

Des Moines University
Master of Public Health Program
Performance Improvement Report

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Introduction to the Master of Public Health Program

The Des Moines University Master of Public Health Program (MPH) was opened and admitted students in 1999. It was initially accredited through the Council on Education for Public Health in 2002. The subsequent re-accreditation review in 2005 identified a number of deficiencies reflecting a program that had experienced high faculty and director turnover. The Council on Education for Public Health (CEPH) placed the MPH program on probationary accreditation, determining that the program needed to increase the core faculty numbers, increase research and workforce development activities, and create internal systems to gather accurate data about the program's operations. In response to this probationary accreditation status, Des Moines University aggressively pursued attracting core MPH faculty, establishing an expansive research and service agenda, and designing internal reports required for making informed decisions.

Since 2005, the MPH Program has grown in student and faculty numbers, a direct result of improved internal operations. The program is now a 45-credit degree program of 38 core credits and 7 credits of electives. All core courses are explicitly connected to the National Council on Linkages between Academia and Public Health Practice Competencies. The MPH internship and capstone culminating experiences require the student to undertake a thorough self-assessment of their own skills at the end of their program. Student learning is the ultimate goal of the program, with a special emphasis on the practice of public health.

Since last year's University Performance Improvement Report, the MPH program has completed its CEPH Initial Self-Study (submitted August 31, 2007). The completion of this report signifies a great achievement in the MPH program performance improvement initiatives. In addition, the Initial Self-Study represents the first step in the official process of regaining full accreditation status with the Council on Education for Public Health. Next steps include a site visit from CEPH on February 4&5, 2008, and a final decision on the accreditation status in July, 2008. For the reader's reference, Appendix A provides a summary of the systems that were considered "broken" in 2005, and the activities and measures reflecting and ensuring improvement in the MPH Program operations.

Standard 1: Mission and Planning

The DMU MPH program's mission, vision, and values are contained in statements discussed, adapted, and approved in Fall 2004 through the MPH Advisory Committee, CHS Performance Improvement Committee (PIC), practitioner scholars, and MPH instructors. This mission, vision, and values have been reviewed by the MPH director, faculty, and MPH Advisory Committee, and kept without changes since 2004. Not only do the mission, vision, and values remain pertinent, but keeping them the same has provided a clear and constant idea of what this program is trying to accomplish during a time of immense change in faculty, courses, and data-gathering activities. However, the goals and objectives have changed to reflect changing needs of the program in order to meet student learning needs, as well as to incorporate the performance measures necessary for meeting the CHS, DMU, and CEPH requirements. Goals are specified for teaching (faculty and program delivery), learning (students), research, service, and administration.

The MPH program's mission, vision, and values are discussed with the MPH Advisory Committee annually, and are reviewed as part of the MPH program's Performance Improvement activities. Dr. Ringgenberg is a member of the CHS Performance Improvement Committee (PIC). September/October is when DMU requires the annual programmatic Performance Improvement report for all programs in the university and the MPH program reviews and begins revisions on the mission, vision, values, goals, objectives, and measures at that time.

During the 2006-2007 years, the College of Health Sciences has been modifying its own criteria for the programmatic reports. The MPH program has changed and enhanced data collection as needed in order to adhere to the College and University requirements.

It is anticipated that in the 2007 year, the MPH program will reap the benefits of the past three years of growth and improvements in the program. In 2005, the MPH program consisted of one full-time faculty member who was also the director of the program (Wendy Ringgenberg), with part-time contributions made by four other full-time DMU faculty members (Gil Ramirez, Carla Stebbins, Juanita Robel, and Don Matz). In 2006, DMU added two more faculty line items to the MPH program. Simon Geletta, PhD. and Roxane Joens-Matre, PhD., became full-time faculty designated solely in the MPH program, joining Wendy Ringgenberg who remains as the director. They hold MPH faculty meetings twice each month. Now that the MPH program is stable and steadily growing, the MPH faculty can assess and determine if changes to the mission, vision, or values are needed. If changes are suggested by the MPH faculty, then changes would be taken to the MPH Advisory Committee, MPH/MHA Faculty meeting, Dean of CHS, and students for discussion. Advice is sought, adaptations made, and a final version is taken to the MPH Advisory Committee for final approval. As setting goals and measuring progress toward those goals are considered more administrative functions, MPH faculty reassess those items and make changes as are necessary to meet the requirements of CEPH, CHS, and DMU.

The current mission, vision, values, goals and measurable objectives are available on the DMU MPH website, <http://www.dmu.edu/mph/missionvisionvalues/> where they were first posted in 2006. This is the specific website identified as "Mission, Vision, Values, and Goals." This information is also available through the public posting of the 2006 MPH Performance Improvement report, found at <http://www.dmu.edu/mph/accreditation/>. It is linked on the MPH website under "CEPH Accreditation," along with the 2005 CEPH report and letter to the students informing them of our current probationary accreditation status. It is a reflection of our adherence to ethical standards that we are open and transparent in our dealings with students.

We believe that it is important to provide students with the information they need and want in order to make an informed decision of what we have to offer them.

Mission: The DMU-MPH program serves humanity through advancing and disseminating core public health knowledge through teaching, research, and practice in an active partnership with our students and the public health community.

Vision: The DMU-MPH program will build a community of educated, ethical, and inquisitive high-functioning professionals who are capable and driven to invoke changes in public health promotion and disease prevention.

Values:

1. Education: We value a high quality educational experience where practiced professionals share their experiences, beliefs, and process of development; guiding students through curriculum and public health understanding.
2. Students: We value the diverse personal and professional life experiences of each student; their willingness and desire to engage in the program with fellow students and peer professionals; and how their involvement shapes the delivery of the curriculum for a unique and evolving classroom experience.
3. Evidence-based practice: We value enhancing the curriculum through an active partnership between students, faculty, and the community in identifying authentic public health issues where students are involved in assessing and solving problems for the promotion of public health practice.
4. Community: We value a connectedness with community organizations and groups in efforts to promote student learning and professional growth with emphasis on Iowa's vulnerable population needs, including rural and geriatric health

Educational Goal

To deliver core public health competencies through a stimulating educational experience using practiced professionals, practitioner scholars, and faculty to meet the needs of a highly motivated student body where feedback is sought and incorporated in a continuous evaluation of the program.

Service Goal

To provide leadership to the public health communities through active service on boards and committees, provide public health content expertise to the larger community of health care, and serve as mentors and examples to public health students in community service.

Research Goal

To advance public health knowledge from an evidence-based perspective, translate evidence-based knowledge into the public health curriculum, and facilitate the transfer of new knowledge into public health practice.

Operations Goal

To administer, operate, and sustain a CEPH-accredited MPH program through competent and collaborative leadership where faculty, students, and public health community perspectives and needs are incorporated into mission, vision, values, goals, and objectives.

Measures

Please see Appendix 1.

Standard 2: Leadership and Management

The DMU MPH Program is a part of the larger University under the College of Health Sciences and Dean Cahalan (see Figure 2.a). Figure 2.b depicts the organization and flow of authority in the MPH Program.

Figure 2.a Des Moines University Organizational Chart

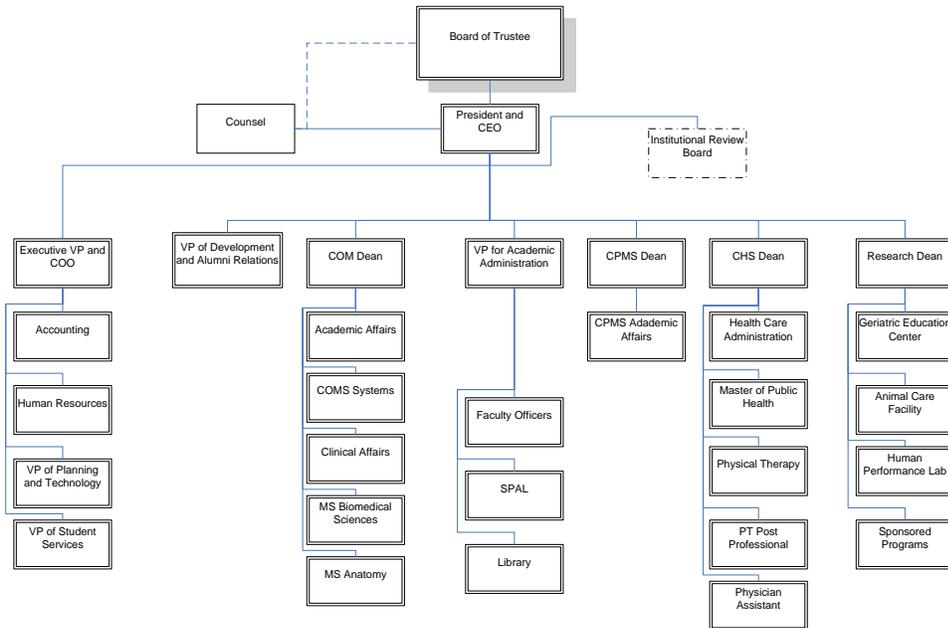
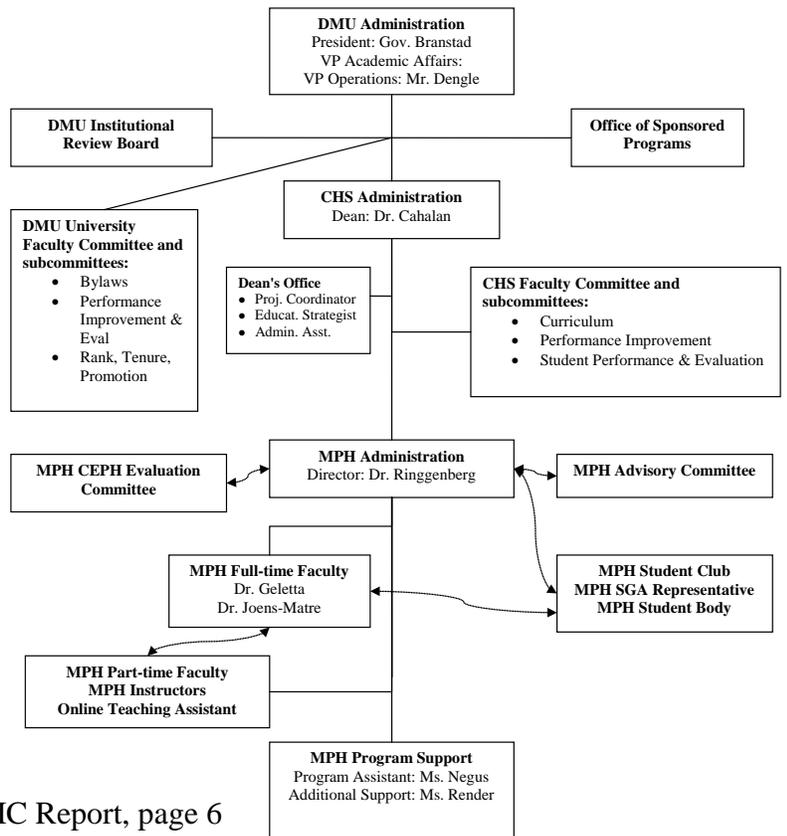


Figure 2.b Organization and Flow of Authority for Master of Public Health Program



Lines of accountability, including access to higher level, university officials

The MPH Program has now had consistent leadership since December 2004, new faculty members who have been with the program for over a year, and a new program assistant since February 2007. The MPH Program Director reports to the Dean of the College of Health Sciences. Full-time MPH faculty, adjunct instructors, and practitioner scholars are responsible to the MPH Program Director. Regular meetings create the mechanism for communication and accounting of time and energy, as well as problem-solving and discussing new opportunities. See Appendix 2.a for a list of all of the mechanisms for ensuring appropriate program operations, including teaching, research, and service. All full-time faculty submit an annual portfolio where the accomplishments are recognized and goals for the next year are defined.

The President of the University, Governor Branstad, has been personally interested in the MPH program accreditation, and has established meetings with the MPH Program Director every other month since October, 2005. The Chief Operating Officer, Mr. Steve Dingle, and the Vice President for Academic Affairs, Dr. Tim Yoho, also attend these meetings (Dr. Yoho has resigned his VP for Academic Affairs appointment at this time. Dr. Yoho continues as the Dean of the College of Podiatric Medicine. Instead of replacing the VP for Academic Affairs position, the University is considering a new provost position.). The small congenial nature of the university extend to these meetings, and most everyone is on a first name basis.

The 2007-2009 Strategic plan of the University promotes and supports the mission, vision, and values of the College of Health Sciences, and ultimately, the Public Health Program. The MPH Program Director, CHS Dean, and other CHS faculty have been actively involved in the 2007 Strategic Planning Committee for the University. The University Strategic Plan, and the minutes from the committee meetings and focus groups, are available on the DMU Staff Portal.

The Dean of each college at DMU is responsible for developing and delivering its academic programs, certifying degrees, and overseeing its budget. Standards and policies are governed by the programs, colleges, and university faculty committees. All university policies and procedures are available on the DMU portal.

The DMU CHS Bylaws outline the decision-making authority of the faculty and the governance of the college.

Budgetary and Resource Allocation

The MPH Program is funded primarily through tuition revenue, with technology fees adding a small portion to the MPH bottom line, and the annual budget is based on anticipated tuition revenue. Funded contracts also contribute to the money the program has to spend. The financial goal for the MPH program is that it will be able to finance 100% of its direct costs, and an additional 53% to cover indirect costs. However, the university has committed to investing in the MPH program and recognizes that 153% will not be obtainable in these years while the program is rebuilding and re-establishing itself in the public health community. Therefore, the MPH FY budget for 2007/08 was built on the goal of meeting 100% of direct costs.

Fundraising for the MPH program is part of the University campaign which is organized out of the Development & Alumni Relations office. Starting in 2006, donations could be given directly to the MPH Annual Fund.

At this time, the DMU MPH Program has three full-time faculty members, .5 program assistant plus .25 secretarial support, .25 online teaching assistant, increased budget for an additional instructor contract for every 25 students enrolled, increased budget to provide for

laptops for online instructors to use, and approval for increasing use of software to expand online teaching. In 2007, the MPH Budget was \$392,189, more than double the previous year's budget (FY 0506 MPH Budget was \$163,077, and FY 0405 was \$215, 920).

Investments:

- ♦ Two additional faculty since 2005, for a total of three full-time faculty dedicated to the MPH program: Wendy Ringgenberg (hired Nov 2004); Simon Geletta (hired February 2006); and Roxane Joens-Matre (hired July 2006).
- ♦ Course caps of 25 students per class section requiring additional monies be dedicated to the Guest Lecturer line which went from \$24,500 in FY 0506 to \$47,000 in FY 0607.
- ♦ Work toward a revised CHS Workload Policy, recognizing the amount of time and workload that is appropriate for individual faculty members and programs as a whole and a budget based on a workload for full-time faculty to teach 12 credits per year and the Director to have 75% of her time allocated as administrative;
- ♦ FTE faculty: FTE student ratio of 1:14. Monthly revenue reports are used to determine number of FTE students. For example, in February, the MPH revenue reports states that the MPH program has seen \$463,190 in FY 0607 thus far. $463,190 / \$405 \text{ credit cost} = 1144$ credits sold. $1144 / 27 \text{ credits of a FTE student} = 42$ FTE students. $42 \text{ FTE students} / 3 \text{ FTE MPH faculty members} = 14$ students.
- ♦ Funds to purchase 4 laptop computers for use in the MPH program by part-time faculty and adjunct instructors, along with individualized training on the laptops and use of DMU's IT helpdesk;
- ♦ Scholarships for students totalling \$3400 in FY 0607, with a planned increase for FY 0708. (See Appendix 1.5.a for a list of scholarships).
- ♦ Stealth technology for the primary MPH classroom, SEC 115 which was made active in Summer, 2006;
- ♦ Headphones, microphones, and 1 gig memory sticks for all MPH faculty;
- ♦ Annual faculty development monies (\$2000/each) for all three faculty plus use of program money to support faculty to attend an additional conference annually, this is a \$500 increase from previous years;
- ♦ Tuition reimbursement for full-time faculty to enroll in professional development classes.
- ♦ Registration and travel reimbursement for Denise Hill, practitioner scholar.
- ♦ Additional faculty development monies for MPH Director to travel to Adelaide, Australia to attend an "Anthropology in Public Health" short course workshop in July 2006;
- ♦ Additional faculty development monies for MPH Director to travel to Mali, West Africa with Medicine for Mali in 2007;
- ♦ Additional faculty research monies for MPH faculty member to travel to South Africa with Blessman Medical Ministries in 2007;
- ♦ Allowed the MPH program to donate \$300 for the start-up of the MPH Student Club account;
- ♦ Additional money (\$1000 per class) designated for online classes to hire an online teaching assistant who can assist instructors who are putting their courses online for the first time.
- ♦ Tuition reimbursement for the online teaching assistant (Christa Spielbauer) to take an online class management course from LERN (www.lern.org).

Returns:

- ♦ Increases in MPH applicants, enrolled students, and revenue since 200405.
- ♦ Revenue is generated from tuition, technology fees (\$75/term), and grant funds.

Personnel, recruitment selection and advancement

The DMU MPH Program hired Dr. Simon Geletta in February, 2006; and Dr. Roxane Joens-Matre in July, 2006, as full-time MPH faculty.

In December, 2006, the MPH program lost their half-time program assistant when Gwen Paton passed away from breast cancer. In February, 2007, their part-time secretary who was shared with the Dean's office left for another position within the University. The half-time program assistant position is responsible to the CHS Project Coordinator position (held by Olivea Mead), and Olivea was in charge of recruiting, interviewing, hiring, and training. The MPH program director was included in all aspects of these activities with constant communication between the Project Coordinator and the director. Anne Negus joined the MPH and MHA programs in February, 2007. Her skills include organizing, tracking, and creating data reports that are extremely useful for the MPH program director. She is knowledgeable in Blackboard, Access, and the DMU student tracking system.

Karen Render joined the CHS Dean's office in May, 2007. Part of her position is to assist the MPH program. Currently, Anne is working to determine how best to use Karen's talents for the MPH program needs.

Academic standards and policies

Conferral of the MPH degree is the recognition of a student's success in the DMU MPH program. The program director's responsibility is to identify those students who have completed the academic requirements and to submit those students' names for approval to graduate with a Master of Public Health degree.

Beginning January 1, 2007, the MPH program recommitted itself to the National Council on Linkages MPH Domains of Practice. After an assessment of the curriculum, two decisions resulted. First, there were domains not being addressed in the May 1, 2005 curriculum. Namely, financial management and community needs assessment. Second, 13 elective credits were far too many elective credits. Therefore, the new curriculum effective for those admitted on or after January 1, 2007 is a 45-credit curriculum consisting of 38 core credits and 7 elective credits. The two new core courses include the MPH Financial Management I course (shared with the MHA program) and the Community Needs Assessment course. (See Appendix 2.b POS Effective January 1, 2007).

The delivery of the curriculum, and monitoring of the quality of the delivered courses, is the program director's responsibility. Changes in the curriculum are discussed with faculty, students, the MPH Evaluation Committee, and the MPH Advisory Committee. Curriculum changes are made only after approval by the MPH Advisory Committee, and all new courses or significant revisions are presented to the CHS Curriculum Committee. Changes are identified on the DMU website months in advance of any changes, and print materials are updated annually.

Students are assessed for graduation based on the program of study that was effective on the date of their admission. The University has academic standards and policies that provide a process for validating the list of students recommended for graduation. The list of student names is voted on by the College Student Performance and Evaluation Committee (SPEC), and then approved by the College Faculty. The dean then forwards on the student names to the Vice President for Academic Administration, who then forwards the student names on to the Board of Trustees for their approval and confirmation of the degree. (This process will be adapted in light of the resignation of Dr. Yoho from the VP for Academic Administration). Student's who are recommended for graduation in May must be on track to complete all of their MPH requirements

by July 31 of that same year, thus creating an opportunity for students to participate in the single DMU graduation ceremony in May while still having some remaining coursework outstanding. It is the director's responsibility to monitor these students' performance and provide updates to DMU administration regarding their progress toward completion.

The student handbook specifies standards, policies, regulations, responsibilities, and potential consequences regarding academic performance. The handbook is reviewed annually and approved by the CHS SPEC committee. Once approved, the most current version is posted on the MPH MHA GER student portal for students to view.

Interdisciplinary Collaboration

Interdisciplinary coordination, cooperation, and collaboration are supported through many channels in the MPH Program, the College of Health Sciences, and the University wide. Faculty members are encouraged to and do participate in multiple committees throughout the University, including governance and curriculum committees. Course instructors are encouraged to utilize the expertise of their colleagues by inviting them to guest lecture across disciplines. MPH faculty members have regularly lectured in the various colleges of the University on topics such as evidence based practice, research methods, epidemiology and biostatistics.

The MPH Program is closely affiliated with the Master of Health Care Administration Program. Four core courses in the MPH Program are also core courses for the Master of Health Care Administration. In addition, the MPH Program has dual-degree agreements with all other programs on campus. In these dual-degree agreements, the other programs finance 50% of the tuition cost for MPH courses. In the Winter 2007 term, 13 dual degree students were enrolled and taking MPH courses.

The office of University research provides strong support for campus wide research activities and has been helping in prospecting funds and providing opportunities for the exposure of researchers to the community. The office of sponsored programs coordinates research and service activities of MPH and other University wide colleges and programs. Various faculty members from the COMS and DPMS use MPH faculty members as consultants for program evaluation and epidemiologic and/or biostatistics services.

MPH Advisory Committee

The MPH Advisory Committee represents a broad array of professions and disciplines across public health and community wellness agencies and service programs. The MPH Advisory committee is charged with offering advice and recommendations for refining and furthering the purposes and goals of the MPH program. Furthermore, the committee assesses the effectiveness of the program in achieving its own goals and in serving the community. Other duties and responsibilities include alerting MPH program staff to new service opportunities in public health education and commending the MPH program to the public and various constituencies.

MPH Advisory Committee members are asked to serve a minimum of two years. The committee is chaired by a community member. The chair shall serve a two year term and is elected by the committee members at the annual May meeting. The Public Health Program Director shall serve to manage the operations of the committee.

MPH Advisory Committee Members, 2007-2008

Iowa Department of Public Health	
Jane Schadle, MHSA, RN	Community Health Improvement Administrator
Erin Barkema, MPH	Evaluator
Public Health Agencies	
Linda Drey MPH, MHA (alumni)	Siouxland
Keith Erickson	Linn County Health Dept.
Larry Barker	Director
Health Care Professionals	
Kathleen Schneider, PhD	Iowa Foundation for Medical Care
Barry Spear	VP System Development, IMMC
Charles Barton, PhD.	Toxicologist, Private Contractor
Cindy Baddaloo, PhD	Iowa Health Care Association (resigned 8/07)
Educators	
Steven Quirk, MPP	Drake
Carolyn Beverly, MD	Assistant Professor, DMU
David Strom, PhD	Associate professor, DMU
Students	
Michelle John	MPH/DO Student
LaShaina Starks	MPH Student
David Faith	MPH/DO Student
	Student, CHS SGA Representative

MPH Evaluation Committee

The MPH Evaluation Committee was created in 2005 to address the CEPH Accreditation issues. The purpose of this committee is to provide advise to the MPH Program Director and faculty regarding the practicality of decisions for educating public health students. This committee has representation from students, faculty, and community members. This committee meets every other month. In addition, Governor Branstad, President of DMU, meets with Dr. Ringgenberg every other month to hear updates on CEPH and the Evaluation Committee's advice.

MPH Evaluation Committee

MPH Evaluation Committee Members	
David Faith, MPH/DO Student	Roxane Joens-Matre, PhD, MPH faculty
LaShaina Starks, MPH Student	Jodi Cahalan, PhD, CHS Dean
Fritz Nordengren, MPH	Wendy Ringgenber, PhD, MPH faculty
Tom Newton, Director, IDPH	Simon Geletta, PhD, MPH faculty
Erin Barkema, MPH, IDPH	Juanita Robel, PT faculty

Standard 3: Service and Social Responsibility

Faculty Service

The service goal of DMU MPH program is "To provide leadership to the public health communities through active service on boards and committees, provide public health content expertise to the larger community of health care, and serve as mentors and examples to public health students in community service." Full-time faculty members Wendy Ringgenberg, Simon Geletta, and Roxane Joens-Matre are actively involved in multiple community service and social responsibility activities as direct representatives of the DMU MPH program. Collaboration agreements are in place with the Iowa Department of Public Health, Polk County Health Department, and Grinnell Regional Medical Center. With the assistance of the new director in the Office of Sponsored Programs, the MPH program is working to establish a university tracking system so that activities can be reported to and decided upon through the University as well as the program. These activities are also being tracked at the program level, and shared with the CHS faculty via the Monthly Program Reports. In addition, faculty address their service activities in their annual Faculty Portfolios which are submitted in the Fall of each year.

The MPH program is well-represented on University and College committees through which they are involved in the governance of CHS and DMU.

Internal Service Activities of the MPH Full-Time Faculty 2006-2007

Faculty	University Committees	CHS Committees	Non-MPH Program Committees
Wendy Ringgenberg	Strategic Planning University Council University Bylaws Student Diversity Global Health Dean's Search Committee	Performance Improvement Committee Leadership Group	Gerontology Advisory Committee (ended 2/07) COM Medical Academic Track
Simon Geletta	IRB Committee	Student Performance and Evaluation CHS Nomination Committee	Physical Therapy Scholarship Committee
Roxane Joens-Matre	Childhood Obesity Committee; Wellness Committee	Curriculum Committee	Physical Therapy Scholarship Committee Physician Assistant Search Committee

External Service Activities of the MPH Full-Time Faculty 2006-2007

FY	Faculty	Activities
0607	Simon Geletta	<ul style="list-style-type: none"> ♦ Committees: Iowa Geographic Information Council Health Information; Iowa Public Health Association Webpage/Technology; Iowa Department of Public Health Redesign Public Health; Iowa Coalition Against Asthma Committee; Upper Midwest Public Health Training Coalition Advisory Committee. ♦ Working with IDPH on an online course (The EPI Manual).

		<p>Completed the project plan and starting on design - free gratis.</p> <ul style="list-style-type: none"> ♦ Worked on e-coli/estrogen content analysis data provided by Des Moines Waterworks - free gratis. ♦ Iowa Department of Public Health - commitment to provide program evaluation activities for an AoA grant, paid service. ♦ Assisting Medicine for Mali, global health NGO, in data analysis.
	Roxane Joens-Matre	<ul style="list-style-type: none"> ♦ Committees: Iowans Fit for Life, Iowa Medical Society, Steering committee for 2007 Iowa Governor's Public Health Conference ♦ Spoke at a round-table about the obesity epidemic with Sue Danielson of WHO radio; aired as a series on local radio station. ♦ Developed talking points for Governor's Task Force on Healthy Living ♦ Co-facilitator of Iowans Fit for Life Educational Workgroup at the Fall 2006 Conference ♦ Facilitator at "Shaping America's Youth" statewide childhood obesity conference ♦ MPH Student Club Advisor ♦ "Reaching a Generation" South African orphan project evaluation ♦ Optical Outreach with Blessman Medical Ministries in South Africa, including evaluation
	Wendy Ringgenberg	<ul style="list-style-type: none"> ♦ Committees: Iowa Public Health Association Student Development Committee, Des Moines Area Community College Aging Services Management Advisory Committee ♦ CEPH evaluation training. ♦ Study with the Iowa Department of Corrections on the health issues of older inmates and the subsequent implications for operations. ♦ March of Dimes - program evaluation, free gratis. ♦ Jewish Federation of Greater Des Moines, Naturally Occurring Retirement Community, OASIS - program evaluation, discounted cost on program evaluation services. ♦ Mercy Interpretation Services - report compilation and presentation, free gratis. ♦ Medicine for Mali - Evaluation strategies for program. ♦ Cultural Competency/Diversity Training for Grinnell Regional Medical Center - 6 hour curriculum over 4 weeks, free gratis.

The DMU MPH program has determined that measures for success in service include having adequate numbers of faculty to provide service; being active on public health committees and with public health agencies as is appropriate to each faculty members' workload; generating formal service contracts, and tracking student contribution to public health service through capstone.

Outcome Measures for Service				
Outcome Measure	Target	FY 0405	FY 0506	FY 0607
The program will have adequate numbers of full-time faculty	3 full-time MPH faculty	2	1	3
Number of external committees on which the DMU MPH Program is represented.	Adequate numbers	6	3	13
Faculty Portfolios reflect commitment to public health service activities.	Adequate numbers	Met	Met	Met
Number of formal service contracts.	Increase annually	1	3	2
Number of students enrolled in MPH Capstone	Increase annually	3	4	6

Student Service

Students give service to organizations through class projects, their internships, capstone, and through volunteer work. Volunteer work is not always tracked through the DMU MPH program because students work directly with agencies in these activities. It is very common for public health agencies to contact the DMU MPH program and ask if students are available to undertake service or research projects. These opportunities are posted on the MPH MHA Student Portal page. Prior to the existence of the MPH MHA Student Portal, these opportunities were mass emailed to all students.

Internships are educational experiences for students, and typically include performing service for an agency. Capstones are always intended to provide a service, whether or not that service include original research.

The MPH Student Club was formed by a core group of students in 2005-2006, and became an official DMU Student Club in 2006. Dr. Roxane Joens-Matre serves as the advisor to the club. The MPH Student Club selects various service projects to fulfill its own mission. These service projects have included helping at various health fairs, educating elementary students on public health and hygiene, and collecting donation items for homeless shelters.

Workforce Development

Des Moines University's MPH program offers continuing education for the professional public health community in four ways: a 20-credit certificate; making classes available to anyone for 6 credits; hosting continuing education conferences; and providing expertise through seminars or workshops at other conferences.

The 20-credit certificate is an option for people who want to take classes, but don't want to commit to a 45-credit program. The certificate program is devised between the student and their academic advisor. No transfer credits are accepted into the 20-credits, requiring that the students undertake a significant academic commitment in the area of public health in order to earn the certificate.

The DMU MPH program has made the commitment to make its courses available to working professionals who want to advance their knowledge on a particular subject by taking a class, but do not want to enroll in a graduate program. Any one can enroll in up to 6 credits of classes without having to apply to the MPH program. Making these courses available provides

continuing education opportunities for public health professionals. Courses can also be audited for a reduced tuition for those solely seeking continuing education.

Two conferences have been hosted here at DMU by the DMU MPH program: Iowan's Fit for Life conference on June 28, 2007; and the Americans with Disabilities Act Toolkit Training on June 22, 2007. Both conferences were in collaboration with the Iowa Department of Public Health. A DMU/IDPH Healthy Communities conference is being planned for March, 2008.

The DMU MPH Program is also experimenting with "mobile" CEUs. Dr. Ringgenberg created a Cultural Competency/Diversity curriculum intended for 6 hours of continuing education credit. It was piloted at Grinnell Regional Medical Center (GRMC). However, no one at GRMC chose the continuing education credit option. In addition, Dr. Geletta has been developing an Online Epi Manual, intended to provide continuing education for all public health professionals. It will offer online modules that professionals experience and then test those students on their knowledge, generating a certificate once students successfully complete.

DMU MPH faculty and students also present at the Iowa Public Health Conference (held annually in April); the Governor's Conference on Public Health, called "The Barnraising Conference," (held every other year); and the Iowa Geographic Information Systems Conference.

	Program	Collaborating Agency	Participants
FY 0607	Iowans Fit for Life	Iowa Department of Public Health	40
FY 0607	Americans with Disabilities Act Toolkit Training	Iowa Department of Public Health	40
FY 0607	Cultural Competency/Diversity Training	Grinnell Regional Medical Center	12
FY 0607	Iowa Geographic Information Systems - Health GIS	Iowa GIS	200

Standard 4: Support Services

The support services available at DMU cannot be understated. A beautiful physical environment conducive to student learning and an academic environment. Advanced technology, printing services, an expansive library with online resources, counseling, student services, accounting and financial aid, all staffed with people who are dedicated to the university and who want students to succeed.

The MPH student population and class delivery is unique when compared to the mass of COM, CPMS, DPT, and PA students on campus. MPH students are typically older, working adults who are completing this degree in their "spare time," and classes are delivered evenings, weekends, or online (in contrast to the mass of DMU students who take courses during the daytime). MPH students can take any number of credits, in comparison to the mass of DMU students who are admitted as a cohort and expected to follow the prescribed curriculum of their program. MPH students pay a low tuition, and are not required to purchase a DMU computer; whereas other full-time DMU students pay a higher tuition which includes the cost of a DMU computer. Systems are needed to address the unique needs of MPH students (much like the MHA and PPDPT students). In 2007, the MPH program (along with MHA and PPDPT) and the CHS Dean worked to create and improve many of these systems to meet students' enrollment, registration, advising, counseling, technology, and access to campus and online resources.

Improvements include:

- ♦ Establishment of a system to pull registration data for students weekly and every term;
- ♦ Review of technology needs;
- ♦ Review of assigning advisors and admission decision processes;
- ♦ Creation of "intent to enroll" from applicants to provide them earlier access to the DMU portal

We continue to strive to recognize problems and work with other departments to resolve any issues for students and faculty.

Standard 5: Faculty and Staff

In 2005 when CEPH was here last, Dr. Ringgenberg was the only faculty in the MPH program. DMU approved two new faculty hires in 2006. The first open position was advertised locally, resulting in Dr. Geletta's hire and start in February 2006. The second open position was advertised nationally and resulted in the hire of Dr. Joens-Matre in July 2006.

Both new faculty members, Simon Geletta and Roxane Joens-Matre, were hired and given 1/2 teaching loads, of approximately 9-12 credits per year. This was done to allow them the time to become acclimated to DMU and the MPH program, and to establish research agendas according to their own interests. Both Dr. Geletta and Dr. Joens-Matre are on the tenure-track or for promotions. They complete annual faculty portfolios which are reviewed by Dr. Ringgenberg and then a summary of their activities sent to DMU Human Resources. They are both eligible for review by the DMU Rank, Tenure, and Promotions committee after three years of full-time teaching in a college setting to increase their rank status. Options for rank titles range from instructor, to assistant professor, to associate professor, to full professor. Their portfolios address the criteria in the DMU Rank, Tenure, and Promotions policy.

The one part-time faculty member, Denise Hill, instructor for the MPH Ethical and Legal Issues in Public Health, was financially supported to attend the CDC Public Health Law conference in Summer 2006. Denise Hill was hired as full-time faculty in the DMU Master of Health Care Administration program in August, 2007. She continues to teach 3-6 credits in the MPH program annually.

Wendy Ringgenberg, who holds a PhD in Educational Leadership and Policy Studies, has been supported financially to take classes toward her own MPH degree through University of Massachusetts Amherst online program, as well as courses in Anthropology at Iowa State University. This support is one of the benefits at DMU where employees can receive 75% of tuition reimbursement for continuing education. Due to the CEPH accreditation issues and working to identify and fix problems, the Program Director has not been able to write or publish her own research. However, as the new MPH systems are increasingly operational, and her teaching load is adapted as per the CHS workload policy and changes made in teaching assignments, it is believed that the hectic and critical nature of her investment of time will decrease. While Dr. Ringgenberg has not published, she has undertaken and completed research and service opportunities for the Iowa Department of Corrections, Mercy Des Moines Interpretation Services, Jewish Federation of Greater Des Moines OASIS, and the March of Dimes. Students have been invited to be involved on both the Iowa Department of Corrections work, OASIS project, and the March of Dimes work. Dr. Ringgenberg also submits a faculty portfolio annually which adheres to the Rank, Tenure, and Promotion policy criteria, although she is not on a tenure-track appointment (by her own choice).

Another need in this next year will be to address support services gaps. The MPH and MHA programs share a full-time program assistant position, .5 designated to each. In December, 2006, Gwen Paton, the long-time Program Assistant for the MPH and MHA programs, died of breast cancer leaving a gap in support services for students and faculty. Her loss was deeply felt across the DMU campus, within the MPH program, and certainly with students. Her replacement was hired in February, 2007, and is quickly organizing the job tasks to suit her needs. However, the increase in student numbers, credits sold, number of course offerings, introduction of online courses, and the needs of distance learning students has created a dramatic increase in workload for the program. There is also another .25 support staff position, filled by

Ms. Render, who is housed in the CHS Dean's office. In the FY 0708, an online course coordinator position has been written in to the budget for 10 MPH courses. This person's role will be to assist the online instructor with the online course design and delivery. Two years ago, Wendy Ringgenberg provided much of these support services for online instructors, but the time was estimated at 100 hours of support for each new online class. This additional person will provide this same type of support. Because the online courses seem to be tied to the increase in the MPH revenue, DMU has supported additional investments to improve the program's ability to create and deliver online classes.

Faculty and Instructors 2005-2007

Faculty and Adjuncts in MPH and MHA	
Erin Barkema, MPH	Ann Kinzel
Jay Christiansen, MHA	Ann Weiss, MA, BSN
Deb Kane, PhD	Bob Ruch
Mary Heisterkamp, MPH	Jim Foreman, MS
Jane Schadle, MHSA	Sara Pavelka, MHA
Jay Willsher, MHA	James Sandin
Kay Courtade, MEd	Raj Reddy
Mollie James, DO	Denise Hill, JD
Christa Spielbauer, MPH	Carla Stebbins, PhD
Juanita Robel, PT	Terry Penniman, EdD
Chuck Barton, PhD	Roxane Joens-Matre, PhD
Don Matz, PhD	Wendy Ringgenberg, PhD
Simon Geletta, PhD	

Standard 6: Students, Stakeholders, and Market Focus

Student recruitment, admission and progress toward degrees begins with publicizing Des Moines University through conferences, websites, and word of mouth. One of the most important activities of faculty is to assist in the recruitment and selection of future students. Each college/academic program has a process for identifying key factors that attract and retain students. It also has policies, procedures and services to identify and accommodate the needs of all its stakeholders. The DMU MPH program has a twofold student target: first, non-traditional, working adults who need courses to be delivered in a flexible (evening, weekend, and online) format. Second, traditional graduate students who are full-time students who might also be enrolled in the DO, DPM, or other CHS programs.

The MPH program strives to attract a diverse student body, including other nationalities and multiple races/ethnicities. The MPH Program has the most diverse student population on the DMU campus. DMU Enrollment travels across the United States promoting the MPH program along with all of the DMU programs. They market to undergraduate schools, as well as making sure that Historically Black Colleges and Universities and Native American Colleges and Universities are represented in their market plan.

The MPH program has a designated Enrollment staff, Lisa Vroegh. Ms. Vroegh creates an extensive enrollment plan annually, provides twice-monthly enrollment data, and an evaluation of enrollment outcomes and processes annually. The MPH program was represented at the American Public Health Association program in Nov. 2006; and is always represented at the Iowa Public Health Conference in Ames (held in March-April annually).

The procedures for attracting students who are appropriate for the MPH can be categorized into five categories: advertising, direct mail, referral, travel, DMU visits and online. The University does advertise in newspapers, radio, and television which helps promote the entire institution, including the promotion of the MPH program. When the budget allows, newspaper and radio advertising is run in the central Iowa market specifically for the MPH program. The Admissions Coordinator advertises in trade association newsletters and professional organizations journals to reach individuals who would be interested in pursuing graduate work in public health. Direct mail lists are purchased to reach prospective students through email or postal mail. Previous lists have included MCAT and GRE test takers. Planned for 2007-08, is to purchase a list of professionals working within the public health system within the mid-west. Postal mail has been sent to Tribal College faculty and advisors on the DMU advisor database.

The Admissions Coordinator also spends approximately 60% of her time traveling to events to promote the MPH program in September, October, March & April. Events attended in 2006-07 and planned for 2007-08 include:

- American Public Health Association Annual Conference
- Rural Public Health Association Annual Conference
- National Indian Health Board Annual Conference
- Society for Advancement of Chicanos and Native Americans in Science Annual Conference
- Governor's Barnraising on Public Health
- Iowa Public Health Association
- Local Public Health Board visits

- DMU undergraduate recruitment at colleges/universities nation-wide including HBCU, HSI, and Tribal Colleges.

Des Moines University hosts two visit days each year inviting prospective students & undergraduate advisors. The MPH program hosts 6 visit days for prospective students to visit campus & meet faculty.

The MPH program is also advertised online through gradschools.com, allalliedhealthschools.com, idealists.org and google.com. The Admission Coordinator tracks how students learn about the MPH program asking all prospective students and applicants.

Data collected from prospective students (7%), applicants (30%) and accepted (30%) students shows that being referred to the MPH program is an important influence on choosing to attend. To encourage influencing agents to discuss the MPH program with interested individuals, a recognition program for the referrer has been developed and will be implemented in the 2007/08 fiscal year.

Students can be admitted under two categories: full admission or conditional admission. Full admission is when a student is determined to meet the criteria and the MPH faculty believe the student will succeed in the program. This student is eligible for financial aid. If a student is determined to be conditionally admitted, then students are allowed to take courses in the MPH program but they must show their ability to perform in the course with a 3.0 or above for 6 credits. During this time, the student is not qualified for financial aid. Students requiring an F1 Visa to attend cannot be granted such a visa under conditional admission. As a result, they must either be fully admitted or denied admission.

Students who are interested in taking classes, but not yet ready to earn a degree or certificate, are encouraged to enroll in classes. Students can take classes without being admitted into the program, although students are required to apply after they have taken 6 credits so that they have a planned program of study to help them complete a degree program. The MPH program and the DMU Registrar's Office are discussing ways to limit non-admitted students to 6 credits, but this is not fully in place at this time.

All students who are interested in earning an MPH are encouraged to apply. Three criteria are applied when reviewing their application:

- ♦ Work experience - Does their work experience reflect potential, and contribute to motivation, to perform at a graduate level?
- ♦ What additional evidence is provided in the application packet or in communication with the student that provides evidence that the student can function at a graduate level and conduct himself/herself in professional and respectful manner.
- ♦ GPA from prior higher education - Does it appear they can perform at a graduate level?

A new application procedure starting Fall 2006 involves students identifying interest in research, international internships, and their choice of educational venue (online or face to face). All applicants are also be required to self-assess current skills using the Public Health Competencies, creating a data base which will help better describe the type of student applying to the DMU MPH Program. Full-time MPH faculty serve as advisors, to students providing them with academic and professional guidance.

Each term, reports are generated that identify students who have outstanding Incompletes, conditions, or GPAs below 3.0. Students are then contacted as needed and placed on academic probation if the situation warrants. New policies were implemented in Fall, 2006,

that limits student enrollment in Internship, Capstone, or Independent Study if there are outstanding Incompletes or a GPA below 3.0 or less than 24 credits completed in the program (for the internship or capstone).

Students have 7 years to complete the MPH program under the Program of Study which was in effect on the date they were admitted. The DMU MPH program has no minimum or maximum number of credits which students must take each term. The MPH Program advisors monitor GPA and advise on an individual basis.

DMU requests that the MPH program compile a list of potential May graduates in January of each year. This is done by 1) reviewing the Request to Graduate forms that have accumulated throughout the year; 2) by reviewing the credit report generated by DMU information management which provides a list of students who have completed a certain number of credits; 3) emailing and posting to the MPH MHA GER Student Portal reminders to submit Request to Graduate forms by January 15; and 4) evaluating each student's transcripts and progress in the program. Potential graduates are approved by the CHS Student Promotion and Evaluation Committee, and then approved by the CHS Faculty. Approved requests are then forwarded to the DMU Registrar's Office, and the list of graduates receives final approval by the DMU Board of Trustees in March. Student names may not be added after the Board of Trustees meeting, but student names may be removed.

A note for understanding the references to GER. DMU has been the home to the Des Moines University Geriatric Education Center where the graduate certificate in Gerontology (GER) originated. The Gerontology Certificate was housed in the College of Health Sciences, and students can take GER courses as electives toward their MPH. However, funding for this program ended in 2006 and low student interest led to the discontinuation of the program. There are MPH students who are completing their Gerontology Certificate, but there will be no more admissions into the GER program. The current MPH MHA GER Student Portal houses information for all students. This portal will be renamed the MPH MHA Student Portal as the GER students complete the program.

Students who complete their MPH Program may request a diploma at the time they complete their program, but if they missed the March deadline, then their names are included in the following years' graduation list.

Graduation rates and attrition rates are tracked every term when the student data reports are pulled from the DMU Information Technology department. This information is updated with number of students who actually enrolled into classes in a particular term, those who graduated, those who are still taking classes, and those who are not taking classes (attrition rates). This information is shared on the DMU MPH website as part of the MPH Student Data report.

All students entering the program as of January 1, 2007, adhere to a 45-credit degree program consisting of 38 core credits and 7 elective credits. Courses may be accepted as transfer credit on an individual basis, and all changes to the students' program of study are documented in that student's chart.

Ethics and Honor

The University requires a high ethical commitment from students. For example, the University employs the Student Honor Code, included in the Student Handbook. The Honor Code may be simply stated as follows: A student will not cheat (including plagiarism) nor tolerate those who do. A student will not steal nor tolerate those who do. A student will not lie nor tolerate those who do. A student will report immediately all violations of the Honor Code,

which come under his or her observation; failure to do so shall be a violation of the Honor Code. A student found to have violated the Honor Code should be subject to disciplinary action including dismissal from the University.

The Honor Code is designed to foster a professional and honorable way of life, and it extends to activities both on the premises of the University and in off campus activities. Development of an individual who will serve as an exemplary member of a profession requires compliance with the provisions of the Honor Code in all aspects of the life of the student.

DMU-MPH students are expected to demonstrate a professional attitude in their contacts with all members of the University community and the public it serves. A list of affective objectives which outline the expectations for students in an academic setting are provided in the MHA/MPH Student Handbook. This document is a printout of the version that students have access to on the student portal. The student Honor Code, Dress and Behavior Code and a Computing Ethics Policy are also outlined for incoming students in the Student Handbook. If students are unhappy with any decision, they have the right to follow the Student Grievance Procedure.

The College of Health Sciences Student Promotion and Evaluation Committee receives evaluations from faculty and administrative personnel and makes recommendations regarding the performance and/or behavior of students. Corrective action or discipline protocol (Student Handbook) is addressed for situations of improper behavior. A Student Grievance Procedure is provided in the MHA/MPH Student Handbook.

Standard 7: Research and Scholarship

The DMU MPH program is consistent with the program's stated mission and goals of advancing and disseminating core public health knowledge through teaching, research, and practice in active partnership with our students and the public health community. The current DMU and CHS workload policies are being revised with expectations for faculty include teaching, research, and service efforts as specified in the proposed policy. In general, faculty time is divided into 50% teaching, 25% research, and 25% service.

Full time MPH faculty are uniquely positioned to consistently collaborate and conduct public health research and provide research opportunities for students. The program also supports the learning objectives of advancing public health knowledge from an evidence-based perspective, and to facilitate the transfer of new knowledge into public health practice. This transfer is further enhanced through the generous activities of adjunct instructors, working professionals who give of their time in teaching and incorporating students into their work world. All instructors bring public health practice activities into their classroom whether through discussion, or real projects. For example, the Fall 2006 Community Health Needs Assessment class completed a needs assessment for Marion County; and the Summer 2007 Social and Behavioral Sciences class undertook a survey redesign for Lighten Up Iowa. In addition, Des Moines University was just awarded 1.9 million dollars from the U.S. Department of Health and Human Services - Health Resources and Services Administration (HRSA) to establish Area Health Education Centers (AHEC) in order to improve access to health care across the state. DMU's project will involve all three University colleges and will involve D.O., DPM, PA, DPT, and public health students. The full-time faculty duties have been structured in such a way as to promote individual faculty research. Both Dr. Geletta and Dr. Joens-Matre have been given 50% initial teaching loads for FY 2005/06 and 75% teaching loads in FY 2007/08 in order to pursue with their research agendas, locate and acquire funding, and publish research findings. Dr. Ringgenberg's time is accounted as 75% administrative, leaving 25% of her time for teaching, research, and service activities.

Dr. Geletta has research collaborations with the Iowa Department of Elder Affairs, American Osteopathic Society, and the Iowa Foundation for Medical Care. His research interests include quality of life measurement methodology and application, the study of community well being and community health, application of demographic and geographic techniques to health measurement, chronic disease management program evaluation, research methods, and the study of life cycle and/or aging/gerontology related issues. Dr. Geletta's collaborative projects that involved program evaluation have created student involvement opportunities. These include the asthma program evaluation project, the nursing home assessment project and other potential future projects.

Dr. Joens-Matre has collaborated with the Iowa Department of Public Health, Iowa State University, University of Iowa, University of Northern Iowa, and Lighten Up America on research. Her research interests include childhood obesity, social ecological models of health promotion, and rural health issues. DMU MPH students have been actively involved in many of these projects. Dr. Joens-Matre and MPH students are involved in the new "Lighten Up America" evaluation, and evaluating "Reaching a Generation" a community-based program to care for orphans and prevent further spread of HIV in South Africa. "Reaching a Generation" is a multi-group, multi-level project that is anticipated to reach over one million South Africans. Dr. Joens-Matre and MPH student, Deb Wirtjes, traveled to South Africa to initiate the

evaluation. Grant applications including the evaluation component have been submitted for both of these projects. The research results have been disseminated through scientific publications, national conference presentations, the Iowa Public Health newsletter, the Des Moines University Alumni Magazine, policy initiatives, and the classroom.

Dr. Ringgenberg has worked to establish relations with various agencies, such as the March of Dimes, Jewish Federation of Greater Des Moines, Medicine for Mali, and the Iowa Department of Corrections. She has received funding for the Jewish Federation of Greater Des Moines and March of Dimes. She is involved in program evaluation, assessment of health systems, domestic violence, and anthropology as it relates to health. Her work has been disseminated through reports made available on websites, presentations made to Board of Corrections and through the Gerontology Consortium ICN, and through poster presentations both on the DMU campus and at an anthropology conference. She has also presented this research in the Health Services Program Evaluation class. Students were invited to assist in the OASIS Jewish Federation of Greater Des Moines project, the March of Dimes research, and also in the Iowa Department of Corrections. One student was involved in each. Medicine for Mali (MFM) is a global health organization working in Mali, West Africa. In the summer 2007, Dr. Ringgenberg went with one student to Mali to conduct a program evaluation of MFM's nutrition program.

The MPH program is working with the Office of Sponsored Programs to track external research and service contracts. Internally, the MPH program is working to track faculty activities on a monthly basis through both the MPH faculty meetings and the monthly CHS program reports. In an effort to maintain appropriate workload and work-life balance, faculty discuss projects with the director and the director approves their time and effort spent on projects.

MPH Faculty adhere to the requirements for IRB review in order to protect human subjects, and also to the CHS research misconduct policy. Students are also required to adhere to these policies which are available on the MPH MHA GER Student Portal.

Outcome Measures for Research

Outcome Measure	Target	FY	FY	FY
		04/05	05/06	06/07
The program will have adequate numbers of full-time faculty	3 full-time MPH faculty	2	1	3
Number of lectures given for students based on original research	2 lectures per year per faculty	Met	Met	Met
Number of funded grant applications	Increase annually	2	3	5
Number of professional presentations	Increase annually	3	2	7
Number of journal publications	Increase annually	1	0	4
Number of students involved in research	Increase annually	3	1	41

During FY 0506 and FY 0607, Dr. Wendy Ringgenberg did not meet the goal of a publication submission. This is directly related to the administrative responsibilities of the DMU MPH program, such as hiring and orienting new faculty and replacing Gwen Paton, the program's assistant.

The program's success in research is measured by the number of research activities undertaken, number of students involved, and collaborative opportunities with the public health

community. The number of research proposals submitted for funding are also considered. The benchmark of our research, however, is best appraised by the significance of findings, dissemination of knowledge, and research translation into public health practice.

Student Research

DMU-MPH has expanded opportunities for students to engage in public health research. The program provides an environment that is conducive to research and scholarly inquiry by offering in-class and extra-curricular research opportunities. As part of the core curriculum, the MPH program requires satisfactory completion of a research-based course in epidemiology and health services program evaluation. Research projects may be part of the regular course work, internship, capstone, independent study, or may be offered in an extramural format (which is advertised on the MPH MHA Student Portal).

The addition of the Capstone course was designed to allow students the opportunity to apply knowledge in a real setting. While this may or may not include original research, all capstones are to incorporate the idea of future publications and IRB approval or understanding.

Students are encouraged to pursue their own interests through an internships, capstone, and a new independent study opportunity (up to 3 credits) in the MPH program. A new independent study policy was created in 2006. New forms are available on the MPH MHA Student Portal page.

Faculty members actively recruit students into their research projects. For example, four DMU-MPH students and two faculty were involved with the CDC-funded Iowans Fit for Life project conducted by the Iowa Department of Public Health. Students were involved in many aspects of the program including data collection, community meetings, and program evaluation. The results were presented at the National Health Promotion conference in the fall of 2006. Students in the 2007 Epidemiology class designed and conducted research with publicly-available databases. Students in the 2007 Social and Behavioral Science class improved the surveys used to evaluate the state-wide program "Lighten Up Iowa."

Students receive assistance from faculty through other projects, such as Mollie James with a Breast Cancer survey and research; and Juan Carlos Cadenillas with an independent study mapping the Community Health Needs and Health Improvement Plan (CHNA/HIP) reports, and Cindy Swoyer and Rob Raemaker's additional work on CHNA/HIP which are all available online through the Iowa Department of Public Health. Research and service opportunities are posted on the MPH MHA Student Portal, with many opportunities coming from the community. In 2007, Erin Feld conducted original research as part of her internship, now published in the *Hunger in Iowa Report* (Drake University Publication). Elizabeth Deiter completed a study on drug endangered children. All student projects are available in the CEPH Resource File of Student Internship and Capstone projects. Our students also have the opportunity to apply and be involved in Des Moines University Research with other faculty under the umbrella of the University.

Standard 8: Curriculum

The DMU MPH program can be completed either on-site, online, or a combination of both types of courses. DMU offers one type of MPH degree, a generalist public health degree or certificate, and each course is offered both online and in the classroom at least once annually. The current exceptions to this are the MPH 657 Survey of Human Health and Disease, which is offered only online and all students are required to participate in this course online, and the MPH 652 Public Health Ethical and Legal Issues course which has been offered online in FY 0506, in the classroom in FY 0607, and online in FY 0708. It will be offered in both formats in FY 0809.

Students are encouraged to choose the delivery format that suits their learning style and schedule. According to the 2006/07 Student Opinionare, 20% of students are taking the MPH program classroom courses exclusively and 10% are taking the program online courses exclusively. Seventy percent are taking the MPH program through a combination of both online and classroom courses. According to the 2007 MPH graduate survey, 100% completed the program through a combination of both online and classroom delivery methods. The curriculum is the same for all students, no matter how they choose to experience the program. The 2007 MPH Program of Study can be found in Appendix 1.

Online courses adhere to term dates, often with weekly assignment postings. The online courses and classroom courses are not always offered in the same term. An annual calendar is posted to the MPH registration page to provide students the opportunity to see when courses will be offered online and in the classroom so that they can make scheduling decisions.

All courses, online or in the classroom, are evaluated by students using the same evaluation form. This information is being collected and provides the opportunity to compare delivery techniques, instructor skill, and student learning in both modes of delivery. This data has been collected since Fall 2006.

All students have access to all DMU services, although students who live too far away to come to campus must access information and services via telephone calls and email. The director and faculty are available visit with students on a regular basis - and by appointment - during day and evening hours.

Standard 9: Student and Program Outcomes

Data from the MPH Program:

MPH Students	FY 0405	FY 0506	FY 0607
Applicants	65	99	112
Accepted	56	66	63
Mean GPA of Accepted Students	3.110	3.089	3.102
Initially Enrolled	30	75	55
Actively Enrolled	106	106	102
MPH Student Scholarships	\$2500	\$10,120	\$6020
Total Credits Taken	974	1062	1108
FTE Student Numbers (divided by 27 cr)	36	39	41
Full-time MPH Faculty	2	1	3

Students in the MPH program are assumed to be part-time (less than 9 credits per term) because of our ability to cater to the non-traditional working adult student. However, some students do enroll on a full-time basis (9 credits or more). Student's are all assigned an academic advisor (one of the three full-time MPH faculty) and they are helped to create a program of study that suits their personal, professional, and academic needs. Students who fall behind in their course work are limited in future activities by the Incomplete policy (if a student has more than 6 credits of incomplete coursework, they are not allowed to enroll in courses until the incompletes are resolved) and the potential of being placed on academic probation if their GPA falls under 3.0 in any given term. Graduate surveys and Student opinionnaires show that, on average, students take 6 credits per term.

MPH Graduates	FY 0405 (May 05)	FY 0506 (May 06)	FY 0607 (May 07)
Graduates (Total)	16	30	28
Dual-Degree Graduates (subset of Graduates)	4	12	3
4 yr Graduation Rate	92% (2001)	90% (2002)	45% (2003)
4 yr Attrition Rate	4% (2001)	10% (2002)	33% (2003)
Average Years to Graduate	2.47	2.7	2.94

The MPH Student Club is in its second year of operations, with a fully -functioning board and bylaws.

2007 MPH Graduate Survey and 2006/2007 MPH Student Opinionare

Students enrolled in the DMU MPH program are frequently employed full-time in a public health field, making measures on job placement difficult to interpret. However, comments from the 2007 Graduates Survey found the following:

- 100% of the 2007 graduates completed their degree within 4 years.
- 82% enrolled in between 4-9 credits per term, averaging 6.75 credits per term.
- 100% completed the MPH program through classroom and online formats.
- 94% are employed full-time, with an average annual salary of 36,700, and the most commonly reported salary range as \$50,000-\$60,000.
- 94.12% said the program helped them develop entry-level competencies in public health. 87.5% agreed in 2006.
- 82.35% agreed that they would recommend the DMU MPH program to others, while 100% agree in 2006.

The DMU MPH Program caters to already employed individuals. The 2006/07 Student Opinionaire found 38% of the students who completed the Opinionare were employed full-time at the same time they were in the program. Totals from the application information shows that during FY 0607, 71.4% of applicants reported being employed, while 25% reported being employed in FY 0506, and 39.6% reported being employed in FY 0405.

	Graduates	Government	Nonprofit	Health care facility	Private practice	University/ Research	Proprietary	Further Education	Non-health	Not Employed	Unknown
FY 0405	16	1	1	3	0	1	0	2	0	0	9
FY 0506	30	3	2	7	0	0	1	15	0	0	2
FY 0607	28	5	5	8	0	0	1	5	1	1	2

Grievances

There is a formal Grievance procedure for MPH students to follow, however, most DMU-MPH student problems are primarily addressed at the instructor, advisor or director level and are resolved before the student begins the formal process. If a specific concern is related to a course, students are expected to start their appeal process at the instructor level. This initial appeal is not considered a grievance, but merely a conversation. The student is asked to begin with the instructor, then approach the director. If a student is not satisfied by the Director's decision then the student is encouraged to discuss the issue with the Dean of the College of Health Sciences. This allows us to maintain the integrity of the program while at the same time being flexible to individual needs and circumstances in a fair and equitable manner.

MPH Probation, Dismissals, Grievances	FY 0405	FY 0506	FY 0607
Probation	0	0	5
Dismissed	0	0	1

Appendix A: MPH Program Then and Now

As was reported in that 2004 self-study, there were many areas considered "broken" that needed to be fixed. CEPH agreed with that assessment, placed the program on probationary status, and identified the following areas to be improved before the submission of the 2007 self-study report.

In general, DMU has made substantial financial, equipment, and personnel investments in the program. This has allowed the MPH faculty to focus on improvements which not only address areas where the program was lacking, but the investment has established systems to bolster the academics, research, and service activities of the MPH program in order to meet the program goals. As part of the University's commitment to achieving full accreditation status in 2008, DMU hosted a CEPH consultation visit in 2006 to help provide advice and direction regarding activities. Feedback and recommendations from that visit were appreciated and used as appropriate for program activities and self-study efforts.

From the previous CEPH Accreditation Review:

Old Criterion I: Mission & Goals The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. This criterion was met with commentary. As can be seen in this self-study criterion 1.1, the MPH Program has a clearly formulated and publicly stated mission with goals and objectives which are posted on the program website. The objectives are measurable, with both quantitative and qualitative goals. Methods for assessing progress toward these goals are specified and actively used.

Old Criterion III: Governance The program administration shall have clearly defined rights and responsibilities concerning program governance and academic policies. Where appropriate, students shall have participatory roles in program governance. This criterion was partially met. The issue during the 2005 site visit was that the Bylaws for the College of Health Sciences, of which the MPH program is a part, were in a year-long state of revision. The CHS Bylaws were officially revised, approved, with all necessary signatures in June, 2006. There is a CHS student position on the CHS Performance Improvement Committee. The MPH program includes student representation on the MPH Advisory Committee, MPH Evaluation Committee, and holds two student meetings every Fall and Winter term in order to present new information and elicit feedback. MPH students have also served as a non-voting member of the CHS Student Governance Association (SGA). The reason they are non-voting on the SGA is that traditionally, the MPH students have indicated a choice to keep tuition low and not pay the additional \$25 per term for activity fees which provides the SGA operating budget.

Old Criterion IV: Resources The program shall have resources adequate to fulfill its stated mission and goals, and its instructional, research, and service objectives. This criterion was partially met in 2004-2005. Des Moines University had allowed the program faculty to dwindle to 1 full-time faculty who also served as the director in 2005. This was obviously not enough to meet the teaching, research, and service needs which establish opportunity for students and contribute to the profession of public health. However, DMU administration (President and Vice-Presidents) were committed to rebuilding the program and maintaining its accreditation with CEPH. As a result, DMU dedicated additional resources to the program which allowed, among other things, hiring two additional full-time faculty (Dr. Geletta, started Feb. 2006; Dr. Joens-Matre, started July, 2006). All three full-time faculty teach core courses in the program, advise students, conduct research, and contribute service in their areas of interest in public

health. In addition, the DMU MPH Program has .5 program assistant, .25 additional secretarial support, and .25 of a newly hired online coordinator whose job it is to assist faculty members create and manage their online courses. In addition, the program benefits by hiring full-time DMU faculty to teach in the program, like Dr. Don Matz and Juanita Robel to teach the 657 Survey of Human Health and Disease course, and Denise Hill, J.D. to teach the MPH Ethical and Legal Issues course. This is an example of the intent of DMU to invest in the MPH program, and the intent has been funded as can be seen in an increase in the budget lines for the program in salaries, guest lecturers, benefits, continuing education, and travel funds. While DMU continues to have the goal that the MPH program will generate enough revenue to cover both the direct and indirect costs, University and College administration have invested heavily and been supportive in all efforts establishing a stable and high-quality academic program that meets accreditation criteria. Budgetary changes have included capping instructor loads to 25 students per section (with additional sections opened as needed by student demand), purchasing computers for check-out by adjunct faculty, paying for training for part-time faculty, and support for the all full-time faculty to attend conferences, in particular supporting the director to attend a seminar in Australia in 2006 and to attend a global health medical mission trip to Mali, West Africa, in 2007.

Another component of this criterion was the availability of data to the director in order to have relevant and current information about the program upon which to base decisions. One reason data was not readily available for the MPH program in 2004-2005 was that the MPH program was one-half of the Division of Health Management (DHM), of which the Master of Health Care Administration (MHA) program makes up the other half. The Division of Health Management was dissolved in 2005, with the FY 2006-2007 budget being the first time that the budgets were created and administered completely separately. Therefore, prior to FY 0607, the University recognized DHM data as the smallest unit. However, through the efforts of all departments on campus, the MPH program can now access MPH-specific data effective FY 0607 (as can the MHA program). The MPH program director requests student data each term, compiles the data into a usable format, posts the information to the MPH program website and uses the report to base decisions.

Old Criterion V.D: Assessment of Student Achievement There shall be procedures for assessing and documenting the extent to which each student has attained these specified learning objectives and determining readiness for a career in public health. The issue in the 2005 report cited lack of policies for tracking graduation and attrition rates and lack of program enrollment data. Presently, graduation and attrition rates are tracked on an annual basis as part of the data pull requested by the director. Students who have not enrolled in courses within the past three terms are also identified in this student data pull. In addition, the new (Fall 2006) MPH Internship process includes a self-assessment of skills using a rubric created using the Council on Linkages Public Health Domains of Competency resulting in an evidence-based portfolio where students understand their own skills in comparison to other practicing public health professionals.

Old Criterion VI: Research The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the community health/preventive medicine discipline, including research directed at improving the practice of public health. This criterion was not met in 2005 and was related to the lack of full-time faculty in the program. Currently, all three full-time MPH faculty have research agendas and are actively submitting articles and reports for publication.

Old Criterion VII: Service The program shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education. This criterion was considered partially met in 2005 and referred to the lack of specific policy defining service activities, and the limited continuing education activities. Presently, the MPH program maintains an active service record where all full-time MPH faculty contribute professional time to both DMU (internal) and public health (external) committees, groups, and projects. The CHS workload policy, which is used as guidance but is currently under revision, specifies that 25% of a program's faculty time should be spent in service. The program-level designation allows for flexibility on the part of individual faculty. The MPH program continues to offer a certificate option for those who do not desire a full Master's degree in Public Health, and any individual may take up to 6 credits in the MPH program without completing an application. These decisions are made to encourage continued professional development. Dr. Geletta has been working with the Iowa Department of Public Health to create an online Epidemiology Manual, which would be delivered as a continuing education experience. The Summer 2007 Grantwriting course is going to be offered as both a credit and continuing education experience where certificates are generated. Finally, all full-time MPH and part-time MPH faculty contribute to the professional continuing education of public health professionals through presentations and other efforts in various conferences.

Old Criterion VIII.A: Faculty Qualifications The program shall have a clearly defined faculty which, by virtue of its size, multi-disciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals, and objectives. This criterion was not met in 2005 because of the lack of faculty numbers (recall the sole faculty who was also the director). Today, the MPH program is comprised of three full-time and qualified faculty who are dedicated 100% to the MPH program with active public health research agendas and established relationships in the public health community.

Old Criterion IX.A. Student Recruitment and Admissions The Program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individual capable of taking advantage of the program's various learning activities which will enable each of them to develop competence for a career in public health. This criterion was met with commentary because the information about the MPH program was incorrect in the university catalog, website, and brochure. Currently, the director and the enrollment coordinator work closely together to update information as needed on the website and in print. Another point under this criterion again referred to the lack of accurate MPH student data, a problem that has been since resolved.

Old Criterion IX.B Student Diversity State application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin. This criterion was met with commentary. In 2005, DMU had seen a slight decline in the number of ethnic minorities over a three year period. Since then, the University Admissions and Enrollment efforts have continued to recruit ethnically diverse students, and the MPH program does enjoy a wide diversity in its student population. This information is collected upon admission for all students, as well as on the thrice-pulled student data reports compiled by the director.

Old Criterion IX.D. Student Roles in Governance Students, shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting, and decision-making. This criterion was partially met in the 2005 report. In the current program, students participate in the MPH Advisory Committee, MPH Evaluation Committee, student

meetings, and provide feedback regarding courses and the program through Faculty/Course evaluations, Student Opinionaire, and the Graduate Survey. Student opinions are extremely important to the director of the program and all faculty, and their opinions are actively elicited and weighted heavily in all decisions. However, there is currently no mechanism where students submit a formal vote on decisions.

In 2005, the idea of a formal MPH student position on the College of Health Sciences Student Governance Association was being investigated, and little progress has been made on this point. At issue is the \$75 annual fee that would be added to the burden of all MPH students. As we strive to learn more about our students and their interests, we consider the benefits and drawbacks of adding this fee.

Old Criterion X.A: Ongoing Evaluation The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals, and objectives; for assessing the program's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future. This criterion was partially met in 2005 for the reasons of inaccurate or inaccessible data, and lack of measurable objectives. Under the current operations and as will be shown in this self-study document, there are multiple mechanisms in place to effectively, persistently, and consistently collect data which is used to help the program recognize what is working, what isn't working, and to elicit feedback from stakeholders regarding in what ways the program should change.

Old Criterion X.B: Self-Study Process For the purposes of seeking accreditation by CEPH, the program shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual. This criterion was met with commentary in 2005. The 2004-2005 self-study report lacked consistent data and did not engage stakeholders in the manner intended by CEPH, mostly related to the high turnover of faculty and the time constraints of that time. However, the 2007 self-study and reaccreditation efforts have been widely advertised and stakeholders involved in this year-long plan for the completion of this self-study document.

Appendix 1.a Program Measures

Educational Goal: To deliver core public health competencies through a stimulating educational experience using practiced professionals, practitioner scholars, and faculty to meet the needs of a highly motivated student body where feedback is sought and incorporated in a continuous evaluation of the program.

Teaching Objectives	Assessment tools	Measures	Use of Results	Responsibility
All core MPH courses will be offered annually face-to-face.	Review the annual calendar (each term)	1. All core public health courses have been offered once per fiscal year in a face-to-face format.	Forecast scheduling needs.	Director, faculty, support staff
All core public health courses will be offered at least every two years online.	Review the two year calendar (each term)	1. All core public health courses have been offered once every two fiscal years in an online format.	Forecast scheduling needs.	Director, faculty, support staff
All MPH faculty, full-time and part-time, will be qualified and competent to teach.	1. Job descriptions 2. Faculty resumes 3. Course evaluations 4. Faculty evaluations 5. Informal feedback from students, faculty, community members, and public health professionals.	1. Qualifications are documented. 2. Course evaluations reflect that 80% of students gained in their knowledge of course competencies. 3. Faculty evaluations reflect that 80% of students would recommend this course as taught from this instructor. 4. Feedback about instructor is positive.	1. Determine growth areas for faculty. 2. Make decisions about future instructors.	Director
MPH Program Competencies will be	1. MPH	1. All MPH courses will be assessed	1. Compare	Faculty

delivered through the core courses.	<ul style="list-style-type: none"> competencies 2. Syllabus (description and course objectives) 3. Course evaluations 	<ul style="list-style-type: none"> for its contribution to the overall MPH competency goals. 2. All course syllabi have been reviewed by the Director at least two weeks before the class begins. 3. Course evaluations show that 80% of students report that they have gained in their knowledge of the course competencies. 	<ul style="list-style-type: none"> syllabus to program competencies. 2. Determine if course needs to be revised. 	Director
Lectures will be evidence-based and use real examples as much as possible.	<ul style="list-style-type: none"> 1. Lectures reflecting real cases 2. Research by faculty translated into lectures for students. 3. Course evaluations 	<ul style="list-style-type: none"> 1. Full-time faculty create at least two lectures per year based on original research. 	<ul style="list-style-type: none"> Discuss new research goals Discuss new lectures based on evidence 	Director Faculty
Course content will be delivered according to course syllabus, description, competencies, and assignments.	<ul style="list-style-type: none"> 1. Syllabus 2. Course evaluations 3. Feedback from students and instructor 4. Letters of agreement with part-time and adjunct faculty 	<ul style="list-style-type: none"> 1. All courses have a mid-course evaluation. 2. Course evaluations show that 80% of students report that they gained knowledge in the course competencies. 3. Comments from students reflect that course adheres to syllabus, description, competencies. 4. Problems with instructional delivery are addressed. 	<ul style="list-style-type: none"> Make decisions about the course and adapt as needed Counsel instructors 	Instructor Director
Appropriate faculty: student ratios will be maintained.	<ul style="list-style-type: none"> 1. Class section sizes. 2. Faculty: student ratios. 	<ul style="list-style-type: none"> 1. Course sections are designed for 25 students. 2. Full-time faculty: full-time equivalent students (27 credits/year) 	<ul style="list-style-type: none"> 1. Request additional resources as appropriate. 	Faculty Director Dean

		will meet 1:13 or lower ratio.		
Instructional Technology is used to contribute to the teaching and learning experience.	<ol style="list-style-type: none"> 1. Feedback from instructors on understanding of and use of technology. 2. Feedback from students on understanding and use of technology. 3. Course evaluations. 	<ol style="list-style-type: none"> 1. All courses have a Blackboard site that is used by instructors. 2. Training on technology is offered to all instructors. 3. Instructors are provided with computers and software as resources allow. 	<ol style="list-style-type: none"> 1. Organize additional and future trainings. 2. Request additional resources as needed. 	Faculty, Director, support staff, Institutional computing,

Learning Objectives	Assessment tools	Measures	Use of Results	Responsibility
All graduates will successfully complete an approved core course curriculum leading to a 45-credit MPH generalist degree (Eff. May 1, 2005) and carrying with it all of the knowledge reflected in the MPH program competencies.	<ol style="list-style-type: none"> 1. Student transcripts 2. Program of Study 3. Grades 4. GPA 5. Students on probation 6. Admission materials 7. # students on conditional admission. 8. Graduation rates. 9. Attrition rates. 	<ol style="list-style-type: none"> 1. All students recommended for graduation will have completed 45-credit curriculum either in DMU courses or through a combination of DMU and transfer courses. 2. Student GPAs at graduation will reflect successful completion of courses. 3. All students with GPAs under 3.0 will be placed on academic probation within one term. 4. Admitted students show evidence of ability and motivation to successfully complete the program. 5. 70% of enrolled students will graduate from the program within 4 years. 6. Curriculum has been reviewed and approved by internal and external experts. 	<p>Policies for transfer will be adapted.</p> <p>Courses revised as needed.</p> <p>Graduation decisions.</p> <p>Investigate problems to specify origins and create appropriate plans.</p>	<p>Director</p> <p>Faculty Advisory Committee</p> <p>Curriculum Committee</p> <p>Dean</p> <p>Students</p>

	10. Ave. yrs to graduation.			
Students will gain in their knowledge of public health from diversity of peers in classroom (face-to-face and online).	<ol style="list-style-type: none"> 1. Admissions information 2. Student demographics 3. Student opiniaonaire 4. Student and instructor feedback 	<ol style="list-style-type: none"> 1. Recruited applicants represent multiple races/ethnicities/ages/genders/employment histories. 2. Student and instructor feedback recognize the value of differences in the learning environment. 	Recruitment decisions	Director Faculty Students Admissions
Students will self-assess their growth toward the MPH program competencies as proficient or exemplary.	<ol style="list-style-type: none"> 1. Admission self-assessment 2. Internship self-assessment 3. Preceptor evaluation 	<ol style="list-style-type: none"> 1. All students show growth toward the MPH program competencies when comparing pre-program to post-program knowledge. 	Courses revised as needed.	Internship coordinator Director Faculty Advisory Committee Dean
Students will be oriented to the program, expectations, policies, and procedures.	<ol style="list-style-type: none"> 1. Online orientation 	<ol style="list-style-type: none"> 1. All students will complete the online orientation. 2. All policies will be available online for students to access. 	Update Orientation Bb site. Maintain documents online.	Director Advisors Dean Webmaster
Students will experience an exciting, stimulating, and flexibly scheduled experience where they are active learners.	<ol style="list-style-type: none"> 1. Student opiniaonaire 2. Course evaluations 3. Student feedback 4. Student application information 	<ol style="list-style-type: none"> 1. 80% of students will reflect satisfaction with the learning environment. 	Improved delivery of courses	Director Faculty Dean Admissions Advisory Committee
Students will be	<ol style="list-style-type: none"> 1. Student 	<ol style="list-style-type: none"> 1. 80% of students will report satisfaction with 	Strengthen relations	Director

supported in their learning efforts.	<p>opinionaire</p> <p>2. Student support services questionnaire</p> <p>3. Graduate survey</p> <p>4. Diversity of advisors and faculty in program</p>	<p>level of supportive service available through DMU MPH program.</p> <p>2. 100% of problems identified by students will be addressed.</p> <p>3. Gender and ethnicity of advisors and program faculty will be diverse.</p>	<p>with other departments to resolve problems and improve services.</p> <p>Discuss the importance of role models and identification with people in positions of authority as both positive inspiration and yet potential barrier for some students.</p>	<p>Faculty Advisors</p> <p>Dean</p> <p>Admissions</p> <p>Financial Aid</p> <p>Registrar</p> <p>Bookstore</p> <p>Institutional Computing</p> <p>Library</p>
Students will perform at a professional entry level by the end of their program.	<p>1. Capstone preceptor evaluation.</p> <p>2. Capstone assessment and grade.</p>	<p>1. 100% of students who complete capstone projects are rated as effective in their ability to undertake, complete, and present a professional public health project.</p>	<p>Evaluate professional competencies.</p> <p>Adapt conveyance of program expectations.</p>	<p>Director</p> <p>Faculty Advisors</p> <p>Dean</p>
Students will find employment or promotion related to their involvement in the MPH program.	<p>1. Graduate survey</p> <p>2. Alumni survey</p> <p>3. Employer survey</p>	<p>1. 80% of graduates are employed related to the MPH program.</p> <p>2. 80% of employers report that graduates are acceptably prepared for entry-level work in public health.</p>	<p>Adapt courses as needed.</p> <p>Investigate issues and solve problems.</p>	<p>Director</p> <p>Faculty Representation</p>

Service Goal

To provide leadership to the public health communities through active service on boards and committees, provide public health content expertise to the larger community of health care, and serve as mentors and examples to public health students in community service.

Service Objectives	Assessment tools	Measures	Use of Results	Responsibility
Faculty will provide service externally to professional public health community and internally to DMU committees as is appropriate to their individual workload.	<ol style="list-style-type: none"> 1. Professional portfolio 2. Workload policy 3. Office of Sponsored Programs 4. Monthly program reports 	<ol style="list-style-type: none"> 1. All service activities will be documented and captured in the annual FT faculty portfolio and monthly program reports, including service on boards, committees, free service, mentors, presentations, awards, honors, memberships in professional organizations, and continuing educational opportunities. 	<p>Determine level of contribution</p> <p>Determine level of impact for professional public health community</p> <p>Request additional resources if needed.</p>	<p>Faculty Director</p> <p>Office of Sponsored Programs</p> <p>Advisory Committee</p>
Students will provide public health service to the community as an integral part of their learning and growth as professionals.	<ol style="list-style-type: none"> 1. MPH student club minutes 2. Capstone projects 3. Internship projects 	<ol style="list-style-type: none"> 1. Capstone projects address public health problems and are completed for a specific agency's benefit. 2. 100% of MPH Student Club activities are documented. 3. 100% of all projects completed as part of MPH experience are labeled as "DMU student project" 	<p>Advising students on project scope and selection.</p>	<p>MPH Student Club Cabinet and Advisor</p> <p>Director</p> <p>Dean</p> <p>Capstone coordinator</p> <p>Advisory Committee</p>

Research Goal

To advance public health knowledge from an evidence-based perspective, translate evidence-based knowledge into the public health curriculum, and facilitate the transfer of new knowledge into public health practice.

Research Objectives	Assessment	Measures	Use of Results	Responsibility
Faculty will establish an on-going research agenda appropriate to their workload and expertise.	<ol style="list-style-type: none"> 1. Research projects 2. Publications 3. Presentations 4. Lectures 	<ol style="list-style-type: none"> 1. All FT faculty have ongoing research activities. 2. All FT faculty have submitted/or received funded research annually. 3. All FT faculty have submitted for publication annually. 4. All FT faculty have presented in a public forum annually. 5. All FT faculty will create two lectures annually based on original research. 6. FT faculty research provides opportunity for student research. 	Expand research efforts.	Faculty Director Dean of Research Office of Sponsored Programs
Faculty will grow in their own research skills.	<ol style="list-style-type: none"> 1. Continuing education efforts 2. Faculty portfolio 	<ol style="list-style-type: none"> 1. All FT faculty pursue continued education annually which supports their research skill. 	Make decisions about future research activities.	Faculty Director
Students will have the opportunity to participate in research.	<ol style="list-style-type: none"> 1. Capstone projects 2. Independent Study projects 3. Course experiences 	<ol style="list-style-type: none"> 1. Count number of newly admitted students interested in research. 2. All capstone students 	Inform research programming	Instructors Faculty Director Dean

	when original research is used.	submit for IRB. 3. Students who participate in research for DMU are identified. 4. All course activities using original research are identified.		Dean of Research Office of Sponsored Programs
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Operations Goal

To administer, operate, and sustain a CEPH-accredited MPH program through competent and collaborative leadership where faculty, students, and public health community perspectives and needs are incorporated into mission, vision, values, goals, and objectives.

Operations Goals	Assessment	Measures	Use of Results	Responsibility
Program director and leadership will be competent and collaborative.	1. Monthly program reports 2. Professional portfolio 3. MPH faculty meetings summaries 4. CHS faculty meeting minutes 5. CHS leaders meetings minutes	1. Program director has appropriate qualifications to meet director duties. 2. All program, college, and university reports are completed as required.	Evaluate director skill. Counsel director for improvement. Identify and solve problems as they arise.	Director Faculty Dean
Resources will be adequate for the operations of the program and resources will be managed in a responsible manner.	1. Budget 2. Professional portfolio 3. Workload policy 4. Revenue and	1. Annual budget reflects adequate investment in program. 2. FT Faculty workload abides by CHS policy. 3. Director uses various reports to	Request additional resources as necessary	Director Faculty Dean DMU leadership

	expenditure reports 5. Enrollment reports	inform decisions.		Admissions Accounting
Program will maintain CEPH accreditation.	1. CEPH Self-Study 2. Semi-monthly meetings with DMU leadership.	1. CEPH self-study is completed on-time (Sept. 2007) 2. CEPH site visit is scheduled and completed (Feb. 2008). 3. CEPH final report recommends for program accreditation (July 2008)	Make decisions about the program.	Director Faculty Dean DMU leadership Students
Advisory Committee will be an active resource for the program.	1. Advisory Committee minutes	1. Advisory committee meets three times annually.	Adapt process as needed	Director Faculty Advisory Committee
CEPH MPH Evaluation Committee will be an active resource for the program.	1. CEPH Evaluation Committee summaries.	1. CEPH Evaluation Committee meets 5 times annually.	Adapt process as needed	Director Faculty Evaluation committee
Students will be encouraged to be involved in the program decisions and activities.	1. Student meetings 2. Student opinionaire 3. MPH Student Club activities 4. Advisory Committee minutes 5. CEPH Evaluation Committee summaries 6. Student Governance Representation	1. Students attend and participate in scheduled student meetings. 2. There is adequate student representation on Advisory Committee and Evaluation Committee. 3. There is MPH representation on the SGA. 4. Student input is actively sought by faculty and director. 5. MPH Student Club membership increases annually.	Adapt process as needed.	Director Faculty Advisory Committee Evaluation Committee SGA MPH Student Club

	7. Informal and formal feedback			
Creativity and innovation will be fostered.	<ul style="list-style-type: none"> 1. Student opiniaire 2. Student feedback 3. Faculty professional portfolios 4. CHS and DMU mission, vision, goals 	<ul style="list-style-type: none"> 1. All full-time faculty report and provide evidence of creativity and innovation in their work which has been supported and fostered through the program and/or university. 2. Students' comments recognize creativity and innovation are encouraged in the program. 	Address barriers to creativity and innovation.	<ul style="list-style-type: none"> Students Instructors Faculty Director Dean

Appendix 2.a List of Mechanisms for Quality Operations in the MPH Program

Evaluation Mechanism	Description
Student meetings held twice in the Winter term and twice in the Fall term.	Through these meetings, students are informed of the program's operations, and comments are sought regarding student's opinions about the program's operations. In addition, students are asked about ideas that they believe we should pursue for the future of the program.
Student Opinionaire disseminated once every two years	This questionnaire surveys students about the current MPH program, course delivery, instructors, etc. The most recent Student Opinionaire was launched in Nsurvey in Nov 2006.
Graduate surveys are distributed annually.	Graduate surveys are distributed annually in May. This survey was first launched in Nsurvey in 2006, and then again in 2007. This survey is sent to all the current graduates of the MPH program.
Employer surveys	The employer survey gathers information regarding the performance of DMU MPH graduates in the workplace. The employer survey is scheduled to be deployed in September, 2007.
Grades are given for every course. Student GPA is assessed every term.	Grades are used to assess student success in individual classes as well as the total program. When a student's GPA falls below 3.0, then they are placed on academic probation. The number of students on academic probation is one tool used to assess the program's success in admitting qualified candidates, as well as adhering to graduate-level competencies.
Every student completes an internship of 180 hours and capstone project which show evidence of their public health knowledge and skill.	Internship and Capstone: Student files are assessed when the student applies for their final culminating activities of the internship and capstone courses. Student histories are verified to ensure that the students are meeting curriculum and GPA requirements. Both the internship and capstone are completed under the supervision of a public health professional at a public health agency or organization. At the end of the internship and capstone, the student's preceptor is asked to evaluate the student's skills and abilities. This evaluation is used to help the program assess how well they are preparing students for public health practice. In addition, the MPH program adopted a new assessment procedure for the internship where student submit a portfolio where they assess their skills using the Council on Linkages Public Health Competencies at the end of their MPH curriculum. This assessment helps the MPH program know how well they are preparing students for public health practice.
MPH group faculty meetings held twice monthly.	MPH group faculty meetings are held to discuss how the program is operating, resolve issues, investigate problems, discuss opportunities and how to proceed. Teaching, research, service, and administration issues are discussed.

<p>Individual MPH faculty and director meetings held once monthly.</p>	<p>MPH individual faculty - director meetings are held where the individual faculty member and the director discuss how the program is operating, resolve issues, investigate problems, discuss opportunities, and plan for how to proceed. Teaching, research, service, and administration issues are discussed.</p>
<p>MPH MHA adjunct faculty meetings held 9 times each year.</p>	<p>MPH MHA adjunct faculty meetings are held approximately 9 times each year where adjunct instructors come to campus to learn about new teaching initiatives, discuss teaching needs, and share ideas for improving the program.</p>
<p>CHS Performance Improvement Committee requires an annual report from all programs.</p>	<p>College of Health Sciences (CHS) Performance Improvement Committee (PIC) reports are required annually in November. This report is an annual program self-assessment that is submitted to the University Performance Improvement and Evaluation (PIC) Committee. The University PIE committee adheres to the Baldrige Criteria, including mission, vision, values; leadership; student outcomes; curriculum; community services; support services; resources; faculty & staff; contributions to other programs; students & stakeholders; and research. The CHS PIC committee requests that the following information be tracked and included in this annual report. Since 2006 was the first report completed by the current Director of the MPH program (in 2005, the University accepted the CEPH accreditation report as the annual self-study), and since some of the items listed are in the beginning stages of being tracked, not all of the target data is provided in the 2006 PIC report. However, plans for tracking and compiling data are in place and the program is working to systematically have the following information to use for evaluation and planning.</p>
<p>Course and instructor evaluations for every course.</p>	<p>Every course is evaluated by students. The course content as well as the instructor are evaluated. Course evaluations are posted as surveys on the course Blackboard website. Students complete these evaluations sometime during the last 2 weeks of the course. Beginning in the Fall 2006, the director then discusses the course evaluations with the instructor, asking, "What worked? What didn't work? What will you change? What additional resources do you need?" This helps the instructor create a plan for improving the course, as well as helps the director know how to plan for future resources. Gwen Paton's death impacted course evaluations being deployed in every course during the Fall 2006 and Winter 2007, but Anne Negus has now established her own system for deploying evaluations. Beginning in Winter 2007, the course evaluations include a graph illustrating how close each course came to the 80% performance mark.</p>
<p>Mid-course evaluations are</p>	<p>Every instructor is asked to have a mid-course evaluation</p>

<p>given in every course.</p>	<p>where they - at minimum - ask the students, "What do you like? What don't you like? What would you change?" What we have found is that without asking these questions mid-way through the course is that students feel like the only way to tell the instructor that they are having problems is to send a "complaining" email. Students are hesitant to do this, and we have found that students typically must feel a great deal of frustration before they do send an email telling the instructor that something isn't working for them. Instructors are finding the mid-course evaluations to be very helpful, especially in the online delivery. Students complete the mid-course evaluations and provide practical suggestions for ways to improve the course. Many times the instructor will choose to adapt the remaining course for the current class; other times the instructor will choose to take the comments and adapt the delivery for future courses.</p>
<p>CHS Curriculum Committee has reviewed all new or changed MPH courses.</p>	<p>CHS Curriculum Committee: The MPH program has wanted to ensure that decisions for the program are adequate and appropriate and the director and faculty have used internal and external groups as needed to provide new perspectives for these decisions. The MPH program has taken all new and adapted courses through the CHS Curriculum Committee for approval and ideas. This has helped ensure that the MPH program is adhering to the standards applied to all courses offered in the College.</p>
<p>Data reports are generated on a regular basis and used for decision-making.</p>	<p>Since February 2005, data is collected and tracked on a regular basis for student: faculty ratio; student numbers; enrollment in courses; graduation rates; attrition rates; matriculation rates; GPA; diversity information; and applicants. Most reports are generated three times annually (corresponding to each term).</p>
<p>Workload is assigned on the fiscal year and assessed at every term.</p>	<p>Workload for faculty is assessed using the following assumptions. The Director position is considered 75% administrative, and 25% teaching, research, and service. The two new faculty positions are considered 50% teaching, 25% research, and 25% service. The University considers teaching 18 credits annually to be appropriate for the full-time faculty. However, for the first year of employment for both Dr. Geletta and Dr. Joens-Matre, the University supported a reduced workload of 9-12 credits for each, and the second year at 12-15 credits each.</p>
<p>Faculty members submit an annual portfolio.</p>	<p>Faculty members are assessed using an annual portfolio. Each faculty member compiles an annual self-assessment in the areas of teaching, research, service, and leadership. These portfolios are submitted to immediate supervisors in November and reviewed between the faculty and their supervisor prior to</p>

	January 15.
Class sizes are assessed each term.	Class sizes are scheduled for 25 students per section. This is done to limit the student to faculty ratio per class, as well as provide instructors with a better understanding of workload per class section. Instructors are asked if they want to take on additional sections, or if they would prefer to have a secondary instructor take on the second (or third) sections. Understanding class section sizes also allows the director to budget more appropriately for the program. Each annual budget, beginning in FY 0607, is based on anticipated section sizes. However, DMU has been supportive of increasing the guest lecturer line (adjunct instructors) to reflect additional sections when the student demand requires it.
Student Handbook is revised annually.	Student Handbook: The MPH MHA GER student handbook is revised annually and presented to the CHS Student Promotions and Evaluation Committee. The director strives for clarity in policies so that students understand what is expected of them. In addition, the student handbook is now (FY 0708) easily accessible on the (new) MPH MHA GER Student Portal.
Resources are primarily assigned annually during the budgeting process. However, additional resources are requested and approved as needed throughout the year.	Resources: Des Moines University creates a budget annually. The MPH program is funded at a level where three full-time faculty are supported; each full-time faculty member has travel and continuing education funds; part-time faculty (called practitioner scholars) are funded for the year; adjunct faculty are funded; equipment and additional resources are provided. DMU also approved funding of additional laptops in the MPH program that can be checked out to various adjunct instructors who want to teach online, as well as DMU is paying for a high-speed Internet connection for adjunct instructors who teach online. In addition, if additional resources are necessary, DMU has been fully supportive of providing those additional resources to ensure the high performance of the DMU MPH program (for example, paying for faculty to attend extra trainings).
Office of Sponsored Programs tracks, monitors, and assists MPH faculty with grants and contract activities.	The Office of Sponsored Programs has a new director (hired Summer 2006), Kay Courtade, who has established a system for all University Programs where she tracks all service and research activities. She is able to generate an annual report regarding the activities of the MPH program.
MPH Student Club provides opportunity to extend the impact of the MPH curriculum, and also a dedicated group of students with whom the success or shortcomings of the MPH program can be discussed.	The MPH Student Club is a new organization and newly recognized club here at DMU (established FY 0506). They meet on a regular basis, and also provide feedback to the program regarding student ideas and issues. The MPH Student Club president is a member of the MPH Advisory Committee.

<p>MPH Advisory Committee meets three times each year.</p>	<p>The MPH Advisory Committee meets three times each year. This committee consists of members from Iowa Department of Public Health, Local public health agencies, current students, past graduates, and faculty members. Their role is to provide feedback regarding the educational needs for students in order to for the program to "produce" students with practical skills.</p>
<p>The MPH Evaluation Committee meets approximately 6 times each year.</p>	<p>The MPH Evaluation Committee meets once every other month. This committee was created to specifically address the MPH CEPH evaluation process. This committee consists of current students, current MPH and CHS faculty, external educators, CHS Dean, and employees of the Iowa Department of Public Health.</p>
<p>The CHS Dean and MPH Director meet twice monthly.</p>	<p>The Dean of the College of Health Sciences meets with the Director of the MPH program twice monthly to assess progress, solve problems, and determine immediate and future courses of action.</p>
<p>The CHS Leadership Committee meets monthly.</p>	<p>The College of Health Sciences Leadership Committee meets monthly to assess progress, solve problems, and determine immediate and future courses of action. The MPH Program Director is a member on this committee.</p>
<p>CHS Director's Meeting</p>	<p>This meeting is held monthly with the Dean and all CHS Program Directors. The purpose is to provide an opportunity to communicate about policies, new opportunities, problems, and general concerns that the College should consider.</p>
<p>DMU President meets with MPH Director approximately 6 times each year.</p>	<p>The President of Des Moines University, along with the previous Vice President for Academic Affairs and the Chief Operating Officer, meet with the Director of the MPH program every other month to assess progress toward CEPH accreditation, solve problems, and to assist in immediate and future courses of action. (The Vice President for Academic Affairs position has now been eliminated in anticipation of a possible Provost position.)</p>

Appendix 2.b POS Effective January 1, 2007

Master of Public Health—Program of Study CHS CC Approval 8/2/06
Effective for Students who are admitted after January 1, 2007

Student _____ Date: 9/12/2007

WJR

*Core courses will be offered online at least 1x every 2 years

Review Date

Core Courses

Student Completed			Current Curriculum		
Offered	Format	Anticipate	MPH #	Course Name	Credit Hours
Any			620	Orientation	0
Fall or Winter			621	Overview of the U.S. Health Care System	3
Summer or Fall			650	Basic Statistics & Research	3
Winter			653	Public Health Administration & Management	3
Winter			655	Epidemiology	3
Summer	Online		657	Survey of Human Health & Disease	3
Fall			771	Community Needs Assessment	3
Summer			625	Health Care Financial Management I	3
Fall			651	Occupational & Environmental Health	3
Fall			652	Public Health Ethical & Legal Issues	3
Summer			654	Social and Behavioral Science	3
Wntr or Smmr			645	Health Services Program Evaluation	3
Any			658	Public Health Internship	3
Any			660	Public Health Capstone	2
Total semester hours of core					38

Electives

MPH #	Credit Hours	Course Name (CAN BE MPH, MHA, or GER)
	1-3	Independent Study is an option - see handbook for information
		Total semester hours of electives (minimum 7)
		TOTAL SEMESTER HOURS (minimum 45)

Appendix 7.a MPH Research Activities

Project Name	Research, Service, or Publication	Primary Investigator & Dept	Funding Source	Funding Period	Amount Total Award	Amount Current Year	Community based? Y/N	Student participation? Y/N
2007/08								
Enabling the Osteopathic Profession to Capitalize on the Value of Secondary Data Analysis through eSOAP Implementation	Research proposal	Dr. Brian Larsen, Dr. Simon Geletta	None	NA	0	0	N	Y
Iowa Chronic Care Consortium Evaluation	Research	Dr. Simon Geletta	IDHS, ICCC	2007/08	\$18,000	\$18,000	N	Y
2006/07								
IOER Summer Student Research Mentorship	Research	Dr. Simon Geletta, Dr. Roxane Joens-Matre	DMU	2006/07			Y	
Predicting the Onset of	Research proposal	Dr. Simon Geletta	Iowa Foundation	2006/07	0	0	N	N

Diabetes Related Complications for Medicare Patients			for Medical Care					
Iowa Nursing Home Administrator data	Research	Dr. Simon Geletta	Department of Elder Affairs	2006/07	\$3876	\$3876	N	Y
Iowa Links	Research	Dr. Simon Geletta	Department of Elder Affairs	2006/07	\$16320	\$16320	Y	N
Health Related Quality of Life Measurement for Asthma Patients	Presentation	Dr Simon Geletta	Iowa Coalition against Asthma	2006/07	0	0	Y	N
Rural-Urban Differences in Physical Activity and Prevalence of Overweight of Youth		Dr. Roxane Joens-Matre	Iowa State University (ISU); University of Northern Iowa	2006/07			Y	N
Community engagement improves access to physical activity and fruit and vegetable opportunities		Dr. Roxane Joens-Matre; practitioner/scholar Jane Schadle	Iowa Department of Public Health (IDPH)	2006/07			Y	Y

A social ecological analysis of youth physical activity promotio”		Dr. Roxane Joens-Matre	IDPH, ISU	2006/07				N
Physical Self-Perception, Body Composition, and Physical Activity		Dr. Roxane Joens-Matre	IDPH, ISU	2006/07				Y
Prematurity Curriculum	Research, Report	Dr. Wendy Ringgenberg	March of Dimes	2006/07	\$2000	\$2000	Y	Y
Translation of public health information	Service	Dr. Wendy Ringgenberg	Polk County Health Department	2006/07	\$17,794	\$17,794	Y	Y
PA collaborative website	Declined	Gelitta	NSPAP	2006/07	20000	Declined		
Analysis of gambling and health behavior	Declined	Geletta	DoJ	2006/07	32017	Declined		
Saf haven publicity	Declined	Ringgenberg, Geletta	IDPH, DHS	2006/07	50000	Declined		
Robert Wood Johnson Foundation	Declined	JoensMatre	IDPH, ISU	2006/07	200000	Declined		
Medicine for Mali	Declined	Ringgenberg	DMU	2006/07	4000	declined		