



Academic Program Review

2009-2010

Purpose of Review

1. It is required
2. Used by Provost and linked to funding process
3. Results sent from site visit team to Provost and to college. College gets additional feedback from the Provost and then information goes to ABOR for decision on continuing or disestablishing programs.
4. Site visit team is here to:
 - Verify information in self study
 - Obtain additional information
 - Obtain answers to questions that they may have about the report

Site Visit Team

Hector Guillermo Balcazar, PhD (Chair)

Regional Dean, University of Texas School of
Public Health

Tricia Penniecook, MD, MPH

Associate Dean, Loma Linda University

Jack Barnette, PhD

Associate Dean, CO School of Public Health

Internal Members

Theodore G. Tong, Pharm.D

Judith Effken PhD, RN, FACMI, FAAN

Community Members:

Emma Torres, MSW

Chief Executive Officer
Campesinos Sin Fronteras

-

Recent Alumni:

Tara Radke, MPH

Director of Special Populations Programs
El Rio Special Immunology Associates

The Self Study Team

Jeff Burgess, Zhao Chen, Jill de Zapien, John Ehiri
Joe Gerald, Robin Harris, Ralph Renger, Denise Roe
Lisa Staten, Douglas Taren (Chair), Chris Tisch, Linda Tumellie

Report is on the MEZCOPH intranet in pdf format and has
bookmarks to move easily to specific sections.

Self Study Sections

- A. PROGRAM DESCRIPTION AND GOALS
- B. PROGRAM HISTORY
- C. OVERVIEW OF THE PROGRAM'S ACADEMIC QUALITY
- D. FACULTY
- E. UNDERGRADUATE PROGRAM
- F. GRADUATE PROGRAM
- G. STUDENT OUTCOMES ASSESSMENT

Self Study Sections

H. THRESHOLD FOR DEFINING PRODUCTIVE PROGRAMS

I. ACADEMIC OUTREACH

J. COLLABORATION WITH OTHER UNITS

K. RESOURCES

L. ADMINISTRATION

M. DIVERSITY/AFFIRMATIVE ACTION

N. DEPARTMENT DATA PROFILES

Section Highlights

A. PROGRAM DESCRIPTION AND GOALS

- Mission: The Mel and Enid Zuckerman College of Public Health is dedicated to promoting the health of communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research & service
- Academic Programs
 - Bachelor of Science Major in Public Health
 - MPH
 - MS/PhD in Epi
 - PhD in Biostats
 - DrPH in MCH and PHPM: Starting MS/PhD in EHS
- Know Academic Programs

Section Highlights

B. PROGRAM HISTORY

- New Programs and AHSC Infrastructure (VP for Health Affairs)
- Education Committee Membership
- Response to previous APR recommendations accomplished (Pages 16-19)

Section Highlights

C. OVERVIEW OF THE PROGRAM'S ACADEMIC QUALITY

- Established programs are strong
- Newer programs are still developing
- Our ranking compared with other schools

Section Highlights

D. FACULTY

- Strengths: engaged and national scholarship
- Weaknesses: small size compared with peer institutions
- Teaching assignments via sections and education committee
- Balance: instruction, research and service

Section Highlights

E. UNDERGRADUATE PROGRAM

- Know history – move to public health and faculty supported having the undergraduate program
- College-wide effort
- Advising by Alan
- Executive committee
- Courses based on ASPH and Council of Colleges of Arts & Sciences Consensus Report
- Added tracks (currently EOH and Health Behavior)
- Pre-public health and then move into P.H. major
- Educated citizens, provide education for entry level PH position, pre-professional training

Section Highlights

F. GRADUATE PROGRAM

- Know the programs and your competencies
- Know that students graduate on time
- Space is becoming a problem and resources are needed
- Scholarships support students and other funds from GRAs, etc.
- We provide TAs based on class size
- Table 20 provides info on MPH graduates per year per faculty member
- Advisee satisfaction high on faculty knowledge and availability and less on knowing UA regs and policies

Section Highlights

G. STUDENT OUTCOMES ASSESSMENT

- Based on multiple methods. Table 24
- Many students work outside of classes with community programs
- MPH students are comfortable with competencies in workforce: difference from last time is budget issues are on the low end this time compared with using data last time
- We are meeting out instructional goals overall- look at them on pages 76 & 77

Section Highlights

H. THRESHOLD FOR DEFINING PRODUCTIVE PROGRAMS

Not applicable for us.

Section Highlights

I. ACADEMIC OUTREACH

- Degree (certificate) and non-degree programs
- Dual degree programs
- Strong service learning component
- Meeting CEPAS goals

Section Highlights

J. COLLABORATION WITH OTHER UNITS

- Dual degrees: LAS, MAS, JD, MBA, MD
- Our collaborative projects with other departments (page 88)
- New programs will enhance collaborations

Section Highlights

K. RESOURCES

- Personnel
 - Faculty salaries 4.5% less than national levels
 - Administrative officers only partially funded
 - Over the past 5 years, administrative support employees in the central administrative, academic program, division, and finance areas have been cut back to the most basic levels.
 - Number of faculty is minimal compared with peer institutions
- Infrastructure has significantly improved
 - Space is better, classrooms, laboratories, etc
- Past 2 years state support to the University has decreased by 10%. MEZCOPH lost positions via attrition and layoffs.
- Campaign to increase student financial aid and is making progress

Section Highlights

L. ADMINISTRATION

- Organizational structure changes with VP of Health Affairs
- Education Committee Profile
- Committees are inclusive
- Division and sections relationships work but take effort

Section Highlights

M. DIVERSITY/AFFIRMATIVE ACTION

- We do really well with students
- We can become more diverse with faculty if we had more positions available; recent hires have been diverse
- Social Justice Conference and other activities support diversity (Peter Likins Inclusive Excellence Award- 2 time recipient)
- Monthly lunches with junior and NTE faculty

Section Highlights

N. Department Data Profiles

- Read pages 102-105 and you will learn what the UA administration knows about us.

Questions?