

## STUDENTS

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

### ***IX.A.1. Description of the school's recruitment policies and procedures.***

The University of Arizona Graduate College “welcomes applications for admission from all individuals who qualify. Students with a record of success or high motivation to succeed will find the rich blend of academic and social opportunities for learning particularly well suited to their needs.” Similarly, the Zuckerman College of Public Health welcomes applications from all qualified individuals interested in and committed to making a difference in the public's health.

The MEZCOPH recognizes that high-quality recruitment is essential to the success of its educational programs. The MEZCOPH curriculum is designed to teach students the importance of culturally appropriate materials essential to fulfilling our mission in the Southwest. It follows that we need to educate culturally diverse professionals to meet regional public health needs. The three educational programs of the College – the undergraduate Health Education Program, the Master of Public Health Program and the Epidemiology Graduate Program now have come together under the College's Office of Student Services and Academic Affairs. Recruiting efforts strive to attract and sustain a diverse student body interested in meeting future public health needs. The three programs identify and recruit well-qualified students using similar approaches including:

- Maintenance of a website accessible to potential applicants
- Distribution of materials highlighting the nature of programs available
- Recruitment of interested parties through professional conferences and meetings, particularly national (APHA) and state (AzPHA) public health associations
- Exploration of public health through enrollment by unclassified or other programs' students
- Outreach to regional public health practitioners encouraging development of additional skills
- Presentations at education fairs at the three state Universities, to community colleges and high schools, and at seminars and conferences
- Local career fairs
- Participation in minority student recruitment programs as outlined below in section IX.B.

- News releases about the MEZCOPH, faculty achievement and research highlights both in papers throughout the state and the MEZCOPH Newsletter (and other AHSC and UA publications)
- Maintenance of a 1-800 phone number for easy applicant access to the MEZCOPH Office of Student Services and Academic Affairs
- Outreach to community members through research and service projects

**IX.A.2. Statement of admissions policies and procedures.**

All three educational programs in the MEZCOPH recognize that admission to college programs serves student needs and ultimately the needs of the people living in the region. Qualified, culturally competent public health professionals, with specialized knowledge of culturally and linguistically diverse communities, are desperately needed. MEZCOPH admission approaches are designed to promote excellence in public health while meeting the mission of the MEZCOPH. The College seeks students of the highest caliber to promote community and individual health in the Southwestern United States. Specifics of admission criteria vary among the three programs and are enumerated in TABLE IX.A.2-1. None of these programs admits students solely based on numbers, i.e., admission scores or GPA's. Relevant work experience, public health commitment and likelihood of success are considered during the admissions process, along with quality of recommendations and potential service within diverse communities.

<b>TABLE IX.A.2-1 MEZCOPH Admission Criteria</b>	
<b>Health Education Program</b>	Completion of 56 credit units, including pre-major course requirements, with required GPA. 2.25 GPA –Community Health Track, 2.50 GPA – School Health Track SAT or ACT required for domestic freshmen Must demonstrate health education or promotion as career direction 2 letters of recommendation TOEFL score of 500 (173 - computer based) I-20 & DS-2019 required of international students; permanent resident cards required of permanent residents
<b>Master of Public Health Program</b>	Bachelor's degree Course in college algebra or higher <b>and</b> course in college biology 3.0 GPA in last 60 undergraduate units or 12 graduate units GRE or Equivalent <sup>1</sup> (Quantitative, Verbal, Analytical) 1000 Score (Quantitative + Verbal <sup>1</sup> ) considered competitive Illustrated commitment to public health with emphasis on the concentration area of choice 3 letters of recommendation from academic advisors, faculty or employers TOEFL= 550 (213 - computer based)

	I-20, IAP-66, permanent resident card, required for non citizens only Concentration specific requirements, (EOH- Inorganic Chemistry; BIOS- Calculus or linear algebra; HEBS and PHPM – work experience)
<b>Epidemiology Graduate Program</b>	<p><b>M.S.</b> A Bachelors Degree<sup>2</sup> in an allied field 1 yr. Biological sciences, 1 yr college level algebra or statistics (calculus recommended but not required)</p> <p><b>Ph.D.</b> A Master's degree in EPI or an allied field Requirements same as MS + calculus course required 3.2 <sup>GPA</sup> in last 60 units of coursework GRE or GMAT<sup>3</sup> GRE-560 Quantitative, 485 Verbal, 500 (previous scale) or 4.5 (current scale) Analytical minimum Must describe personal goals and relate them to epidemiology 2 letters of recommendation TOEFL= 550(213 - computer based) I-20, IAP-66, permanent resident card, required for non citizens only</p>

<sup>1</sup>MCAT or doctoral degree from an accredited US school. If applying to Public Health Policy & Management, the GMAT may be used. MCAT scores of 8 and GMAT scores of 527 are considered competitive.

<sup>2</sup>Bachelors Degree is waived in lieu of: MD, DO, OD, PhD, DDS, DMD, DVM, EDD, or a PhD from an Accredited school in the US or Canada.

<sup>3</sup> US/Canadian Medical Board Certification, or a PhD from an Accredited school in the US or Canada

The target number of students admitted to each of the three academic programs is determined by the program committee for each of the programs, in consultation with the MEZCOPH Division Directors, the Associate Dean of Academic Affairs and the Assistant Dean of Student Services. Consideration is given to the number of returning students, faculty workload capacity, funding available to support students in specialized programs, capacity of student service resources, and optimal student cohort size. The number is determined each spring before the application review process begins.

MEZCOPH admits students through three different programs (i.e., the Health Education Program, the Master of Public Health Program and the Epidemiology Graduate Program). Graduate admissions committees meet in the spring of each year and admissions decisions are made for matriculation in the fall. To accommodate special student circumstances, a program may allow an admitted student to defer matriculation if necessary.

Admission for all MEZCOPH graduate programs occurs through the Graduate College. Students seeking admission apply to the specific program; recommendations are made to the Graduate College by the concentration areas (MPH only) and the program admissions committees.

Admissions recommendations are forwarded to the Graduate College. The Graduate College admits recommended students meeting University requirements and standards. Programs may choose to recommend some students for admission who fail to meet minimum standards for the University. The program must provide a compelling reason for doing so, such as an applicant's exceptional work experience.

The graduate programs notify students of their recommendation for admission pending final determination by the Graduate College. This informal notification occurs by email or US Mail and is advisory to students for planning purposes. Official notification follows some weeks later with a formal letter to the student from the Graduate College.

The Health Education Program serves undergraduates as a major. University of Arizona undergraduate students meeting requirements apply to this program during their sophomore year of study for admission beginning in their junior year, following the successful completion of 56 units of curriculum. Students are admitted to the major three times a year. Students coming from other institutions must be admitted both to the program and to the University of Arizona. Freshman and sophomore students who have declared Pre-Health Education as their major are students of the College of Public Health. The Health Education Program notifies qualified students of their admission to the program following program evaluation of the applicants.

***IX.A.3. Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading, and the academic offerings of the school.***

Program bulletins describing academic offerings of the school can be found in APPENDICES V.A.2-3 through V.A.2-5. Samples of recruitment brochures, fliers, MEZCOPH newsletters promoting the MEZCOPH are located in APPENDIX IX.A.3-1.

Websites containing general information regarding course offerings, academic calendars and general grading information are listed in TABLE IX.A.3-1. Grading guidelines for individual MEZCOPH courses can be found in course syllabi.

The college recently hired a fulltime Director of Public Affairs and Marketing, who has extensive experience in print journalism. She will work with the Assistant Dean of Student Services and the faculty to develop recruiting materials appropriate to the college's target audiences.

Additional information useful in the recruitment process is found on the websites listed in TABLE IX.3.1.

**TABLE IX.A.3-1 Website Addresses for Information Regarding Academic Calendars, Course Listings**

Academic Calendar	<a href="http://catalog.arizona.edu/acadcal.html">http://catalog.arizona.edu/acadcal.html</a>
Description of Course Offerings	<a href="http://catalog.arizona.edu/2002-03/courses/aaindex.html">http://catalog.arizona.edu/2002-03/courses/aaindex.html</a>
UA Semester Schedule of Courses	<a href="http://garnet.ccit.arizona.edu/schedule.cgi?">http://garnet.ccit.arizona.edu/schedule.cgi?</a>
College of Public Health Course Schedule	<a href="http://www.publichealth.arizona.edu/students/coph_course_schd.htm">http://www.publichealth.arizona.edu/students/coph_course_schd.htm</a>
Registration Instructions	<a href="http://www.registrar.arizona.edu/schedule054/#register">http://www.registrar.arizona.edu/schedule054/#register</a>
Student Link	<a href="https://sl4.ccit.arizona.edu/student_link/login.asp">https://sl4.ccit.arizona.edu/student_link/login.asp</a>
WebReg	<a href="http://www.registrar.arizona.edu/webreg.htm">http://www.registrar.arizona.edu/webreg.htm</a>
Graduate College Policies	<a href="http://grad.arizona.edu/catalog/">http://grad.arizona.edu/catalog/</a>
UA Grading Policies	<a href="http://catalog.arizona.edu/2005-06/policies/aaindex.html">http://catalog.arizona.edu/2005-06/policies/aaindex.html</a>

**IX.A.4. Quantitative information on the number of applicants, acceptances, and admissions, by program area over the last three years.**

TABLE IX.A.4-1 contains information regarding applicants, students admitted and those who have enrolled in the graduate programs of the MEZCOPH. Each category reports the number of students by year.

**TABLE IX.A.4-1 Quantitative Information on the Number of Graduate Applicants, Acceptances and Admissions by Program Area**

Program Area	MPH											EPI		ALL
	BIO	CHP-T	CHP-P	EOH	EPI	FCH	HAP	PHPM	HEBS-T	HEBS-F	MDMPH	MS	PHD	ALL
<b>2002/03</b>														
Applicants	4	17	24	14	35	37	22		21	5	7	14	17	217
Acceptances	4	15	20	10	14	16	20		11	3	7	12	12	144
Admissions	1	6	15	5	12	12	10		5	2	7	7	8	90
<b>2003/04</b>														
Applicants	5	16	17	8	21	34	22		18	10	4	16	8	179
Acceptances	4	14	15	7	20	23	19		16	10	4	6	6	145
Admissions	4	10	11	6	11	13	10		3	4	4	2	6	84
<b>2004/05</b>														
	BIO	CHP-T	CHP-P	EOH	EPI	FCH	HAP	PHPM	HEBS-T	HEBS-F	MDMPH	MS	PHD	ALL
Applicants	7	10	18	2	18	29	0	12	29	0	7	16	16	148
Acceptances	7	10	13	1	16	24	0	9	24	0	7	11	4	126
Admissions	7	9	11	1	7	8	0	5	8	0	7	5	2	70

Due to the dissolution of the tri-university format of the college, students were no longer admitted to the Health Administration and Policy (HAP) - Phoenix and Health Education and Behavioral Science (HEBS) - Flagstaff concentrations after 2003/04. The lower numbers of applicants and admissions in 2004/05 reflect these administrative changes. The Public Health Policy and Management (PHPM) concentration area, described in

Section V.A., was officially established in 2003/04 and admitted students in 2004/05.

**IX.A.5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A., including a headcount of full-time and part-time students and a full-time equivalent conversion, over the last three years.**

TABLES IX.A.5-1, IX.A.5-2, and IX.A.5-3 present student populations by degree program. Total enrollment remains constant, reflecting available faculty and student resources.

**TABLE IX.A.5-1 Student Population of the Health Education Program by Full Time Equivalent**

<b>HEALTH EDUCATION PROGRAM ENROLLMENT</b>	
<b>Academic Year</b>	<b>Student FTE</b>
<b>2002-2003</b>	145.05
<b>2003-2004</b>	122.87
<b>2004-2005</b>	191.00

**TABLE IX.A.5-2 Student Population of the Epidemiology Graduate Program by Degree and Category (Full-time, Part-time, Total), and Full Time Equivalents (FTE's)**

<b>EPIDEMIOLOGY PROGRAM ENROLLMENT</b>					
<b>Degree Program</b>	<b>Part-time Headcount</b>	<b>Full-time Headcount</b>	<b>Total Headcount</b>	<b>Units</b>	<b>Student FTE</b>
<b>Academic Year 2002-2003</b>					
<b>MS</b>	9	7	16	221	12.28
<b>PhD</b>	12	12	24	378	21.00
<b>All</b>	21	19	40	599	33.28
<b>Academic Year 2003-2004</b>					
<b>MS</b>	7	4	11	131	7.28
<b>PhD</b>	8	20	28	513	28.50
<b>All</b>	15	24	39	644	35.78
<b>Academic Year 2004-2005</b>					
<b>MS</b>	6	3	9	128	7.11
<b>PhD</b>	14	13	27	433	24.06
<b>All</b>	20	16	36	561	31.17

**TABLE IX.A.5-3 Student Population of the MPH Program by Concentration Area, Site, Category (Full-time, Part-time, Total), and Full Time Equivalent (FTE's)**

<b>MPH PROGRAM ENROLLMENT</b>						
<b>Concentration</b>	<b>Site</b>	<b>Part-Time Headcount</b>	<b>Full-Time Headcount</b>	<b>Total Headcount</b>	<b>Units</b>	<b>Student FTE</b>
<b>Academic Year 2002-2003</b>						
AD&POL	PHX	24	10	34	374	20.78
CHP	PHX	18	8	26	335	18.81
<b>Phoenix Total</b>	<b>PHX</b>	<b>42</b>	<b>18</b>	<b>60</b>	<b>709</b>	<b>39.59</b>
AD&POL	TUC	4	1	5	66	3.67
BIOS	TUC	1	4	5	96	5.33
CHP	TUC	15	6	21	265	14.72
ENVOCC	TUC	12	5	17	197	10.94
EPI	TUC	15	9	24	292	16.22
FCH	TUC	7	12	19	352	19.56
HEBS	TUC	9	2	11	133	7.39
MDMPH	TUC	18	0	18	136	7.56
<b>Tucson Total</b>	<b>TUC</b>	<b>81</b>	<b>39</b>	<b>120</b>	<b>1537</b>	<b>85.39</b>
ED&PRO	FLG	1	0	1	9	.5
HEBS	FLG	7	5	12	169	9.39
<b>Flagstaff Total</b>	<b>FLG</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>178</b>	<b>9.89</b>
<b>Program Total 02-03</b>		<b>131</b>	<b>62</b>	<b>193</b>	<b>2424</b>	<b>134.87</b>
<b>Academic Year 2003-2004</b>						
AD&POL	PHX	22	4	26	265	14.72
CHP	PHX	23	9	32	416	23.11
<b>Phoenix Total</b>	<b>PHX</b>	<b>45</b>	<b>13</b>	<b>58</b>	<b>681</b>	<b>37.83</b>
BIOS	TUC	5	5	10	141	7.83
CHP	TUC	20	8	28	324	18.00
ENVOCC	TUC	9	9	18	266	14.78
EPI	TUC	18	14	32	479	26.61
FCH	TUC	8	12	20	330	18.33
HEBS	TUC	6	2	8	109	6.06
MDMPH	TUC	15	3	18	182	10.11
PHPM	TUC	2	5	7	129	7.17
<b>Tucson Total</b>	<b>TUC</b>	<b>83</b>	<b>58</b>	<b>141</b>	<b>1960</b>	<b>108.89</b>
HEBS	FLG	7	2	9	104	5.78
<b>Flagstaff Total</b>	<b>FLG</b>	<b>7</b>	<b>2</b>	<b>9</b>	<b>104</b>	<b>5.78</b>
<b>Program Total 03-04</b>		<b>135</b>	<b>73</b>	<b>208</b>	<b>2745</b>	<b>152.50</b>
<b>Academic Year 2004-2005</b>						
HAP	PHX	13	6	19	220	12.22
CHP	PHX	14	13	27	413	22.94
<b>Phoenix Total</b>	<b>PHX</b>	<b>27</b>	<b>19</b>	<b>46</b>	<b>633</b>	<b>35.16</b>
PHPM & CHP	TUC	4	4	8	116	24.88
BIOS	TUC	12	1	13	140	7.78
ENVOCC	TUC	6	7	13	170	9.44

<b>MPH PROGRAM ENROLLMENT</b>						
<b>Concentration</b>	<b>Site</b>	<b>Part-Time Headcount</b>	<b>Full-Time Headcount</b>	<b>Total Headcount</b>	<b>Units</b>	<b>Student FTE</b>
EPI	TUC	18	12	30	453	25.17
FCH	TUC	13	13	26	391	21.72
HEBS	TUC	7	7	14	231	12.83
MDMPH	TUC	22	3	25	205	11.38
<b>Tucson Total</b>	<b>TUC</b>	<b>99</b>	<b>58</b>	<b>157</b>	<b>2038</b>	<b>113.20</b>
HEBS	FLG	2	3	5	68	3.78
<b>Flagstaff Total</b>		<b>2</b>	<b>3</b>	<b>5</b>	<b>68</b>	<b>3.78</b>
<b>Program Total 04-05</b>		<b>128</b>	<b>80</b>	<b>208</b>	<b>2739</b>	<b>152.14</b>

For the Academic Year, the calculation of student FTE is based on total units completed divided by 18.

The final NAU cohort of students was admitted to the MPH Program in Fall 2003 and the final group of ASU students was admitted in Fall 2004. The last two NAU students graduated in May of 2005 and the remaining students at ASU are expected to graduate in 2006.

***IX.A.6. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures over the last three years.***

Outcome measures useful for assessing the success of our practices include recruitment, matriculation, retention and, ultimately, graduation and employment of students. Graduation rates and employment information are found in Section V, Instructional Programs. To continue providing the State and region with needed expertise, the MEZCOPH constantly monitors its figures for applications, admissions, and enrollment. The average GPA and GRE scores for students entering the MEZCOPH Programs from 2002 through 2004 are presented in TABLE IX.A.6-1. The overall incoming GPA for newly enrolled graduate students is 3.48. A small number of students (8-10%) are admitted conditionally because of weak performance in previous academic work, but who hold exceptional promise for future academic success. The vast majority (95%) of these students maintain a 3.0 GPA and remain in good standing.

**TABLE IX.A.6-1 Average GPA, SAT/ACT (Undergraduate), and GRE (Graduate) Scores for Entering Students**

Year of Admission		2002-03		2003-04		2004-05	
Degree Program							
<b>BSHS</b>							
<b>GPA</b>		2.88		3.07		3.04	
<b>SAT</b>	<b>ACT</b>	957	20.36	1091	22.65	1002	20.38
<b>MPH</b>							
<b>GPA</b>		3.47		3.47		3.47	
<b>GRE</b>		1613		1569		1703	
<b>MS</b>							
<b>GPA</b>		3.62		3.3		3.74	
<b>GRE (combined verbal, quantitative, analytical)</b>		1680		1200*		1980	
<b>PhD</b>							
<b>GPA</b>		3.35		3.59		3.63	
<b>GRE (combined verbal, quantitative, analytical)</b>		1936		1913		1975	

\*Verbal & Quantitative only

***IX.A.7. Assessment of the extent to which this criterion is met.***

**This criterion is met.**

MEZCOPH continues to attract a quality student body, as measured by applicants' strong GPA's and good GRE scores, in addition to the rich diversity of their backgrounds and experience. The College has graduated over 250 students from its graduate programs since December 2001 and has updated alumni information on nearly 90% of these graduates. Approximately 20% of alumni identified via tracking methods are pursuing further graduate education or training and approximately 68% work directly in public health, either in research, clinical or community settings, or in federal, state, local or tribal agencies.

**Strengths**

MEZCOPH's many service and outreach activities provide opportunities for recruitment in rural and underserved areas.

The MPH Program's low attrition and high graduation rates serve as drawing cards to potential candidates.

The student population in the College's graduate programs has remained stable.

MEZCOPH's ability to secure training grants has enhanced the funding opportunities for student internships and for graduate assistantships for students within particular MPH concentrations.

MEZCOPH has redesigned its website to be more applicant friendly and informational for prospective and current students.

### **Weaknesses**

A coordinated student recruitment plan is needed.

Although MEZCOPH attracts and admits top-notch students, limited scholarship funding has resulted in an inability for some of these applicants to come to the University of Arizona and/or in their decisions to go elsewhere for public health training.

Enrollment is low in two concentration areas of the MPH Program.

### **Recommendations**

Continue refining and implementing the MEZCOPH's master recruitment plan to include outreach to 1) the region's underserved populations, 2) students in neighboring states in which there is no public health school or program, 3) feeder undergraduate programs and 4) appropriate subsets of the public health workforce.

Develop recruitment materials and strategies for concentration areas where there have been declining applications to highlight the new faculty recruitments in these areas.

Continue to build scholarship funding that can be used in recruitment of high-level candidates, resulting in a more competitive admissions process.

**Criterion IX.B. Stated 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.**

***IX.B.1. Description of policies, procedures, and affirmative action plans to achieve a diverse student population.***

MEZCOPH adheres to policies promoting diversity in the student bodies at the University of Arizona. The policies are best expressed by this direct quote from the University of Arizona's Graduate Catalog.

*"The University strives to create a campus environment which understands, fosters, and embraces the value of diversity among students, faculty and staff.*

*Diversity encompasses differences in age, color, ethnicity, gender, national origin, disability or handicap, race, religion, sexual orientation or Vietnam era veteran status. This institution is committed to the belief that all persons are valued for their individual characteristics, talents and contributions. Our commitment to diversity is long-standing and considered essential to advance our goal of excellence."*

MEZCOPH is fully committed to maintaining a diverse student body. Diversity includes range of experience, part-time status and diverse professional backgrounds, as well as those addressed by university policy. MEZCOPH recruits broadly and considers all aspects of background during the admissions process. Admissions are based on academic records, the student's commitment to public health and furtherance of the mission of the MEZCOPH. To achieve a diverse student body, the MEZCOPH participates in the outreach and recruiting activities outlined in TABLE IX.B.1-1.

<b>TABLE IX.B.1-1 MEZCOPH Participation in Activities and Strategies to Recruit a Diverse Student Body</b>	
<b>Academic Level</b>	<b>Activity</b>
Middle and High School	<ul style="list-style-type: none"> <li>• Adelante Nuestro Futuro Conference for young Latinas and their mothers</li> <li>• Unity Conference for Native American youth</li> <li>• Outstanding High School Junior and Senior Days</li> <li>• Health Career Opportunities Program - enrichment activities</li> <li>• MedStart Program - 6 week health career exploration &amp; academic enrichment summer program for disadvantaged, minority, rural and reservation area youth</li> </ul>
Undergraduate	<ul style="list-style-type: none"> <li>• MEZCOPH Indians into Medicine (INMED) – recruitment and pipeline building program to encourage American Indians to pursue health careers</li> <li>• Fostering and Achieving Cultural Equity and Sensitivity (FACES) in Health Professions - statewide student group</li> <li>• Summer Medical Education Program (SMEP) - a rigorous six-week academic summer program that supports premedical students of diverse ethnic background by making presentations to the students on public health and epidemiology issues.</li> <li>• Health Career Opportunities Program - enrichment activities</li> <li>• Summer Research Institute – summer internships for minority undergraduates</li> </ul>
Graduate	<ul style="list-style-type: none"> <li>• EXPORT Project Fellowships – fellowship program (\$8000 annual stipend) for underrepresented minorities in Graduate Programs (see APPENDIX IX.B.1-1 for a List of EXPORT Fellows)</li> <li>• McNair Scholars Program</li> <li>• NIH Initiative for Minority Student Development (NIH/IMSD)</li> <li>• Office of Minority Affairs</li> <li>• Mathematics, Engineering and Science Achievement (MESA) Program</li> <li>• Engaging Latino Communities for Education (ENLACE) Program</li> <li>• American Indians in Science and Engineering Society (AISES)</li> <li>• Society for the Advancement of Chicanos and Native Americans in Science</li> </ul>

MEZCOPH fosters an environment that embraces and supports cultural diversity. As a result, the MPH Program enjoys a reputation of being one of the few graduate programs on the campus of the UA that consistently attracts, admits and graduates significant numbers of Native American students. Our Hispanic and Native American students are leaders within the college and university. As an example, Carol Goldtooth-Begay, MPH student in the Public Health Policy and Management concentration, was recently awarded the University of Arizona Graduate Centennial Award, given in recognition of academic achievements, scholarly achievements, community/campus service including leadership positions, professional affiliations, and experience in the workplace or university. As a student, she serves as a student board member to the Navajo Native American Research Center for Health. The EXPORT Project, previously described in Section VII, provides twenty \$8000 annual stipends to underrepresented minority graduate students in the MPH, Epidemiology and Mexican American Studies Programs. The objective of the fellowship program is to build a base of professionals who will pursue research careers focused on eliminating health disparities. A complete list of EXPORT Fellows can be found in APPENDIX IX.B.1-1. This summer, the Hispanic Women's Corporation and Canyon Ranch partnered to establish a scholarship program which annually will provide five \$4000 scholarships to Latina students in the College. Extensive academic and nonacademic support systems exist for our culturally diverse student body. Website addresses for these services can be found in TABLE IX.C.1-1. At the UA, the American Indian Graduate Center, Office of Native American Student Affairs, and the Office of Chicano/Hispano Student Affairs are the main support organizations.

In recognition of the college's emphasis on diversity, a Student Diversity Committee was formed in Spring 2004. The charge of this committee is to focus on the issues specific to recruiting, retaining and providing a welcoming environment for a diverse student body. Through a comprehensive strategy employing a questionnaire (development nearly complete), focus groups and roundtable discussions, this committee will be exploring the culture of diversity in the college, and addressing issues of concern that arise. The Assistant Dean of Student Services and the EXPORT Project Director have served as co-chairs, and students have shown a greater interest in being members of this committee than in any other committee in the college.

Retention of all students is a priority for the college. One subject area, biostatistics, was found to be very challenging for a small percentage of students. In response to this situation, the college employs a Biostatistics tutor each fall semester, resulting in less anxiety and greater success in this required core course. Examination of dropped student data reveals no greater risk for one ethnic group over another; in fact, the racial categorization of the college's dropped students closely mirrors the ethnicity breakdown of the entire enrolled student body. The college closely monitors overall student academic progress to identify trends and potential problem areas.

Student perception of MEZCOPH support of cultural diversity is important to the college. Since 1999, graduating students from the MEZCOPH MPH Program have been asked on exit surveys to rank the environment for supporting cultural diversity. Over the last three years, the average score on a 5-point Likert scale (1=poor, 2=below average, 3=average, 4=above average 5=excellent) is 4.17.

**IX.B.2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years.**

TABLES IX.B.2-1, IX.B.3-1, and IX.B.3-2 provide demographic characteristics of the MEZCOPH student body.

**TABLE IX.B.2-1 Demographic Characteristics of Applicants, Accepted and Enrolled Students of MEZCOPH Graduate Programs**

MPH Program							
	White, Non-Hispanic	Hispanic or Latino	American Indian/Alaska Native	African American	Asian American	Foreign	
<b>2002/2003</b>							
<b>Total Applicants</b>	<b>93</b>	<b>21</b>	<b>7</b>	<b>6</b>	<b>14</b>	<b>40</b>	
<b>Male</b>	20	6	0	1	4	22	
<b>Female</b>	73	15	7	5	10	18	
<b>Total Accepted</b>	<b>66</b>	<b>18</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>19</b>	
<b>Male</b>	12	5	0	1	2	11	
<b>Female</b>	54	13	5	3	7	8	
<b>Total Enrolled</b>	<b>46</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>8</b>	
<b>Male</b>	10	3	0	0	1	4	
<b>Female</b>	36	8	4	1	4	4	
<b>2003/2004</b>							
<b>Total Applicants</b>	<b>91</b>	<b>15</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>21</b>	
<b>Male</b>	17	5	1	0	3	9	
<b>Female</b>	74	10	10	6	8	12	
<b>Total Accepted</b>	<b>82</b>	<b>14</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>14</b>	
<b>Male</b>	16	5	1	0	2	5	
<b>Female</b>	66	9	7	4	8	9	
<b>Total Enrolled</b>	<b>45</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>6</b>	
<b>Male</b>	9	4	0	0	2	3	
<b>Female</b>	36	5	6	4	4	3	
<b>2004/2005</b>							<b>Unkn.</b>
<b>Total Applicants</b>	<b>79</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>16</b>	<b>1</b>
<b>Male</b>	18	2	2	1	1	5	0
<b>Female</b>	61	14	6	7	10	11	1
<b>Total Accepted</b>	<b>61</b>	<b>16</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>13</b>	<b>1</b>
<b>Male</b>	13	2	2	1	0	4	0
<b>Female</b>	48	14	5	5	8	8	1
<b>Total Enrolled</b>	<b>36</b>	<b>13</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>1</b>
<b>Male</b>	9	2	1	1	0	2	0
<b>Female</b>	27	11	3	3	4	3	1

<b>Epidemiology Graduate Program</b>						
	<b>White, Non-Hispanic or Latino</b>	<b>Hispanic or Latino</b>	<b>American Indian/Alaska Native</b>	<b>African American</b>	<b>Asian American</b>	<b>Foreign</b>
<b>2002/2003</b>						
<b>Total Applicants</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>14</b>
<b>Male</b>	2	3	0	0	0	8
<b>Female</b>	10	0	1	1	0	6
<b>Total Accepted</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>9</b>
<b>Male</b>	1	3	0	0	0	5
<b>Female</b>	9	0	1	1	0	4
<b>Total Enrolled</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Male</b>	1	3	0	0	0	4
<b>Female</b>	5	0	0	1	0	1
<b>2003/2004</b>						
<b>Total Applicants</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
<b>Male</b>	4	2	0	0	1	0
<b>Female</b>	11	3	2	0	0	3
<b>Total Accepted</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Male</b>	2	0	0	0	0	0
<b>Female</b>	5	2	2	0	0	2
<b>Total Enrolled</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Male</b>	2	0	0	0	0	0
<b>Female</b>	3	1	1	0	0	4
<b>2004/2005</b>						
<b>Total Applicants</b>	<b>16</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>8</b>
<b>Male</b>	4	1	0	0	2	3
<b>Female</b>	12	2	2	1	0	5
<b>Total Accepted</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Male</b>	2	1	0	0	0	3
<b>Female</b>	6	1	1	1	0	1
<b>Total Enrolled</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Male</b>	1	1	0	0	0	1
<b>Female</b>	3	1	0	0	0	1

***IX.B.3. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures over the last five years.***

The MEZCOPH evaluates its success in achieving a demographically diverse student body by comparing its diversity rates to overall student diversity rates of the University of Arizona, to other colleges within the University and to the minority rates of the State's age 18+ population (see TABLES IX.B.3-1 through 3).

**TABLE IX.B.3-1 Diversity of the MEZCOPH Academic Programs Over the Last Five Years**

	White, Non-Hispanic	Hispanic or Latino	American Indian/ Alaska Native	African American	Asian	Other*
<b>Health Education Program</b>						
<b>2000-01</b>	65	27	11	5	6	3
<b>%</b>	<b>55</b>	<b>23</b>	<b>10</b>	<b>4</b>	<b>5</b>	<b>3</b>
<b>2001-02</b>	52	33	8	11	3	4
<b>%</b>	<b>47</b>	<b>30</b>	<b>7</b>	<b>10</b>	<b>3</b>	<b>4</b>
<b>2002-03</b>	51	22	8	13	4	3
<b>%</b>	<b>51</b>	<b>22</b>	<b>8</b>	<b>13</b>	<b>4</b>	<b>3</b>
<b>2003-04</b>	59	28	13	15	4	6
<b>%</b>	<b>48</b>	<b>22</b>	<b>10</b>	<b>12</b>	<b>3</b>	<b>5</b>
<b>2004-05</b>	66	47	13	15	6	7
<b>%</b>	<b>43</b>	<b>31</b>	<b>9</b>	<b>10</b>	<b>4</b>	<b>5</b>
<b>MPH Program</b>						
<b>2000-01</b>	132	25	7	5	13	4
<b>%</b>	<b>71</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>2</b>
<b>2001-02</b>	125	22	12	5	12	5
<b>%</b>	<b>69</b>	<b>12</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>
<b>2002-03</b>	97	22	11	5	8	16
<b>%</b>	<b>61</b>	<b>14</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>10</b>
<b>2003-04</b>	118	26	13	6	14	13
<b>%</b>	<b>62</b>	<b>14</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>7</b>
<b>2004-05</b>	110	28	10	8	17	14
<b>%</b>	<b>59</b>	<b>15</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>7</b>
<b>Epidemiology Program</b>						
<b>2000-01</b>	20	4	1	1	0	3
<b>%</b>	<b>69</b>	<b>14</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>10</b>
<b>2001-02</b>	14	4	1	2	0	3
<b>%</b>	<b>58</b>	<b>17</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>13</b>
<b>2002/03</b>	18	6	1	2	0	8
<b>%</b>	<b>51</b>	<b>17</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>23</b>
<b>2003/04</b>	20	6	1	2	0	8
<b>%</b>	<b>54</b>	<b>16</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>22</b>
<b>2004-05</b>	21	5	1	2	0	6
<b>%</b>	<b>60</b>	<b>14</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>17</b>

\*Foreign or Unknown

**TABLE IX.B.3-2 Comparison of Ethnic Diversity of the Population of the State of Arizona (Age 18+), the Student Population of the University of Arizona, and the Student Population of the MEZCOPH in Percentages**

	White	Hispanic	American Indian	African American	Asian American	Intl	Unknown
2000 State of Arizona Census Age 18 +	69.75	21.56	3.84	2.77	1.97	0	1
UA Undergraduates Fall 2003	66.29	14.78	1.85	2.95	5.6	3.52	5.0

<b>MEZCOPH Undergraduates Fall 2003</b>	<b>47.60</b>	<b>22.31</b>	<b>10.40</b>	<b>11.95</b>	<b>3.19</b>	<b>4.78</b>	0
UA Undergraduates Fall 2004	65.31	15.12	1.93	3.05	5.58	3.08	5.91
<b>MEZCOPH Undergraduate Fall 2004</b>	<b>42.86</b>	<b>30.52</b>	<b>8.44</b>	<b>9.74</b>	<b>3.90</b>	<b>1.95</b>	<b>2.6</b>
UA Graduate Students Fall 2003	59.77	8.59	2.19	1.74	4.39	20.11	3.2
<b>MEZCOPH Graduate Students (Epi + MPH) Fall 2003</b>	<b>60.79</b>	<b>14.10</b>	<b>6.17</b>	<b>3.52</b>	<b>6.17</b>	<b>9.25</b>	<b>0</b>
UA Graduate Students Fall 2004	59.10	8.57	2.52	1.59	4.69	19.77	3.76
<b>MEZCOPH Graduate Students (Epi + MPH) Fall 2004</b>	<b>59.01</b>	<b>14.86</b>	<b>4.95</b>	<b>4.5</b>	<b>7.66</b>	<b>8.56</b>	<b>.45</b>
UA All Students Fall 2004	63.87	13.60	2.07	2.71	5.37	6.95	5.42
<b>MEZCOPH All Students Fall 2004</b>	<b>52.39</b>	<b>21.28</b>	<b>6.38</b>	<b>6.65</b>	<b>6.12</b>	<b>5.85</b>	<b>1.33</b>

**TABLE IX.B.3-3 Comparison of Diversity of the Undergraduate Student Populations of the Colleges of the University of Arizona – Fall 2004**

<b>College</b>	<b>White</b>	<b>Hispanic</b>	<b>American Indian</b>	<b>African American</b>	<b>Asian American</b>	<b>Intl</b>	<b>Unknown</b>
Agriculture	67.55	15.45	2.38	3.37	4.15	2.13	4.98
Architecture	63.66	19.27	0.98	1.46	5.37	3.9	5.37
Business	67.76	12.12	1.04	2.02	5.74	5.81	5.49
Correspondence	49.09	8.64	1.82	2.73	1.36	2.27	34.09
Education	63.92	22.79	2.52	2.81	2.58	0.34	5.04
Engineering & Mines	58.6	15.06	1.86	3.1	7.67	8.53	5.17
Fine Arts	69.8	14.49	1.31	2.48	2.92	1.51	7.49
Health Related Professions	57.46	16.27	3.14	5.61	12.46	0.56	4.49
Humanities	70.42	14.31	2.52	2.34	2.6	1.82	5.98
<b>Public Health</b>	<b>42.86</b>	<b>30.52</b>	<b>8.44</b>	<b>9.74</b>	<b>3.9</b>	<b>1.95</b>	<b>2.6</b>
Nursing	70.63	14.52	2.31	2.31	5.61	1.32	3.3
Science	61.97	13.13	2.36	2.18	9.87	3.71	6.79
Social & Behavioral Science	68.14	15.32	1.73	3.62	3.65	1.75	5.79
University College	64.97	15.32	2.23	3.89	6.94	1.1	5.54

MEZCOPH's undergraduate population is more diverse than that of any other college of the University of Arizona. Comparative graduate data are not available. It is important to note that the White, Non-Hispanic student population of the Health Education Program has dropped 13 percentage points over the past five years and 11 percentage points in the student population of the MPH Program during the same time period. Conversely, the Hispanic population has risen 7 percentage points in the Health Education Program and 2 percentage points in the MPH Program. The percentage of Native American students in the college's undergraduate program far exceeds the University undergraduate average and the MPH and Epidemiology Graduate Program's Native American student population is above average, as well.

#### ***IX.B.4. Assessment of the extent to which this criterion is met.***

##### **This criterion is met.**

MEZCOPH has been very successful in recruiting and matriculating a diverse student body. Of particular importance to the College in achieving its mission of serving the particular needs of the Southwest is its ability to recruit, retain and graduate substantial numbers of students from the state's two largest underserved groups, the Hispanic and Native American populations.

##### **Strengths**

MEZCOPH is among the top five colleges of public health for enrolling and graduating large percentages of Native American and Hispanic students.

The College's value on cultural diversity is ranked highly by its students.

The College's research efforts have focused on diverse populations, resulting in fellowship programs for diverse students.

A significant portion of the college's modest scholarship funding has been established to support underrepresented minority students.

##### **Weaknesses**

With the exception of the Student Diversity Committee, which is charged with strengthening the overall environment for student diversity within the College, no student clubs exist to support specific populations of students.

##### **Recommendations**

Develop recruitment materials highlighting its diversity to promote its programs in diverse populations throughout the region and country.

Increase efforts to support the establishment and maintenance of student organizations within the college that focus on the needs of specific populations.

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

***IX.C.1. Description of the advising and counseling services, including sample orientation materials such as student handbooks.***

### ***Academic Advising***

The MEZCOPH recognizes the importance of advising and mentoring and clearly differentiates between them. The College's advising philosophy aims to integrate the academic requirements of the students' degree programs with their personal and career interests. The faculty recognize differing needs among students and are committed to honoring differences. Those in the College respect the cultural, gender, gender identity, racial, age, physical, religious, and ethnic diversity of our student population and are committed to creating both advising and mentoring environments conducive to nurturing students as individuals, scholars, and public health practitioners.

Advising serves the student's programmatic needs and meets the MEZCOPH's obligation to facilitate student completion of the program. The advisor's primary role is to aid the student in course selection, program performance issues, and refer students to other resources within the academic system as needed. Advisors are trained both formally and informally regarding requirements of the university, requirements of the specific program, annual variability in course offerings, and changes in requirements.

### ***Responsibilities of Parties in the Advising Process:***

The MEZCOPH is responsible for (1) training advisors, (2) determining advisor eligibility, (3) assigning advisors, and (4) providing clear advising materials.

Advice provided to students is useful only when accurate. Advisors must meet minimal criteria and have (1) attained faculty status recognized by the college, (2) actively participated in the program for which they advise, (3) completed an advising training program, (4) a willingness to arrange timely appointments when approached by an advisee, (5) sufficient knowledge of the system to recommend outside help to the student to promote successful completion of the program, (6) a genuine interest in student development and sensitivity to issues of diversity, and (7) a commitment to the MEZCOPH advising philosophy. Each program forwards a list of faculty meeting these criteria to the Assistant Dean for Student Services and Academic Administration during May of each year.

Ultimately, the student is responsible for his or her success in the program through completion of all programmatic requirements. The student is

responsible for meeting all program deadlines. Advisors offer advice, but the student must assume responsibility for meeting his or her needs. A student must take the initiative to make appointments with his or her advisor. If the advisor cannot be reached, then the student should consult the program director. If the student wants a different advisor, then it is the student's option/responsibility to change advisors.

**Program Specifics**

Responsibility for the assignment of an academic advisor resides with the chair of the specific program (undergraduate, graduate) or, in the case of the MPH, the concentration area director. Assignment is based on interests and faculty workload. Specifics are found in APPENDIX IX.C.1-1. The student is welcome to retain the original advisor, or switch to an advisor of his or her choosing with mutual agreement of the past advisor and the prospective advisor as documented on the advisor change form.

All entering students are required to attend an orientation session when entering the program. Orientation for each program consists of a minimum of two parts. The first part deals with the specific services, policies and processes. The second part deals with program specific issues; these are addressed for each program in APPENDIX IX.C.1-2.

Just as students need special programmatic guidance at the time they enter the program, supplemental advising is necessary near the completion of the program. APPENDIX IX.C.1-3 addresses advising related to some of the special institutional and programmatic issues surrounding degree completion.

The college's academic program incorporates a host of advising models that must work for both the faculty and the student to ensure meeting student needs. The advisor and the student are free to structure their relationship in any way that promotes clear communication and meets mutual needs. Although every attempt is made to select the “right” advisor for a student, sometimes relationships are not predictable. Students are always able to change advisors by completing a form indicating mutual consent (current advisor, future advisor and student). Specifics are outlined in APPENDIX IX.C.1-4.

Additional advising support is available through special programs on the University of Arizona campus (TABLE IX.C.1-1).

**TABLE IX.C.1-1 Institutional Academic Advising Services.**

Advising Service	University of Arizona Web Address
Graduate College	<a href="http://grad.admin.arizona.edu/">http://grad.admin.arizona.edu/</a> <a href="http://grad.arizona.edu/prospect/">http://grad.arizona.edu/prospect/</a>
International Student Programs and Services	<a href="http://internationalstudents.arizona.edu/">http://internationalstudents.arizona.edu/</a>
Learning Assistance Center	<a href="http://www.ulc.arizona.edu/">http://www.ulc.arizona.edu/</a>
Strategic Alternative Learning Techniques	<a href="http://www.salt.arizona.edu/">http://www.salt.arizona.edu/</a>
Multicultural Student Center	<a href="http://w3.arizona.edu/~dmps/">http://w3.arizona.edu/~dmps/</a>

Native American Student Affairs	<a href="http://nasa.web.arizona.edu/">http://nasa.web.arizona.edu/</a>
American Indian Graduate Center	<a href="http://aisp.web.arizona.edu/aigc.htm">http://aisp.web.arizona.edu/aigc.htm</a>
Chicano/Hispano Student Affairs	<a href="http://chsa.web.arizona.edu/">http://chsa.web.arizona.edu/</a>
Asian Pacific American Student Affairs	<a href="http://apasc.web.arizona.edu/">http://apasc.web.arizona.edu/</a>
African American Students Affairs	<a href="http://www.uastudents.com/">http://www.uastudents.com/</a>

### ***Mentoring***

Mentoring is a nurturing relationship that develops between the student and an informed and capable individual. The University of Arizona position paper entitled *Mentoring –The Faculty Graduate Student Relationship* expresses the concept eloquently in the introduction and will be available on site for review.

### ***Responsibilities of the Institution Associated with Mentoring***

The MEZCOPH can encourage and facilitate mentoring by training mentors, identifying willing mentors, and sponsoring events that bring mentors and students together. Some actions the MEZCOPH currently undertakes to facilitate mentoring include: (a) developing lists of volunteer mentors from community and alumni, and making names available to students (through the web with updates from the student organization, the Public Health Student Alliance), (b) fostering stronger relationships with the Arizona Public Health Association (AzPHA) and individuals from the Arizona Department of Health Services (ADHS) as mentor sources, (c) encouraging student groups to obtain resources through the University for mentoring activities, (d) fostering a mentoring series through seminars (not a one-on-one relationship), and (6) promoting an environment conducive to the development of mentoring relationships.

All MEZCOPH advisors are capable of mentoring and virtually all advisors provide mentoring at some level. The faculty believe that *advisors* may be *assigned*, but *mentors* must be *chosen*. The mentor is an individual selected by the student to enhance professional growth and development. Students may choose advisors or anyone else (within or outside the MEZCOPH) as mentors. The MEZCOPH can promote the idea of mentoring. Selection of a mentor is strongly recommended and facilitated. Specific areas of institutionalized opportunities for mentoring are described in APPENDIX C.1-5.

The Appointed Personnel of the College are developing a proposal for a Mentoring Program encompassing faculty and staff. Once the program is piloted, there will be an opportunity to explore its adaptation for use with students.

### ***Career Advising***

In response to feedback received during the last accreditation review regarding a need for additional career advising, MEZCOPH is building its efforts in this area to provide comprehensive and coordinated services. An integrated approach to career advising, utilizing the expertise of the University of Arizona Career Services Office, professionals within the MEZCOPH Office of Student Services, and public health faculty and practitioners continues to evolve to

provide appropriate career exploration services and support related to finding a public health career position. UA Career Services offers a broad range of programs designed to assist students and alumni in developing and implementing career plans, gaining career-related experience while enrolled in school, and pursuing post graduate career goals, whether that means permanent employment or alternate plans.

Capitalizing on this wealth of resources, events and services, tailor-made for MEZCOPH students, occur on an ongoing basis. Most recently, these have included resume writing workshops, career fairs targeting the public service sector and health industry, and the establishment of a small resource library within the MEZCOPH Office of Student Services that showcases information regarding public health internships, fellowships, career opportunities, and provides career preparation materials. A cubicle within the Office of Student Services in Drachman Hall has been reserved to house the library and for students to use to review materials. This fall, the college plans to preview a mock interviewing exercise, designed to prepare students for interviews in the public health field. Alumni and other public health practitioners, who have indicated a willingness to serve as mentors, will be engaged to serve as interviewers. Students have indicated a collective desire to have more interaction with college alumni and this will be one avenue of providing this interaction. The Assistant Dean is a member of the University’s Career Services team and as the college’s liaison, regularly participates in training and networking with other career services professionals. She and an MPH alumnus have collaborated on writing a “How to Search for a Job in Public Health” manual. It is available on site for review. The Assistant Dean and one of the program coordinators on the staff of the Office of Student Services and Academic Administration, who has considerable experience and a degree in the human resources field, provide résumé review services for all MEZCOPH students. Career services promotional information is being added to the student handbooks and will be emphasized during orientation beginning in fall 2005.

Specific career services provided through this integrated approach are outlined in TABLE IX.C.1-2.

<b>TABLE IX.C.1-2 Location of Career Services Available to MEZCOPH Students</b>		
UA Career Services	MEZCOPH	
	X	Faculty career counseling
X	X	Career Fairs (Public Service and Health Industry)
	X	Alumni contacts
X		Dress for Success Workshops
X	X	Mock Interview Workshops
X	X	Resume Writing & Review
X		Career Services E-Newsletter
	X	Subscriptions to public health job journal
	X	MEZCOPH Website listings of public health positions available <a href="http://www.publichealth.arizona.edu">http://www.publichealth.arizona.edu</a>
	X	Public health career resource library

### **Nonacademic Advising**

The MEZCOPH Office of Student Services and Academic Affairs serves as the central point of coordination for student activities and provision of services to undergraduate and graduate students in all academic programs of the college. The office is well staffed and a complete description of the student service position responsibilities can be found in APPENDIX IX.C.1-6. The college continued to employ a program coordinator in Flagstaff to support its remaining students there until the last student graduated in May, 2005 and similarly, continues to employ a Phoenix program coordinator until the Phoenix students graduate. Each student support staff member has significant experience advising students, participates in numerous university wide taskforces and committees, and meets with MEZCOPH students on a daily basis to help them resolve issues of a nonacademic nature. These issues include, but are not limited to, admissions questions; course registration; meeting academic paperwork deadlines; college financial aid, scholarships, and fellowship application processes; internship processes; career placement questions; travel requests; and graduation requirements.

The Assistant Dean of Student Services was instrumental in working to establish the Student Services Council of the Association of Schools of Public Health and is serving as its first chair. The purpose of the council is to share best practices of student services provision across schools. The council's establishment has resulted in the rapid acquisition by MEZCOPH staff of skills and knowledge about how to effectively serve the specific needs of public health students.

In recognition of their superior contribution to the students and the college, the student services staff was awarded the 2004 University of Arizona Team Award for Excellence. In their letter of nomination, MEZCOPH students stated that, "in the Office of Student Services, students' needs are put first and foremost. The staff have a unique blend of professionalism and approachability that make students feel special and that their needs are being addressed."

To aid graduate students in becoming familiar with and understanding MEZCOPH policies, student manuals have been written. The Epidemiology Program Bulletin and Handbook can be found in APPENDIX V.A.2-5 and the MPH Program Student Handbook can be found in APPENDIX IX.C.1-7.

A number of other nonacademic advising resources exist on The University of Arizona campus to aid students and are outlined on TABLE IX.C.1-3.

**TABLE IX.C.1-3 Other Advising Resources**

<b>Service/Advising Resource</b>	<b>The University of Arizona Web Address</b>
<b>Campus Health Services</b>	<a href="http://www.health.arizona.edu">http://www.health.arizona.edu</a>
<b>Campus Recreation Center</b>	<a href="http://campusrec.arizona.edu/">http://campusrec.arizona.edu/</a>
<b>Counseling and Psychological Services</b>	<a href="http://www.health.arizona.edu/Clinical%20and%20Counseling%20Services/caps.htm">http://www.health.arizona.edu/Clinical%20and%20Counseling%20Services/caps.htm</a>
<b>Disability Resource Center</b>	<a href="http://drc.arizona.edu/">http://drc.arizona.edu/</a>

<b>Financial Assistance</b>	<a href="http://financialaid.arizona.edu/index.htm">http://financialaid.arizona.edu/index.htm</a>
<b>Learning Disabilities</b>	<a href="http://www.salt.arizona.edu">http://www.salt.arizona.edu</a>
<b>Ombudsperson Committee</b>	<a href="http://ombuds.arizona.edu/">http://ombuds.arizona.edu/</a>
<b>International Student Affairs</b>	<a href="http://internationalstudents.arizona.edu/">http://internationalstudents.arizona.edu/</a>
<b>Sexual Assault Assistance</b>	<a href="http://w3.arizona.edu/~oasis/home.htm">http://w3.arizona.edu/~oasis/home.htm</a>
<b>Student Housing</b>	<a href="http://www.life.arizona.edu/">http://www.life.arizona.edu/</a>

**IX.C.2. Information about student satisfaction with advising and counseling services.**

Graduate student satisfaction with advising and counseling services is monitored on Exit Surveys and Alumni Surveys. See TABLE IX.C.2-1 below. The College has held two advising workshops to increase the faculty’s advising competency and is in the process of developing a faculty handbook, which will address issues directly related to teaching and advising. Before further faculty training is conducted, student focus groups or a targeted Student Affairs Meeting will be held in the fall semester to determine the students’ perspective on improving advising in the College. Subsequent to the recent addition of career placement services to the College, it is expected that the career advisement ratings will rise.

The differences between the advising ratings of MPH and Epidemiology students are notable. These differences possibly are related to the much lower student to faculty FTE in the Epidemiology Program and the longer length of time that Epidemiology students stay in the college, suggesting that students are more satisfied with their advising the longer they are in the College and the more personal contact they receive. The Evaluation committee also noted that the MPH and Epidemiology surveys are completed at different times in the student’s experience, possibly resulting in skewed ratings. The Evaluation Committee has recommended that exit and alumni surveys be standardized across the college.

**TABLE IX.C.2-1 Indicators of Advising and Mentoring Satisfaction**

<b>Program→</b>	<b>Master’s of Public Health Program</b>		<b>Epidemiology Master’s and Ph.D. Programs</b>	
<b>Data Collection Method</b>	<b>Exit Survey</b>		<b>Alumni Survey</b>	
	<b>General Advising</b>	<b>Career Advising</b>	<b>General Advising</b>	<b>Career Advising</b>
<b>Satisfaction Ranking</b>	4.00 <sup>1</sup>	2.89 <sup>1</sup>	4.53 <sup>2</sup>	4.35 <sup>2</sup>

<sup>1</sup>Likert scale 1-Poor, 2-Below Average, 3-Average, 4-Above Average, 5-Excellent

<sup>2</sup>Likert scale 1-Very Dissatisfied 2-Somewhat Dissatisfied, 3-Neutral, 4-Somewhat satisfied, 5-Very satisfied

On exit survey with a 100% response rate, May 2005 graduating MPH students ranked the faculty advising and mentoring as “above average” (4.0 on a 5.0 Likert scale). From 1999 through 2004, the average faculty advising rating was 3.59, indicating improved student satisfaction with faculty advising.

***IX.C.3. Assessment of the extent to which this criterion is met.***

**This criterion is met.**

Although each educational program originated and evolved independently, the advising policies and procedures employed are sound. Each program assigns advisors and clearly defines the role of each of the parties involved in the process. Mentoring is recognized both by the institution and the program as a cornerstone of the educational experience. Mentoring occurs in all aspects of the programs and students are strongly encouraged to find mentors themselves. The academic and non-academic counseling needs of the students are met through a comprehensive and collaborative network of services and resources available through the divisions, the college and the university.

This criterion was met with commentary during the last accreditation review. Efforts to build a comprehensive and integrated approach to career advisement services have occurred and MEZCOPH now has strong career placement activities. The Assistant Dean of Student Services has taken responsibility for career counseling within the college and collaborates with the University’s Office of Career Services to maximize career and job search services for public health students.

**Strengths**

Faculty advising ratings on the MPH Exit Survey have improved.

Coordinated efforts to enhance the faculty’s ability to advise well have occurred. This happens through structured advising workshops and focused discussions in program committee meetings. These workshops have resulted in the faculty’s stronger commitment to excellence in advising.

The Assistant Dean is working with the UA Office of Career Services to continue to develop an integrated approach to career services. In addition to centralized university services, such as career fairs, services focused on the needs of public health students, have occurred and are planned.

In recognition of its commitment to public health students and contribution to the College, the Office of Student Services and Academic Administration was awarded the 2004 Outstanding Team Award for excellence from the University of Arizona.

## **Weaknesses**

The College has no systematic way of training new faculty members how to advise MEZCOPH students.

Although the services related to career advisement have been strengthened, a significant number of students choose not to avail themselves of these services.

## **Recommendations**

Develop and implement a “New Faculty Advising Workshop” prior to the beginning of school each summer.

Standardize the information given to all faculty regarding advising via a faculty handbook.

Develop and implement an advertising campaign to promote the comprehensive services for career advising available within the Office of Student Services and the UA Office of Career Services.

Develop a searchable database for maintaining information about public health positions and employers who have either hired or shown interest in hiring our graduates.

More fully engage the college’s alumni in opportunities to mentor MEZCOPH students.

**Criterion IX.D. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy setting and decision making.**

***IX.D.1. Description of student roles in evaluation of school and program functioning.***

Avenues for student evaluation continue to grow within the college and are enumerated below.

### ***Course Evaluations***

The MEZCOPH is committed to providing high quality public health education by assessing new course needs and improving existing courses. To do so, students are asked to play an integral part in providing critical assessment data. The University of Arizona Teacher Course Evaluation (TCE) process is implemented in the last two weeks of each semester. All students are requested to participate in this anonymous evaluation process. The data from these evaluations contribute to faculty performance evaluations, promotion and tenure decisions, and post-tenure review processes. In addition, these data inform program faculty of curricular and course modifications needed, and are

used in the planning process for establishing new curriculum and making appropriate teaching assignments.

This spring, the college instituted an online mid-course evaluation system to supplement the standard end-of-semester evaluation. The purpose for doing this was twofold. First, while university institutionalized evaluations are helpful in obtaining necessary summative information about courses and teachers, and they provide comparison data across the campus for MEZCOPH faculty, the TCE evaluation does not result in timely feedback. College administration wanted to institute a system that would net information about the conduct of a course while it is ongoing, so that critical issues could be identified and appropriate changes could be made while the course is still in session. Secondly, it was apparent from comparing the college's TCE data with individual and group anecdotal reports and concerns raised about specific courses, that there was no place on the TCE instrument for students to raise the issues they felt were important and that administration needed to hear. Consequently, the decision was made to invite students to play the major role in developing an evaluation tool that could be implemented and completed easily, allowing privacy and adequate time to provide thoughtful answers.

An email requesting student participation in the evaluation development process was distributed via listserv to all MEZCOPH students. Six students responded. A group of three students met with the Assistant Dean and drafted the evaluation and an accompanying email that would be sent to students announcing the evaluation opportunity. The second group of three students served as the review committee and suggested changes and edits. The entire committee was instrumental in determining issues related to web access and formatting of answer fields. The Information Technology Office of the College took the draft (APPENDIX IX.D.1-1) and formatting instructions and developed the online version of the instrument, insuring anonymity of the student by one-way encrypting Web ID's. The Assistant Dean worked with the students to develop a realistic expectation of the feedback loop for evaluation results. This resulted in a commitment that the Associate Dean for Academic Affairs would assess the evaluation results and would meet with individual instructors to review the findings with them but would not share raw data with the instructors.

### ***Exit Surveys***

Student exit surveys continue to inform faculty and administration about the effectiveness of curriculum design and delivery, student support services, the internship experience, advising and mentoring and the extent to which the program accomplishes its mission.

### ***Annual Reports***

Beginning in academic year 2003/04, all Epidemiology graduate students are required to complete an Annual Report summarizing their own progress towards completing degree requirements. On this report, students are asked if

there are issues they would like program and college leadership to know. This past year, the MPH Program instituted a similar report requirement.

### ***Alumni Surveys***

Alumni are invited to participate in the governance process of the college by joining MEZCOPH and program committees and are invited to participate in academic program orientations, internship conferences, and poster forums. A yearly student and alumni data summit is planned within each of the programs for the purpose of sharing evaluative data received during the year. A summary of MEZCOPH alumni surveys is available onsite.

### ***Student Response to Policy Changes***

Recently, the University requested that the MEZCOPH develop a proposal to establish a program fee for students in the MPH Program. Students were informed via email that the college had been asked to develop a proposal for a program fee. An ad hoc Student Affairs Committee meeting was scheduled with the sole agenda item being a discussion with students of the program fee. Students were invited and encouraged to attend the lunch meeting to provide feedback. A page of questions and answers about the proposed program fee was developed and was included in the email message. Students who were unable to attend the meeting were encouraged to provide feedback about the fee via email. Email comments were compiled and copied for distribution to the students at the face-to-face meeting.

Students provided feedback about the fee through both email and the face-to-face meeting. One wrote, "It speaks volumes of the commitment the college has to the student experience. I really appreciate it." Another student stated that she "commends the MEZCOPH for seeking student input prior to initiating the college fee and for implementing the fee only for new students entering the program."

### ***Self Study Process***

Members of the student body have contributed to the writing of the Self Study through their membership on several key college committees. Members of the Executive Council of the Public Health Student Alliance reviewed drafts of the Self Study. Additionally, student input has been sought via the student listservs. The Council's comments were forwarded to the Assistant Dean for Student Services and Academic Administration. The final self-study document will be available to students and alumni online, with printed copies available in the Office of Student Services.

## ***IX.D.2. Description of student roles in governance, as well as in formal student organizations.***

### ***Student Participation on MEZCOPH Committees***

Membership on MEZCOPH committees provides students opportunities to participate in much of the college's decision making and governance process.

Students are presented with information about the college's committees and committee charges (see Table III.1.B-1) at Undergraduate and Graduate New Student Orientations through discussion and printed material provided in their orientation packets. Students are encouraged to consider committee membership as a means of familiarizing themselves with college operations and faculty and staff, and as a way to build their own leadership and collaborative skills. Students are invited to complete a Committee Membership Interest Form (see APPENDIX IX.D.2-1), on it indicating the committee(s) that they may wish to join. All attempts are made to accommodate as many committee membership requests from interested students as are received. Student representation on MEZCOPH committees has grown tremendously, measured both by numbers of committees with student members (6 in 2002; 18 in 2005) and by actual student numbers serving on committees (an average of 3 members each for nonstudent driven committees). Students have representation on all college committees except the Promotion & Tenure, and the Staff and Academic Professionals Councils. The Community Advisory Board, which previously has had no student representation, will solicit student and alumni membership this summer.

### ***MPH Internship Conference***

With minimal faculty and administrator guidance, MPH Program student volunteers are responsible for planning and facilitating the college's Internship Conference, held in the spring, summer and fall semesters. This conference, to which public health professionals, university administrators, undergraduate students and the public are invited, showcases the outstanding accomplishments of MPH students in their internships and functions as an outreach event, as well as a student recruitment strategy. The format of the Internship Conference is similar to that of a scientific meeting, with multiple sessions occurring at the same time. A good deal of event coordination and collaboration skills on the part of the student volunteers to insure that all details are effectively managed. In addition to selecting and inviting a keynote speaker (usually a program alumnus or public health leader in the community), the students design a promotional brochure, develop and mail invitations, collect presentation abstracts from their peers, and format and print a conference program containing presentation abstracts. These materials will be available to the site visitors in a resource file. A larger group of student volunteers serves as session moderators, greeters and facilitators on the day of the conference. The Internship Conference has grown in stature and reputation since its inception, and future plans include incorporating poster presentations by the college's undergraduate Health Education Program interns.

### ***Epidemiology in Arizona Poster Forum***

The Epidemiology Graduate Program hosts a yearly Epidemiology in Arizona Poster Forum that Epidemiology students organize and facilitate. The MPH Internship Conference and the Epidemiology Poster Forum are held the same day in April, with the MPH internship program scheduled in the morning, followed by a catered

lunch, and the Poster Forum occurring in the afternoon. This event, like the MPH Internship Conference, provides an opportunity for the Program's students and faculty to network with public health professionals, often resulting in future collaborations such as employment and research partnerships. The student planning group invites a keynote speaker, develops promotional literature, maintains a website for assisting poster presenters with instructions for registering and composing posters, and produces a forum program which includes abstracts. All Epidemiology students and faculty are encouraged to present posters. Posters are judged and a cash prize is awarded to the best student poster.

### ***Student Epidemiology Response Team (SERT)***

Developed as part of a MPH internship in Fall 2004 and Spring 2005, the Student Epidemiology Response Team is an example of a student led initiative that is being institutionalized as an organization within the College. The organization's goal is to provide training and infrastructure for graduate students to work with state and county public health practitioners on short-term outbreak investigations or short-term, high need problems. A core group of fifteen students met with personnel of the Arizona Department of Health Services, Maricopa and Pima County Health Departments to discuss their possible assistance in outbreaks. One training session involved learning how to investigate foodborne outbreaks. Epidemiology students have coalesced around this initiative and collectively, with the Program Chair and Assistant Dean, are determining the next steps for insuring a permanent place in the college for SERT.

### ***Delta Omega***

The Alpha Nu Chapter of Delta Omega, the public health honorary society, was established at the Zuckerman College of Public Health in 2002. Since then, 20 students, 29 alumni, 6 faculty and 5 honorary members have been inducted into the chapter, including the college's most famous alumnus, Dr. Richard Carmona. The Associate Dean for Academic Affairs and the Chair of the MPH Program, Delta Omega members from other chapters, served as the first President and Vice President of the organization. Several MEZCOPH recent alumni now hold those positions.

### ***Public Health Student Alliance***

The Public Health Student Alliance (PHSA) is the student organization of the college. Established in 1997 by a group of committed MPH students, the initial charge of the group was to advocate for public health issues and to promote networking of students who work or wish to work in the field of public health. Since that time, the organization has matured and has expanded its scope of interest and activities to include participation in civic health promotion events, social events, intramural sports and service projects. Last year, during coursework in the MPH Program, students were made aware of a significant truancy problem in the Colorado River Indian Tribe. Children were not going to school because they didn't have shoes to wear or money to buy school supplies. MEZCOPH students took on the task of identifying particular needs, and then

planned and launched an all college donation drive to accumulate the needed materials and clothes. The drive, held late November and early December during the very busy finals and holiday season, was extremely successful, not only in helping the Colorado River Indian community but in drawing the college closer together in a united effort to address an unmet need. A second event the PHSA has sponsored for two years in a row, Mardi Gras Night, combines a service project and student social activity with proceeds from the event being donated to a worthy cause chosen by the students. In addition to fundraisers, students have organized technical assistance workshops, advocacy trainings, and a student-to-student mentorship program. Although officers are elected each year, the group has chosen to govern itself in a nonhierarchical fashion, giving each officer a programmatic area to oversee and sharing the task of meeting management. The PHSA is open to all students within the university who are interested in public health.

***IX.D.3. Assessment of the extent to which this criterion is met.***

**This criterion is met.**

In the college's short existence, the role of students in MEZCOPH governance activities has seen remarkable improvement, both by design and through student driven initiatives. This was accomplished by inviting, soliciting and achieving student membership on all appropriate college committees and through student driven initiatives. Students have found their "place at the table" and have collectively realized the part they play in building the college and strengthening its programs and activities. Administration continues to discover and implement new ways to include students in all operations, as well. Students, faculty and staff are looking forward to being housed together in Drachman Hall. It is anticipated that when the move to the new building occurs all college members will feel a stronger bond.

**Strengths**

Opportunities to provide input at various levels are prevalent within the student experience and additional opportunities for student participation in college governance have been developed as the students have requested them.

Opportunities for student participation in college and program governance have expanded, resulting in a 300% increase (measured by # of committees with student representation).

Annual reports from graduate students have been instituted.

**Weaknesses**

The lack of a physical home for the College has sometimes hindered the ability to build a cohesive bond between students and students' strong allegiance to the College.

**Recommendations**

Provide an annual reporting to the MPH student body of the uses of the revenue generated by the mandated program fee.

Schedule a monthly opportunity for students to informally meet as a group with the dean and associate/assistant deans to discuss issues of students' choosing.