

CEPH Accreditation Criteria.
December 2007
4.0 Faculty, Staff, and Students

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

4.1.a A table showing primary faculty who support the degree programs.

Please see Table 4.1.a (inserted after this page). Faculty portfolios with resumes are located in CEPH Resource File 4.1.a.

4.1.b A table showing all other faculty who support the degree program.

Please see Table 4.1.b (inserted after this page). Faculty resumes are located in CEPH Resource File 4.1.b.

4.1.c Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners.

The DMU MPH program is a practice-oriented program, created and implemented to meet the flexible scheduling needs of working adults and to give those without experience skills so they can function as a public health professionals. The following faculty categories are currently in place:

Fulltime faculty with 1.0 FTE: There are three fulltime faculty members. Two of them are hired as a tenure track faculty and one is a non-tenure track faculty.

Fulltime faculty with 0.5 FTE: There is one faculty member who holds a 0.5 FTE position in the MPH program and 0.5 FTE position in the MHA program. This faculty member teaches one core course (Legal and Ethical Issues), and enjoys the same benefits as the other fulltime faculty members of the MPH program.

Practitioner Scholars: These faculty members hired as part-time faculty. They are professionals who have a distinguished local public health or related practice and experience (such as working in health institutions outside of academia). Practitioner scholar faculty sign contract to teach on an annual basis and can teach up to 9 credit hours of course per academic year. There is currently one faculty member in this category – Mr. Jay Christiansen who is the CEO of a hospital, and teaches “Healthcare Financing I”.

Adjunct Faculty: These are faculty members who also are in public health practice and have experience in teaching in areas of their specialization. Each adjunct instructor is a specialist in their field of practice, and they hold at least a master's degree. Adjunct instructors are contracted to teach particular classes. DMU allows for guest lecturers who are invited to speak on a regular and irregular basis. Guest speaking on some occasions has served as a forum for recruiting "adjunct" instructor. However, the MPH program has not nominated any guest lecturers for the adjunct appointment in the past 3 years.

Online Teaching Assistant: Beginning with the current academic year (i.e., 2007-2008 academic year), the MPH program has hired a part-time professional to assist adjunct faculty members with the technical operations of launching and running online classes.

4.1.d Identification of outcome measures by which the program may judge the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

Table 4.1.d Outcome Measure for Faculty Complement				
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
#of formal research activities, active or completed	Increase	2	2	7
# of manuscripts published in peer-reviewed journals or textbook chapters	Increase	1	0	4
# of external service projects, active or completed	Increase	2	3	14

4.1.e Assessment of the extent to which this criterion is met.

This criterion is partially met. Strengths: There are three-full time, practice-oriented faculty dedicated to the MPH program who are actively pursuing research and external service projects. In addition, adjunct instructors are public health and health care professionals who are experts in their field. All of the instructors are dedicated to promoting the public health profession through student education. Weaknesses: This is a new full-time faculty complement, along with new program assistants, together as a team for less than 2 years. All faculty continue to build research capacity and produce publishable results in order to position themselves and the program for future research dollars.

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

4.2.a A faculty handbook and other written documentation that outlines faculty rules and regulations.

See Appendix 1.5.b.1 & 2 for complete copies of the University and College Faculty Bylaws. The CEPH Resource File 4.2.a will have complete copies of both of these items, as well as the Handbook for Faculty, Advisors, Counseling, and Tutors, and references for the online policies in the Faculty Handbook, Supervisor's Handbook, Non-exempt Handbook, and Exempt Handbook, and the Work Rules document (applies to hourly employees).

Personnel recruitment is governed by DMU's Faculty Recruitment policy. Hiring decisions for faculty are made through the use of an interdisciplinary search committee, who makes a recommendation of employment to the Dean. The dean confers with the President, at which point a selection decision is made, and an offer of employment is solidified through collaboration with the Human Resources and Administration/Finance departments.

The hiring Dean reviews the new faculty member's credentials, and then makes a recommendation to the Rank, Promotion, and Tenure Committee. That committee then determines the appropriate initial rank and shares that information with the Dean and University

administration for inclusion in the contract. All promotions adhere to the Rank, Tenure, and Promotion Committee.

The MPH director retains sole authority over selection, recruitment, and development of adjunct instructors and MPH practitioner scholars.

4.2.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Faculty development for full-time faculty is supported through a \$2000 faculty development stipend, and a workload policy intended to promote research and community service activities. The MPH program also has program funds that can be used for additional faculty development, including the development activities of adjunct or part-time faculty. In 2006, Denise Hill, a practitioner scholar at the time, was supported to attend the CDC Public Health Law conference. In 2007, Christa Spielbauer, online teaching assistant, was supported to participate in the online training by LERN.

4.2.c Description of formal procedures for evaluating faculty competence and performance.

Faculty competence is assessed at every course evaluation and the Annual Faculty Portfolio submission. At the end of every course, the director has a one-on-one conversation with each instructor (full- and part-time) to discuss the successes or shortcomings of each course and to account for lessons learned. Faculty is supported to grow in their own instructional skills, however, decisions to retain part-time faculty and full-time faculty assignments are based heavily on these course evaluations.

The Annual Faculty Portfolio is the official annual evaluation of full-time faculty. The components of the portfolio address the questions sought by the Rank, Tenure, and Promotion Committee, thereby establishing a written record of faculty performance to support promotion decisions when that time comes for each faculty. Copies of all full-time MPH faculty portfolios can be found in CEPH Resource File 4.1.a.

4.2.d Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

Each course offered has a Blackboard website where, at minimum, the course syllabus, mid-course evaluation, and final course evaluations are posted. The mid-course evaluations are informal feedback mechanisms primarily intended to help the instructor gauge student comfort with the class and the material being covered. The mid-course evaluations ask: 1) What is working for you? 2) What isn't working for you? And 3) What would you change? The instructor then can make decisions either for this particular class, or develop ideas that can be implemented in the future.

The final course evaluation includes an assessment of the student's learning, as well as the instructor's skill in teaching. When final grades are brought to the MPH Director for her signature, Ms. Negus also provides a copy of the final course evaluation results. The Director has a conversation with each full-time and part-time faculty member regarding these evaluation results. Key data points from these evaluations are being trended, with FY 0607 being the initial year for the trending.

Two courses do not have this evaluation feature, and those are the Internship and Capstone courses. The void of having this evaluation is felt by students and faculty, and it is one of the program's goals to implement a faculty and course evaluation in FY 200708.

Graduating students also vote on the MPH Faculty of the Year, an award presented to the faculty who received the most votes. 2007 Faculty of the Year: Denise Hill. 2006 Faculty of the Year: Wendy Ringgenberg. 2005 Faculty of the Year: Carla Stebbins.

Graduates complete a Graduate Survey that also addresses the quality of course toward their education. Graduate Survey results are shared with all faculty, instructors, and MPH Advisory Committee members to generate discussions regarding improved teaching methods.

CEPH Resource File 4.2.d will have copies of the cover charts for course evaluations generated by Anne Negus, Course evaluation trends, and Graduate Surveys.

4.2.e Description of the emphasis given to community service activities in the promotion and tenure process.

Community service activities play an important part in the promotion and tenure process. In the Rank, Tenure and Promotion Policy (CEPH Resource File 4.2.e), VI.B.2 Criteria for promotion states, "Promotion will be based on the merit of the faculty member in the areas of teaching, scholarly activity, service, health care delivery, and or administrative duties as deemed relevant and appropriate for the individual faculty member."

In VII.D.2 Criteria for Award of Tenure, it states, "The award of tenure will require that the faculty member has a record of high quality performance in teaching and scholarly activity and must also have made a significant contribution in either service, administrative duties, or health care delivery (if applicable)."

Service to students, to the University/College/Program, profession, community, and administration are all considered.

The MPH Program has not had faculty employed long enough (yet) to go before the Rank, Tenure, and Promotion Committee, so there is no example to share on the process.

4.2.f Assessment of the extent to which this criterion is met.

This criterion is met with commentary. Strengths: The DMU MPH Program has well-defined policies and procedures that address faculty recruitment, promotion, and evaluation. These policies can be found at the University, College, and Programmatic levels. Weaknesses: Due to the dramatic changes that the program has experienced in the past three years (change of faculty, change of curriculum, change of support staff), many of the systems that are required in order to adhere to the details of all policies are still being built and learned by the new faculty and employees.

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

4.3a & b Faculty and staff gender and diversity

4.3.a Summary Demographic Data - Faculty

	Core Faculty (3)		Other Faculty (25)		Total (28)	
	#	%	#	%	#	%
Male	1	33%	9	36%	10	36%
African American/Black	1	33%	0	0%	1	4%
Caucasian	2	66%	8	32%	10	36%
Hispanic/Latino	0	0%	1	4%	1	4%
Asian/Pacific Islander	0	0%		0%	0	0%
Native American/Alaska Native	0	0%	0	0%	0	0%
Unknown/Other	0	0%	0	0%	0	0%
International	0	0%	0	0%	0	0%
Female	2	66.6%	16	64%	18	64%
African American	0	0%	1	4%	1	4%
Caucasian	2	66.6%	15	60%	17	61%
Hispanic/Latino	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%
Native American/Alaska Native	0	0%	0	0%	0	0%
Unknown/Other	0	0%	0	0%	0	0%
International	0	0%	0	0%	0	0%

4.3.b Summary Demographic Data - Staff

	Full-time Staff (1)		Other Staff (2)		Total (3)	
	#	%	#	%	#	%
Male	0	0%	0	0%	0	0%
African American/Black	0	0%	0	0%	0	0%
Caucasian	0	0%	0	0%	0	0%
Hispanic/Latino	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%
Native American/Alaska Native	0	0%	0	0%	0	0%
Unknown/Other	0	0%	0	0%	0	0%
International	0	0%	0	0%	0	0%
Female	1	100%	2	100%	3	100%
African American	0	0%	0	0%	0	0%
Caucasian	1	100%	2	100%	3	100%
Hispanic/Latino	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%
Native American/Alaska Native	0	0%	0	0%	0	0%
Unknown/Other	0	0%	0	0%	0	0%
International	0	0%	0	0%	0	0%

4.3.c Description of policies and procedures regarding the program's commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

Des Moines University has a Discrimination and Harassment Policy to which all programs adhere. DMU (including the MPH program) does not discriminate on the basis of race, sex, marital status, creed, color, national origin, age, disability or sexual orientation in admission or access to, or treatment or employment in, its programs or activities. This policy will be available in the CEPH Resource File 4.3.c.

The nature of public health is social justice, which is of interest to all people. The unique affects of age, gender, ethnicity, disability, cultural norms on wellness promotion, health care delivery and effective disease prevention are integral to public health. We seek to attract faculty who are qualified, competent practitioners and accomplished instructors. In doing so, a diverse faculty has developed.

4.3.d Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

The MPH program faculty is demographically diverse, with a variety of ages, genders, and ethnicities. While we choose to not set goals for demographic diversity, by setting our priorities on finding the most appropriate faculty, practitioner scholars, and adjuncts to deliver the curriculum means that age, sex, race, disability, religion, and national origin are simply not the criteria for employment. The fact that the most appropriate instructors results in a diverse faculty indicates that we are effectively fulfilling our mission and providing a realistic representation of the practical world to our students.

4.3.e Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.

In the 2007-2009 University Strategic Plan, one strategy that has been identified is to "Increase the diversity of the campus community including faculty, staff, and students." University committees are in the process of being formed for implementing this strategy. The MPH Program Director has been chosen to be involved in at least one of these committees.

Dr. Carolyn Beverly, M.D., faculty in the College of Osteopathic Medicine, instructor for the MPH course, Rx for Survival, and MPH Advisory Committee member, received \$50,000 grant from the Iowa Department of Public Health for "Developing Racial and Ethnic Diversity in Iowa's Physician Workforce - Recruiting Minority Students and Faculty." She presented the results from this activity at the 2007 Iowa Public Health Conference.

At the MPH Program level, many activities addressing diversity have been undertaken. In April, 2005, two MPH students created and coordinated "Exploring Cultural Diversity within the Aging Population" Lunch and Learn. Dr. Ringgenberg also facilitated a staff development training with Grinnell Regional Medical Center on "Cultural Competency and Diversity" during May, 2007. Dr. Ringgenberg, who is interested in the impact of culture on health, has been accepted in the Iowa State University's M.A. in Anthropology program.

Since the advent of the College of Osteopathic Medicine's Global Health Department (2006), and the creation of the University-wide Global Health Committee, the campus has

undertaken many discussions regarding diversity, its meaning, and how to make the campus culture more attractive to faculty and students who are not White-Iowan.

4.3.f Identification of outcome measures by which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.

Table 4.3.f Outcome Measures for Faculty and Staff Diversity				
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
Racial, gender, and age diversity of faculty	Achieve diversity	Met	Met	Met

4.3.g Assessment of the extent to which this criterion is met.

This criterion is considered met. Strengths: The Public Health Program has a diverse faculty with academic credentials and practical experience to support the mission and vision of the program. We abide by University policies in recruiting and employment practices. Weaknesses: As Iowa and the world share more global experiences and become more diverse, then health, and public health, faculty numbers should also increasingly diversify. This requires a culture of open acceptance, embracing multiple cultures, and actively reaching out to minority populations. DMU has recognized this need, and is working to create this type of an institutional culture.

4.4 Student Recruitment and Admissions. The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals 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.

4.4.a Description of the program's recruitment policies and procedures.

The MPH program is supported in the enrollment management office by one full-time admission coordinator devoted to the MPH and MHA programs. The structure of the enrollment management office has a Director of Enrollment Management- University, Director of Enrollment Management – College of Health Sciences, Two admission Coordinators (one for the MHA/MPH programs), and 1.5 admission assistants. The Director of Enrollment Management-CHS, Admission Coordinator & 1.5 admission assistants all work to ensure that clear & consistent policies are developed & followed in the admission process. The lead person for the activities is the admission coordinator.

The MPH Program has student recruitment and admissions policies and procedures designed to ensure student success. The MPH enrollment policies are located on the MPH Program website, in the MPH Prospective Student Viewbook (Included in Appendix 4.4.a), and the online DMU Catalog. The admissions criteria and application are available online. Copies of the webpages with admissions criteria are inserted after this page.

An Enrollment Development Plan is developed every year for recruitment/enrollment strategies and now every two years to address the goals, and objectives for student recruitment, admissions and enrollment. Marketing efforts are developed around current target markets and

student profiles in effort to reach those markets, reach our admission and enrollment goals and stay within budgetary limits. The plans for 2004/5, 2005/6, 2006/7, and 2007/8 are made available in the CEPH Resource File 4.4.a.

The plan is implemented by the Admissions Coordinator. An Admissions Report is provided to the Program Director bi-monthly via email. New monthly and quarterly reports are being developed to provide more detailed information on a regular basis. The Admissions Coordinator prepares an evaluation of the plan twice each year at mid-year and year-end. The Public Health Program Director meets with the Director of CHS Enrollment Management and the MPH Admission Coordinator monthly to continuously review the plan and ensure goals and objectives are met. The annual evaluations are also available in CEPH Resource File 4.4.a.

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.

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.

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, alliedhealthschools.com, idealists.org and google.com. The Admission Coordinator tracks how students learn about the MPH program asking all prospective students and applicants.

4.4.b Statement of admissions policies and procedures.

MPH admission requirements are posted online at <http://www.dmu.edu/mph/admissions/requirements/>. Applicants are notified via email approximately monthly of application documents needed to complete their application file. When the application is complete, the student is notified that the application is complete and a timeline for receiving a decision.

A complete application is taken to the Director of the Public Health program for review and initial decision. The application file is then routed to the faculty advisor for review. After the faculty advisor review, the application file is taken to the Dean of the College of Health Sciences for review and final decision. Three admission decisions are an option for each U.S. citizen applicant; full acceptance, conditional acceptance and denial. An applicant with a GPA above 3.0 and satisfactory application documents will receive a full acceptance. An applicant with a low point GPA (< 2.5) and insufficient public health work experience is typically denied admission. An applicant with a GPA in mid to high point range (2.5 - 2.9) is reviewed closely to identify potential for success/stuggles if admitted into the MPH program. Work experience in public health, a strong letter of recommendation and personal statement are considered along with the length of time since completing undergraduate coursework are used to evaluate potential for success. The admission decision is made based upon this information to conditionally accept or deny the student for admission into the program. In most instances, a conditional admission states the need for the student to complete 6 credit hours a DMU with a GPA of 3.0 or above to show the student's ability to meet the course requirements of the MPH classes. If the student takes the courses and meets the condition, they are fully accepted into the program after those initial 6 credits. If the student does not meet the condition, they are denied admission into the program after those initial 6 credits.

After the Dean reviews and makes a final decision, the application file is returned to the Admission Coordinator where the Decision Letter is printed. The Dean of the College of Health Sciences signs the final Decision Letter, returning the signed letter and completed application file to the Admission Coordinator. If an applicant is accepted (fully or conditionally) into the program, an "Intent to Enroll" form is included in the Acceptance Packet along with the Acceptance Letter, Welcome Letter, University Catalog, paid reply envelop and small welcome gift (CHS car window cling).

The "Intent to Enroll" form was created to better predict enrollment into the program. Upon acceptance, the student has one month to return the form indicating if they are accepting the offer to attend DMU. They are also asked to identify their intended term of enrollment and update their contact information. Deadline extensions are granted upon request. Reminders to return the form are given every month for approximately four months. After four months of notification without student contact, the student's status is changed to reflect their decline of acceptance. The file is held for one year in case the student would like to enroll, before it is shredded.

Please see Appendix 4.4.b for samples of the Admissions documents. The CEPH Resource File 4.4.b contains all of the Admissions documents and policies.

4.4.c Examples of recruitment material and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program.

Please see Appendix 4.4.b for these examples. Recruitment information is also available on the MPH website, www.dmu.edu/mph. CEPH Resource File 4.4.c contains additional materials specific to the marketing activities.

4.4.d Quantitative information on the number of applicants, acceptance and enrollment, for each of the last three years.

	Applicants	Acceptances	Annual Active Student Numbers (Fall counts)
FY 0405	65	53	106
FY 0506	99	66	106
FY 0607	112	63	102

In 2004/05, the MPH program was part of the College of Health Sciences' Division of Health Management, along with the Master of Health Care Administration program. The University used the Division of Health Management as its unit of measurement instead of particular MPH units. While the Admissions Coordinator maintained a data-base of MPH applicants, this was done in a system separate from the DMU data-base. Once in the DMU data-base as an active student, MPH applicants became DHM students.

The Division of Health Management was dissolved starting FY 2005/2006 and the University created database systems that tracked MPH applicants as MPH students. Currently, MPH enrollment numbers are collected three times each year by the MPH Program Director so that each term MPH numbers can be better understood.

4.4.e Quantitative information on the number of students enrolled, including headcounts of full- and part- time students and a full-time equivalent conversation for each of the last three years.

Table 4.4.e (information is taken from Table 1.6.e)

	HC Core	HC Students	FTE Students
FY 0405	2	106	36
FY 0506	1	106	39
FY 0607	3	102	41

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.

4.4.f Identification of outcome measure by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

Table 4.4.f Outcome Measure for Qualified Student Body				
Outcome Measure	Target	FY 0405	FY 0506	FY 0607
Admitted GPA levels average 3.0 or above	3.0 or above	3.110	3.089	3.102
Students on academic probation	Decrease	0	4	5
Students who successfully complete the MPH program*	70% will graduate within 4 years	92% (2001)	90% (2002)	45% (2003)

The nature of DMU's MPH student population where students can take as many or as few credits as they choose, equates to a complex system of assessing student success. The DMU MPH Program tracks students starting with the calendar year in which they first enroll in courses. Comparisons are made to the number of students who initially enrolled, who are still actively attending classes, and who is no longer active in the program. The chart below shows how many students first enrolled in a particular calendar year. Of those who were enrolled, some have graduated, some have not graduated (and are not taking classes), and some are still actively taking classes.

One of the areas at issue in the last accreditation report was the lack of accessible data for the MPH Program. The program was not receiving timely information about student GPAs, and therefore, no one was placed on probation. Since renewing our programmatic and institutional efforts to generate timely and accurate data, the MPH Program can now track those students who are falling under 3.0 GPA each term and then counsel them and place them on academic probation. This is the reason why the numbers of students on academic probation have increased.

Classes in the MPH Program are scheduled to allow students to complete in as little as one year, with two years being the assumed time frame that students will complete, and a maximum time frame of 7 years to complete the program under their original program of study. However, students who are actively pursuing a degree will complete in 4 years or less. It is our assumption that students who go beyond 4 years are at higher risk of not completing. We are uncertain of the reason for such a poor completion rate of students admitted in 2003. There is no one left with the program that can illuminate the circumstances around 2003 admission decisions. However, since there was a new director in 2003 and again in 2004, it can be assumed that student retention was affected by this turnover. We anticipate seeing higher numbers of completion for those in 2004 and later. Please refer to Appendix 2.7.b for more data on graduates.

4.4.g Assessment of the extent to which this criterion is met.

This criterion is met with commentary. Strengths: Since the last accreditation visit, the MPH Program has greatly improved in data gathering and tracking of student performance. For example: GPA, graduation rates, attrition rates, active students, average credits, average years to graduation, etc. The MPH Program has appropriate recruitment, admission, and acceptance policies in place. There is an Enrollment Coordinator designated for the MPH and MHA programs. Applicants are assessed based on prior academic and work performance in order to admit students who can be successful in the program. Data reports are generated on regular schedules to allow for data-driven decision-making. Lastly, student numbers continue to increase as can be seen in the student numbers, whether total numbers or full-time equivalent conversion numbers. Weaknesses: There continues to be occasional discrepencies in the data reports primarily relating to student classifications. These issues are being addressed systematically and they are being continually improved. However, it must be said that all DMU departments are supportive of solving problems, and through teamwork and consistency, the process continues to improve.

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

a. Description of policies, procedures and plans to achieve a diverse student population.

The MPH Program adheres to the University's non-discriminatory policies and procedures. There is no specified affirmative action plan for the university, but the culture embraces a demographically diverse population through the University Strategic Plan that states:

Strategy 1.2. Enrollment. Matriculate a full complement of qualified students for each health profession program. Create an annual University plan for enrollment development which delineates enrollment level goals, projected class profiles, diversity measures, scholarship resources and other goals.

Strategy 3.4. Diversity. Foster the development of a campus environment that appreciates cultural differences and attracts students and employees with diverse backgrounds as a part of the University and Des Moines area community. Annually report on progress.

b. Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

DMU has a full time Multicultural/International Student Advisor whose job is to counsel and advise prospective and existing multicultural students regarding admissions requirements and health careers.

The MPH Admissions Coordinator attends career fairs at many diverse institutions, both in state and out of state. In addition, the MPH Program has a new \$2500 scholarship to be awarded to a student of ethnic minority status. Because this opportunity is so new, the awarding procedure is still being determined.

c. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format. See CEPH Data Template L.

		Year 1 2004-05		Year 2 2005-06		Year 3 2006-07	
		M	F	M	F	M	F
African American	Applied	4	7	10	21	5	20
	Accepted	2	5	4	9	2	6
	Enrolled	-	-	-	-	-	-
Caucasian	Applied	11	23	29	13	21	42
	Accepted	12	23	11	24	12	24
	Enrolled	-	-	-	-	-	-
Hispanic/Latino	Applied	1	1	0	1	3	3
	Accepted	0	1	0	2	2	2
	Enrolled	-	-	-	-	-	-
Asian Pacific Islander	Applied	1	6	14	5	10	6
	Accepted	0	3	8	5	8	4
	Enrolled	-	-	-	-	-	-
Native American/Alaska Native	Applied	0	1	0	0	0	0
	Accepted	0	1	0	0	0	0
	Enrolled	-	-	-	-	-	-
Unknown/Other	Applied	1	5	2	2	1	3
	Accepted	1	4	0	1	0	2
	Enrolled	-	-	-	-	-	-
International	Applied	5	6	16	7	10	9
	Accepted	2	4	11	1	7	4
	Enrolled	-	-	-	-	-	-
TOTAL	Applied	18	43	55	42	40	74
	Accepted	15	37	23	41	25	38
	Enrolled	-	-	-	-	-	-

d. Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program’s performance against these measures for each of the last three years.

Student enrollment doesn’t have a specific quantitative measure for achieving diversity, though it does mold enrollment strategies around the expected student body available at the career fairs and when they enter schools recruiting. We have provided the quantitative information from the previous three years in regards to diversity of the student body.

Enrollment management meets on a quarterly basis and meets with the MPH program director on a monthly basis to go over the recruiting strategies for the MPH program. See the Enrollment Development Plan in Appendix N.

e. Assessment of the extent to which this criterion is met.

Strengths: The University has a non-discrimination statement, minority enrollment goals, and actively recruits minority students.

Weaknesses: None identified.

Assessment: This criterion is met.

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

a. Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

All incoming students are required to attend an online orientation. The online orientation course package includes quizzes on financial aid, registrar, student wellness, courses, and blackboard material.

All students are assigned a full-time faculty advisor who provides assistance, advice and counsel, as needed, and who serves as a liaison between the student and the academic and administrative communities. Based upon students' needs and requests, faculty advisors are available to monitor academic achievement and provide guidance and assistance in meeting academic requirements; serve as a mentor to the student; assist students with the development of study and coping skills; and inform appropriate departments of student concerns. With the introduction of the practitioner scholar model the students will be matched with an advisor based on similar interests, geographical location, or student's professional goals. These mentors can help students in determining the direction of their education or offer advice with professional questions. Gwen, the program assistant assists the students with their initial degree plan, then it is forwarded on to a mentor for other questions.

In adjusting to the challenges of graduate school, students may be faced with unpredictable pressures that may compromise their academic, professional, and personal wellness. The University has on staff two dedicated student counselors who are professionally trained to advise students on intervention strategies when they are confronted with family problems, relationship difficulties, substance abuse, limited test-taking and study skills, and time management problems. All services provided by student counseling are free and confidential.

Most students who enroll in the MPH program are already employed in a public health position. However, we share job opportunities with students when they are made available. We work to connect students with public health professionals in work settings where students would succeed.

All students were asked to complete a satisfaction survey regarding their experiences in the Public Health Program. This information is provided in Criterion V.G.2.

b. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.

Students communicate with advisors through e-mail, telephone calls and face-to-face in-office meetings to discuss all concerns with their academic involvement and progress in the program. Upon acceptance, each student is anticipated to schedule a course planning schedule with their assigned academic advisor.

c. Information about student satisfaction with advising and career counseling services.

Students are asked to fill out an annual student satisfaction survey, which asks questions about faculty, advising, courses, services and management of the program. The survey and results are found in Appendix L.

Students are also asked to give feedback through student meetings and the program coordinator. The MPH director also has an open door policy and encourages feedback from students formally or informally.

d. Assessment of the extent to which this criterion is met.

Strengths: All students have faculty advisors who are available for career counseling and advice. The program assistant and director are available for consult and advice regarding the students' degree plan, with a practitioner scholar mentor to give career advice and availability to professional channels to our students.

Weaknesses: None identified.

Assessment: This criterion is fully met.