative and judicial bodies; serving as board members and officers of professional associations; and serving as members of community-based organizations, community advisory boards or other groups.

The school expects that 100% of CSPH faculty will eventually devote time to external public-health related community service as a part of their overall service obligation. The school has determined baseline levels of public health-related community service hours for all faculty and has set a service target for 2011-2012 of a minimum of 20 hours per year for this type of service. The school also seeks to increase the average number of faculty service hours for local, state or regional and national or international service. The school acknowledges that progress toward these service targets is not yet routinely monitored for either faculty or students.

Although there are no academic requirements for student service, the self-study and students interviewed during the site visit provided many examples of voluntary student service to local schools and health departments and at health-related campus and community events.

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 school has established a Center for Public Health Practice to coordinate workforce development activity in collaboration with the Colorado Department of Public Health and Environment (CDPHE) and the Colorado Public Health Alliance, the latter a consortium of 10 Colorado public health professional associations. The CPHP works with these two other partners to regularly assess the educational and training needs of the state's public health workforce and provide training to state and local public health workers tailored to meet these needs. The most recent assessment and training plan was published in August 2009 and focuses on developing the public health workforce core competencies defined by the Council on Linkages between Academia and Public Health Practice. The state's Public Health Improvement Plan, submitted to the legislature in 2009, identifies the CPHA as the primary entity responsible for future workforce development activities in Colorado.

The school collaborates with other Colorado universities, public health organizations, foundations, health care organizations and other community-based organizations to provide seminars, symposia, trainings and workshops to hundreds of practitioners each year through the multi-state Epidemiologic Research Exchange, Regional Institute for Health and Environmental Leadership, CSPH Center for Global Health, Mountain & Plains Education & Research Center, Latino/a Research and Policy Center and Rocky Mountain Prevention Research Center.

The school has accommodated an extraordinary growth in the number of public health professionals enrolled in the non-degree certificate program. There are currently 73 students enrolled in the certificate program, nearly a two-fold increase since 2008. More than 70 new students were accepted for fall 2010. The school is diversifying the certificate program to meet a demand for specialization in global health with a new Global Health Studies certificate beginning in fall 2010. The certificate program requires the completion of 15 credit hours within five years. After completing the certificate program with an acceptable GPA, students may be admitted into the MPH program and receive credit for their certificate coursework.

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 from the three universities, together with the adjunct, part-time and secondary appointment faculty, have extensive training and expertise in diverse disciplines and are qualified to support the school's academic and professional programs and its research and service activities.

The self-study documents 126 tenured and tenure-track faculty and instructors primarily responsible for supporting the degree programs. Tenured and tenure-track faculty are expected to contribute to the teaching, research and service activities of the school.

Among the 126 faculty documented in the self-study, 46 are assistant, 27 are associate and 38 are full professors; 15 are instructors. The divisions of epidemiology, environmental and occupational health and biostatistics have a higher percentage of full professors (42%, 33%, and 29%, respectively), while health systems management and policy has the greatest percentage of assistant professors (57%). Thirty-five percent of the faculty is tenured, and the majority of those without tenure are on the tenure track. Ninety-four percent of these faculty hold doctoral degrees, of which over two-thirds are in a public health discipline.

Approximately 54 secondary-appointed faculty contribute to the teaching and research activities of the school. Of these, over thirty are from the schools of medicine, dentistry, nursing and pharmacy at UCD. In addition, faculty from the Kaiser Permanente Clinical Research Unit in Denver, Denver Health and Hospital Authority and National Jewish Health in Denver have affiliated appointments in the school. There are an additional 75 affiliated, adjunct and clinical faculty that contribute to teaching and research from the downtown Denver campus of UCD in the Colleges of Liberal Arts and Sciences and Business and the School of Public Affairs.

Practice perspectives, which contribute to school teaching and service, derive from the practice activities of the core faculty and from contributions of the secondary and adjunct faculty, some of whom are employed in other organizations where they work in the area of public health practice. The CPHP, led by the associate dean for public health practice, offers faculty the opportunity to expand their work in public health practice. In addition, faculty promotion criteria include public health practice at the same level as teaching and research, so that faculty can be promoted for documented activities in public health practice as well as for teaching and research. Another activity that facilitates exposure of students and faculty to public health practice is the use of public health professionals to mentor students in the practicum activity.

The school lists several outcome measures by which it evaluates the qualifications of its faculty and the integration of practice. These include percent of faculty with doctoral degree, the number of tenured faculty, percent of faculty with degrees in public health, number of publications and presentations, grant

and contract dollars and number of grants, professional service activities, number of community based grants and projects, service in professional organizations, number of journal editorial or review activities per year and mean core course evaluations. Except for three measures, the school has not been able to track these outcomes for 2009-2010. In addition, the CSPH monitors and recognizes awards and honors received.

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. Policies and procedures that govern CSPH faculty appointments are published in the CSPH Faculty Handbook and in the by-laws. Faculty members are also subject to the policies and procedures of their home institutions and departments. Faculty development efforts include mentoring of newly hired faculty; annual evaluations; a formal mid-course review process; pilot and feasibility monies for research development; support of teaching improvements; and post-tenure review. The tenure and promotion process is instituted at the faculty member's home institution and faculty members from UNC and CSU undergo a secondary approval process from the CSPH.

A faculty member hired at the assistant professor rank is assigned one or more senior faculty mentor(s) who meet with him or her on a regular basis to serve as a guide through the expectations and processes of the CSPH over the first several years of their appointment. Department chairs (who are not mentors) meet regularly with faculty members to conduct annual evaluations and assist in setting goals for the next year. Student evaluations are also used to evaluate teaching competence (electronic at UCD; paper at UNC and CSU). The reviews serve to identify areas of strength and weakness for development in the years leading up to promotion. A formal post-tenure or post-promotion review process is also in effect for faculty with tenure, or after five years as professor without tenure, to ensure that growth and development continue.

Faculty support opportunities exist for competitive pilot and feasibility monies. Departments may make ICR monies available for faculty development (to attend professional meetings, purchase books, fund student research assistance, conduct pilot work or purchase instrumentation, computers, freezers, etc.). Faculty members are eligible for awards, NIH training grants and to participate in faculty development and leadership programs. Faculty members informed the site visit team that the leadership and grantsmanship programs at UCD are particularly strong. Faculty appreciate the new synergies for research afforded by new collaborations with faculty across the CSPH.

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 partially met. The primary and secondary faculty of the school are 43% male and 57% female; 87% are Caucasian, 4% Asian/Pacific Islander, 4% Native American/Alaskan Native, 3% Hispanic and 1% African American. The staff are predominantly female (81% versus 19% male), and includes more minority representation than the faculty (18% Hispanic, 3% African American, 3% Asian/Pacific Islander, 3% Native American/Alaskan Native).

The school and university have appropriate policies concerning commitment to equitable opportunities and nondiscrimination. These are fully implemented in all personnel practices, including searches for new faculty and staff, but there has been difficulty in attracting and hiring ethnically and racially diverse primary faculty. The faculty and administration are aware that they need to improve in this area and have a plan to “shed more light” on the issue in order to find solutions.

The school has been more successful in recruiting and retaining a diverse staff than it has with faculty. Some efforts have been made to improve minority faculty recruitment through a variety of informal means, such as reaching out to potential faculty hires, and there are plans in place to develop a mentoring program for graduate students from diverse backgrounds in order to develop a “pipeline.” One faculty member used a HRSA award to develop a visiting scholar program to expose students to issues of health disparities and to increase the cultural, ethnic and racial diversity of the faculty. So far, five scholars have visited through this program.

Faculty shared that they try to discuss the issues of ethnic, racial and cultural disparities in the classroom, and that they also regularly invite community members from diverse backgrounds as well as faculty from the American Indian and Alaskan Native Center to provide guest lectures.

The concern status relates to the fact that there is no coherent strategic action plan in the CSPH to address this issue. University administrators from all three sites said that they have strategic plans at the institutional level, as well as various diversity officers, blue ribbon commissions and vice presidents for diversity. All of them said that gaining diversity is a work in progress. Although the overall climate within the school seems quite supportive of diversity, the CSPH has been unable to achieve its goals in the area of faculty diversity.

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 school's recruitment efforts have increased the overall pool of qualified applicants. There is a school-wide Admissions Committee with consistent standards for admission to the MPH program across campuses. The mean undergraduate GPA for MPH students is close to the target. Area-focused admissions committees vet students applying for academic degrees. These applicants tend to fall short on targets other than the quantitative GRE score, where they excel (90% exceed the quantitative score of 600). Recruitment and enrollment to the UNC MPH program in community health education has decreased since they joined the school. Resources to meet the substantially increased student management activities have recently been addressed through a new hire.

The CSPH has a recruitment plan designed to 1) promote diversity within the student body, 2) meet program and school enrollment targets, 3) develop and sustain lasting recruitment streams and 4) develop and coordinate systems across programs and campuses.

All promotional materials and communication mechanisms funnel prospects to the school website, which receives more than 30,000 page visits each month. Site usage is tracked on Google Analytics. The website is supplemented by official school pages on Facebook.com and Twitter.com. Traditional advertising reaches target populations throughout the region in both print and electronic form.

Recruitment and admission systems are coordinated centrally through the school's UCD communication and education offices, with implementation support from staff across the three campus partners. The school's main phone line, e-mail account and inquiry response system funnel prospective students through the central office to program specific staff and faculty advisors.

The CSPH Professional Programs Office coordinates and provides staffing for the application, review and notification activities associated with all programs. One Admissions Committee with members from all campuses reviews all MPH applications. A scoring system is used, and each applicant is discussed individually by the committee. The possible decisions are 1) accept, 2) accept with provision, 3) deny, but recommend certificate program and 4) deny. Separate admissions committees exist for the academic programs in biostatistics, epidemiology and health systems research.

There is one review cycle per year for formal matriculation in the following fall term. Prospective applicants currently apply online through the Graduate School application process, submitting supporting

materials electronically. The school would like to switch to the Schools of Public Health Application System (SOPHAS) if accredited.

UCD experienced a rise in CSPH applications, admittances and enrollments over the past three years; however the number of accepted students who enrolled declined. Feedback from students who did not enroll indicates they were admitted to competing schools of public health. At UCD, each of the five concentrations experienced an increase in applicants and enrolled students. CSU concentration focus areas also experienced either stable or increased applications, especially in global health and public health nutrition. The UNC applicant pool decreased, possibly due to programmatic competition, adding the GRE requirements and a tuition increase due to joining the collaboration.

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 with commentary. The CSPH, with UCD as the lead institution, follows the university policy of the Integrated Inclusion, Diversity and Health Equity Agenda, a plan for building a diverse and representative faculty, staff and student body. Strategies to increase diversity include attending targeted recruiting events for students of color and students from underrepresented groups, waiving application fees for underserved students in select programs, cooperating with the Graduate School in participating in outreach events that target underrepresented populations, collaborating with feeder programs and providing financial support to minority and disadvantaged applicants so they can visit the university and interview for the preventive medicine residency program.

In 2008 and 2009 (the only available data), 21% of the MSPH/MPH students were male. The total percentage of professional students indicating representing racially/ethnically diverse groups was 15%. In 2007-2009, 28% of the academic students were male. The total percentage of students indicating they were from racially/ethnically diverse groups was 16%.

The commentary relates to the fact that the school lacks resources to offer financial support for diverse students and loses some accepted students to other schools with such resources. It also lacks a data capture system to track diversity variables not only for currently enrolled students, but those targeted with recruitment activities. The CSPH recognizes this latter comment and recently hired a staff member to address these deficiencies. The school is also developing a database that will allow tracking of diversity data.

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 with commentary. The goal of the CSPH academic advising program is to help students meet academic requirements and make elective choices that will best serve them in post-graduate employment. There are four components common to all degree programs:

- Orientation materials
- Assignment of faculty advisor
- Culminating experience advising
- Department and program staff audit in preparation for graduation

For students in academic degree programs, the faculty member selected to supervise the thesis also serves as the student's faculty advisor.

Students at the Denver campus utilize the AMC Career Center for career counseling services. Students at the CSU and UNC campuses have access to their respective career counseling centers and to the AMC Career Center. CSPH is working with university career counseling services to begin offering CSPH-specific services for students and training for faculty in the spring of 2010. The school has also established a partnership with Kaiser Permanente, a large prospective employer of MPH graduates, through which Kaiser Permanente recruiters may serve as professional mentors to students.

The commentary addresses the level of alumni satisfaction with their degree program's advising experience. The most recent exit interview data presented in the self-assessment for MPH/MSPH graduates between summer 2006 and summer 2008 suggest that these graduates were less satisfied with faculty advisement and their preparation in public health core competencies than alumni in the academic degree programs (MS/PhD). For example, MPH/MSPH graduates rated their overall satisfaction with their degree program 5.43 on a scale of 1 to 7 compared with 6.25/7.0 for MS graduates. Several of the alumni interviewed during the site visit attributed these lower satisfaction ratings to the transition from three separate degree programs to a school of public health in 2008. More recent graduates remarked on the improvement with academic and career advising in subsequent years.

The school acknowledges the need to improve student satisfaction with their professional degree programs and has presented a plan for improving academic and career advising with action steps for (1) key informant and student interviewing, (2) engaging chair, concentration and program directors, (3) revising the advising components of orientation, initial and ongoing faculty advising, (4) practice-based experience advising, and (5) department or program staff audits. Program directors are currently focusing on improving and integrating the system on the three campuses for tracking advising and career services to the growing number of students admitted to all degree programs.

Agenda

Council on Education for Public Health Accreditation Site Visit

Colorado School of Public Health

May 19 - 21, 2010

Wednesday, May 19, 2010

- 8:00 am Pick up from Hotel
- 8:30 am - 8:45 am Continental breakfast, Meeting with Self-Study Coordinator
- 8:45 am - 9:15 am Team Review of Resource File and Other Documentation
- 9:15 am -10:45 am Meeting with School Administration
John Adgate
Judith Albino
Adam Atherly
Jack Barnette
Denise Battles (via phone)
Lori Crane
Lyndsey Crum
Brian Davis
Liz Gilbert
Ellen Gregg
Richard Hamman
Dennis Lezotte
John Hokanson
Lorann Stallones
- 10:45 am - 11:00 am Break
- 11:00 am - 12:00 pm Meeting with Self-Study Committee Chairs
Jack Barnette
Judy Baxter
Carol Brown
Gary Grunwald
Richard Hamman
John Hokanson
Julie Marshall
Patty Nash
- 12:00 pm -12:15 pm Break
- 12:15 pm - 1:45 pm Lunch with Students
Paige Backlund
KaraAnn Donovan
Kate Fagan
Sean Lando
Lisa McKenzie
Melissa Miller
Christina Nelson
Lorin Scott
Brandy Ringham
Scott Sibbel
Nora Testerman
Adrienne Veyna
Rachel Westerberg
- 1:45 pm - 2:00 pm Break
- 2:00 pm - 3:30 pm Meeting with Academic & MPH Teaching Faculty
Cathy Battaglia
Judy Baxter

Lucinda Bryant
Dana Dabelea
Carolyn DiGuseppi
Jan Gascoigne
Liz Gilbert
Deborah Givray
Gary Grunwald
Jill Litt
Sam MaWhinney
Paul Morley
Jill Norris
Ann-Christine Nyquist
Lorri Ogden
Howard Ramsdell
Marci Sontag
Lorann Stallones

3:30 pm - 4:30 pm Team Review of Resource File and Other Documentation

4:30 pm Adjourn to Dinner and Executive Session of Team

Thursday, May 20, 2010

8:30 am Pick up from Hotel

9:00 am - 9:30 am Continental Breakfast, Team Review of Resource File and Other Documentation

9:30 am - 11:00 am Meeting with Junior and Senior Faculty

Anna Baron
Sheana Bull
Hai Fang
Liz Gilbert
John Kittelson
Jennifer Leiferman
Richard Lindrooth
Jill Litt
Jan Lowery
Julie Marshall
Elaine Morrato
Lee Newman
Jill Norris
Jennifer Peel
Stephen Reynolds
Elizabeth Ryan
Elaine Scallan
Roxanna Witter
Holly Wolf

11:00 am - 1:15 am Break

11:15 am - 12:15 pm Meeting with Faculty Committees

Anna Baron
Judy Baxter
Tim Byers
Lori Crane
Dana Dabelea
Dennis Lezotte
Jill Norris
Jennifer Peel

12:15 pm - 1:45 pm Lunch in Executive Session, Team Review of Resource File and Other Documentation

1:45 pm - 2:45 pm Meeting with Alumni

Diane Brunson
Jeri Harwood
Sarah Lampe
Sarah Ling
Jan Lowery
Corrina Lucero

Suzette Morman
 Robert Page II
 Nicole Tuitt
 Ben White
 Lourdes Yun

2:45 pm - 3:00 pm Break

3:00 pm - 4:00 pm Meeting with University Administration
 Peter Dorhout
 Richard Krugman
 Rod Nairn
 Robbyn Wacker
 M. Roy Wilson

4:00 pm - 5:00 pm Meeting with Community Representatives, Employers of Graduates, Preceptors
 Art Davidson
 Ginger Harrell
 Kathy Kennedy
 Arthur McFarlane II
 Lisa Miller
 Chris Nevin-Woods
 Lorenzo Olivas
 Paul Schauer
 Rick Vogt

5:00 pm - 5:30 pm Review of Resource File and Other Documentation

5:30 pm Adjourn to Dinner and Executive Session

Friday, May 21, 2010

8:30 am Pick up from Hotel

9:00 am - 9:30 am Continental Breakfast

9:30 am -12:00 pm Special Meetings as Requested by Team
Tour of Selected Facilities (only at the request of the site visit team)

12:00 pm - 1:00 pm Working Lunch in Executive Session
Review of Resource File and Other Documents Provided
Report Preparation

1:00 pm - 1:15 pm Break

1:15 pm Exit Interview
 Judith Albino
 Adam Atherly
 Jack Barnette
 Sheana Bull
 Tim Byers
 Dana Dabelea
 Lori Crane
 Liz Gilbert
 Richard Hamman
 John Hokanson
 Dennis Lezotte
 Jill Norris