

EVALUATION AND PLANNING

X.A. The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

X.A.1. Description of evaluation procedures and planning process being used.

The MEZCOPH Evaluation Committee was established in fall of 2002 for the purpose of developing a college wide evaluation plan and to write the Evaluation and Planning section of the original self study. Since then, its role has been to insure that 1) goals and objectives are measurable and map to the college’s mission, 2) appropriate data collection systems are in place throughout the college that will gather relevant data in a timely fashion, 3) these data are utilized to inform decision making and planning processes, 4) the Service, Education and Research Committees and other responsible entities have developed action plans to address gaps that may be identified in evaluation, and 5) the Evaluation and Planning section of the college’s self study document is written in a comprehensive and coherent fashion.

At the core of the MEZCOPH evaluation plan are the college’s objectives, expected outcomes mapped to the objectives, and strategies to measure the achievement of the expected outcomes. The MEZCOPH Executive Council and the college’s three major standing committees, Education, Research and Service, developed these objectives, expected outcomes, and measurement strategies. MEZCOPH objectives and expected outcomes, listed with relevant measurement strategies, are found in Tables X.A.1-1 through X.A.1-4, found below:

TABLE X.A.1-1 Instructional Objectives, Expected Outcomes and Measurement Strategies

<i>Provide continual review of educational programming and offerings to address global public health competencies and issues relevant to the Southwest.</i>		
Measured by	Data Source	Reporting Frequency
Documentation of appropriate program specific learning objectives	Education Program Committee meeting minutes	Annually
Documentation of appropriate MPH core course competencies	MPH Program Committee minutes	Annually
Documentation of adequate course availability	Schedule of classes	Annually
Documentation of appropriate course content	Course Syllabi	Each course reviewed once every 3 years

Measured by	Data Source	Reporting Frequency
Documentation of mandated review of new course proposals	Education Committee Minutes	Annually
Documentation that 80% of graduates one year post graduation have found jobs	Office of Student Services and Academic Affairs	Annually
<i>Increase student recruitment, retention, and degree completion, with an emphasis on culturally diverse students reflective of the Southwest.</i>		
Measured by	Data Source	Reporting Frequency
Documentation that the proportion of MEZCOPH students for each race/ethnicity category is no less than that of all UA students	Office of Student Services and Academic Affairs student database	Annually
Documentation that the graduation rate of MEZCOPH diverse students is no less than that of MEZCOPH white students	Office of Student Services and Academic Affairs student database	Annually
Documentation that number of recruitment and academic outreach activities increases 20% each year for three years	Office of Student Services and Academic Affairs recruitment outreach log	Annually
Documentation and analysis of graduation and attrition rates – graduation rate no less than 80%	Office of Student Services and Academic Affairs student database	Annually
<i>Increase number and scope of student support services related to career placement, and provision of financial resources.</i>		
Measured by	Data Source	Reporting Frequency
Documentation that > 75% of graduating students who seek advice on career placement rank the service as satisfactory on exit survey	Office of Student Services and Academic Affairs student database and Career Services log	Annually
Documentation that > 50% of all students seeking financial assistance receive at least partial support	Office of Student Services and Academic Affairs financial aid spreadsheet	Annually
Documentation that the number of discrete student services increases	Office of Student Services and Academic Affairs annual report	Annually
<i>Increase academic advising skills and teaching effectiveness of the faculty.</i>		
Measured by	Data Source	Reporting Frequency
Documentation that the average advising rating on student surveys ≥ 3 (good) on student surveys	Office of Student Services and Academic Affairs student data base	Annually

Measured by	Data Source	Reporting Frequency
Documentation that < 5% of instructors have average scores on instructor effectiveness < 3 (sometimes effective)	University of Arizona Teacher-Course Evaluation summary	Semester
Documentation that > 75% of instructors have average scores on instructor effectiveness \geq 4 (usually effective)	University of Arizona Teacher-Course Evaluation summary	Semester
Documentation that the number of courses offered increases proportionately to the increase in the number of students	MEZCOPH course schedule Office of Student Services and Academic Affairs student database	Annually
Documentation that student to faculty ratio does not exceed 4:1	Offices of Student Services and Academic Affairs student database and Financial Services faculty roster	Annually
Documentation that the current number of faculty advising and teaching development activities is maintained	Office of Student Services and Academic Affairs academic event calendar	Annually

TABLE IX.A.1-2 Research Objectives and Measurement Strategies

<i>Increase by 3% per year the amount of grant and contract funding</i>		
Measured by	Data Source	Reporting Frequency
Documentation that research dollars to FTE faculty will increase 10% over 3 years (2002 objective)	Office of Financial Services grant database	Annually
Documentation that grant and contract funding increase 3% each year	Office of Financial Services grant database	Annually
<i>At least 40% of the funding focuses on health disparities, diverse populations and the SW</i>		
Measured by	Data Source	Reporting Frequency
Documentation that \geq 40% of research funding focuses on health disparities, diverse populations and the SW	MEZCOPH annual performance review	Annually
<i>At least 20% of extramurally funded projects involve one or more students</i>		
Measured by	Data Source	Reporting Frequency
Documentation that \geq 20% of extramurally funded projects have student involvement	MEZCOPH annual performance review	Annually

Faculty will publish at least 2.0 articles in peer-reviewed publications annually		
Measured by	Data Source	Reporting Frequency
Documentation that, on average, each faculty member publishes \geq 2.0 articles in peer-reviewed publications each year	MEZCOPH annual performance review	Annually
At least 20% of publications will include one or more student authors		
Measured by	Data Source	Reporting Frequency
Documentation that \geq 20% of publications include student authors	MEZCOPH annual performance review	Annually

TABLE IX.A.1-3 Service Objectives and Measurement Strategies

<i>Increase the percentage of faculty and academic professionals who are involved in community outreach, practice and service activities that focus on four categories: eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People 2010 goals and public health preparedness.</i>		
Measured by	Data Source	Reporting Frequency
Documentation that no less than 50% of faculty and academic professionals are involved in community outreach, practice and service activities	MEZCOPH annual performance review	Annually
<i>Ensure that most of the MPH student internships are community based and focused on community outreach, practice and service activities that emphasize eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People 2010 goals, and public health preparedness.</i>		
Measured by	Data Source	Reporting Frequency
Documentation that no less than 75% internships are community based	Office of Student Services and Academic Affairs student database	Annually
<i>Ensure that the geographic reach of community outreach, practice and service activities includes the entire state of Arizona.</i>		
Measured by	Data Source	Reporting Frequency
Documentation of community outreach, practice and service activities in all 15 counties	MEZCOPH annual performance review	Annually
<i>Increase the percentage of faculty and academic professionals who are involved in workforce development–continuing education activities.</i>		
Measured by	Data Source	Reporting Frequency
Documentation of no less than 50% of faculty and academic professionals involved in workforce development – CE activities	MEZCOPH annual performance review	Annually

Ensure that the average number of annual encounters in continuing education is maintained at the 2002-2004 three-year average.

Measured by	Data Source	Reporting Frequency
Documentation that no less than 6634 CE encounters occur (2002-04 average)	MEZCOPH annual performance review; event registrations and sign-in sheets	Annually

TABLE IX.A.1-4 Organizational Objectives and Measurement Strategies

Improve the means by which all members of the MEZCOPH community are supported.

Measured by	Data Source	Reporting Frequency
Documentation of stabilization of permanent state funding	Office of Financial Services MEZCOPH budget	Annually
Documentation of increased endowment and other private funds to support student scholarships and faculty	Office of Development and Office of Financial Services	Annually
<ul style="list-style-type: none"> Documentation of institutional expenditure per FTE student \geq 25K 	Office of Financial Affairs	Annually
<ul style="list-style-type: none"> Documentation that number of donors to college increases 15% each year 	Office of Development donor database	Annually
<ul style="list-style-type: none"> Documentation that number of planned gifts increases 20% each year 	Office of Development donor database	Annually
<ul style="list-style-type: none"> Documentation that donor income reaches 500K 	Office of Development donor database	Annually

Continuously evaluate and transform the MEZCOPH infrastructure to support its mission and goals effectively and efficiently.

Measured by	Data Source	Reporting Frequency
Documented membership of students, faculty, academic professionals and staff on all MEZCOPH committees, as appropriate	MEZCOPH committee meeting minutes	Annually
Documented establishment and continuance of a student organization (The Public Health Student Alliance)	Office of Student Services and Academic Affairs and PHSA meeting minutes	Annually
Documented establishment and continuance of a faculty organization (The Faculty Assembly)	Faculty Assembly meeting minutes	Annually

Measured by	Data Source	Reporting Frequency
Documented establishment and continuance of an academic professional organization (The Academic/Administrative Professional Council)	Appointed/Administrative Professional Council meeting minutes	Annually
Documented establishment and continuance of a staff organization (The Staff Advisory Council)	Staff Council meeting minutes	Annually
Documented representation on the Executive Council from all MEZCOPH organizational entities.	Executive Council meeting minutes	Annually
<i>Strengthen and maintain diversity of MEZCOPH faculty, academic professionals and staff.</i>		
Measured by	Data Source	Reporting Frequency
Documented efforts to identify and interview diverse candidates when recruiting faculty, academic professionals and staff	The Office of Financial Services – Human Resources Division	Annually
Documented establishment and continuance of diversity committees (Millennium and Student Diversity Committees)	Millennium and Student Diversity Committee meeting minutes	Annually
<i>Monitor progress towards meeting objectives.</i>		
Measured by	Data Source	Reporting Frequency
Documentation of tracked corrective actions	Evaluation Committee meeting minutes	Annually
Documentation of percentage of evaluation objectives meeting or exceeding goal ≥ 80%	Evaluation Committee annual report	Annually

Primary sources of data used to evaluate the college include:

- Annual Performance Reviews completed by all MEZCOPH appointed personnel, which detail instructional, research and service activities of appointed personnel
- Records related to all funding sources, financial and hiring activities - tracked and managed by the Office of Financial Affairs and Facilities Management
- Records concerned with student recruitment and admissions, progress toward degrees, internships, perceptions of advising, alumni activities, and curriculum scheduling - tracked and managed by the Office of Student Services and Academic Affairs
- Annual Service Activities data provided by staff

- Course evaluations and learning assessments
- College committee meeting minutes

The Evaluation Process

Central to having an effective college evaluation process are data collection and data administrators. Data resulting from MEZCOPH measurement strategies listed above are continually collected through a variety of methods throughout the year. MEZCOPH administrators are assigned areas of data reporting responsibility. The responsible administrator and relevant committee (if applicable) are required to submit their data for review. Using the Outcome Objective Review Form (APPENDIX X.A.1-1), developed this year, the administrator and committee record and analyze the data for each outcome to:

- determine whether the desired outcome was met or if performance gaps exist.
- identify mitigating factors that may have affected performance.
- determine strategies for improving performance.
- suggest changes or additions to objectives.

This Outcome Objective Review Form is submitted to the Evaluation Committee who reviews the data performance and the committee's or administrator's data assessment. The Evaluation Committee provides an objective review of the information presented, and discusses whether

- the data presented are complete and performance is accurately analyzed and represented.
- strategies to close gaps are reasonable and achievable.
- data collection problems exist.
- changes should be made to the desired outcome of the objective.

The Evaluation Committee drafts a short report summarizing its findings, makes recommendations and sends it to the responsible administrator and relevant committee, with a copy to the MEZCOPH Executive Council. The responsible administrator then presents the data and findings to the Executive Council in person. This system insures that multiple levels of analysis occur before changes to process or objectives are proposed or made.

In an oversight and directive role, the Executive Council considers all information presented, both data and Evaluation Committee recommendations. The Executive Council endorses or amends the Evaluation Committee's recommendations and directs the responsible administrator and or committee to make necessary changes in data collection activities or desired outcomes/performance targets. The Evaluation Committee compiles a master summary of the college's annual data performance and presents it at the annual retreat. These data inform the college's strategic planning process.

MEZCOPH's appointed personnel meet annually to review college performance and plan for the future. In March 2004, a daylong faculty and academic professionals retreat was held for the purpose of developing a 5-year strategic plan for the College. Performance against the desired outcomes of MEZCOPH objectives was discussed, and amendments to the objectives were presented and ratified. The planning process involved broad discussion of the College's future directions by groups of faculty, mixed across discipline and division. A facilitated brainstorming exercise was conducted, resulting in a master list of desired outcomes. A Delphi process was used to reduce the list to a manageable length. The Community Advisory Board, each of the MEZCOPH Divisions, the Administrative/Academic Professionals Advisory Council, the Staff Advisory Council and the Faculty Assembly, reviewed the revised outcomes. The final version has been approved by the Executive Council in August 2005. The college's strategic plan will be available onsite.

X.A.2. Identification of measures by which the school may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the school's performance against these measures over the last three years.

MEZCOPH determines the effectiveness of its evaluation and planning activities by 1) monitoring the percentage of objectives that were met or exceeded, 2) tracking the improvement of objectives that did not meet the desired outcome and subsequent actions taken, and 3) working with the Executive Council to determine that the objectives and measures are supportive of the MEZCOPH mission and goals.

The College evaluation process is a dynamic one. A balanced mix of recommendations, suggesting changes and improvements in evaluation procedures, as well as desired outcomes of objectives, is considered by the MEZCOPH Evaluation Committee and the Executive Council to be the result of an effective college evaluation plan.

The Evaluation Plan and process began with a retreat of the Executive Council in December 2003. The Council reviewed performance of MEZCOPH objectives and other evaluation measures. The Executive Director of the Association of Schools of Public Health participated in the retreat and provided valuable input into the college's planning and evaluation efforts. Discussions at this meeting led to relevant revisions in MEZCOPH objectives, other evaluation criteria and the evaluation process itself.

Multiple refinements of the evaluation plan have occurred during these past two years in an effort to insure that the process is effective. Data regarding the school's performance against its evaluation criteria is presented in APPENDIX X.A.2-1. Based on data collected relative to the college's evaluation criteria, recommendations for changes to the evaluation plan and data collection

processes were made. A complete listing of those recommendations can be found in APPENDIX X.A.2-2; however, examples of the nature of the recommendations follow:

- Questions related to individual's service activities on the online Annual Performance Review (APR) should be broadened to include service on grants and research contracts and answering options should be changed to force a response before proceeding to other questions. Currently, service question responses default to a blank answer, which resulted in numerous inaccurate null responses. Manual data collection and calculation were necessary to recoup this information. An ad hoc APR committee will take this recommendation under advisement.
- In addition to the number of gifts to the college, the total dollar amount of college gifts should be collected to adequately evaluate performance of fundraising efforts. This recommendation has been implemented.
- An internal project routing sheet should be considered to replace or augment data collection related to research and service.
- The college's education objectives should be made more measurable. This recommendation has been implemented.

In addition to the issues determined through assessment of performance of the college's evaluation criteria, the Evaluation Committee also identified areas within the college where improvement to existing evaluation mechanisms was warranted and recommended strategies for doing so. Examples of these recommendations are:

- A program wide assessment of MPH internship projects and reports should be instituted to insure standardized rigor across concentration areas. This could be accomplished via a small committee that reviews random internships from each concentration area. The MPH Committee has taken this issue under advisement.
- Competency assessment of MPH students could be improved by modifying the questions asked on the MPH Exit Survey. This recommendation was implemented.

A complete list of these recommendations can be found in APPENDIX X.A.2-2.

X.A.3. Assessment of the extent to which this criterion is met.

This criterion is met.

A comprehensive evaluation plan and process is operational and continues to evolve to insure maximum effectiveness in MEZCOPH's self-assessment. Analysis of the evaluation process reveals that it is effective in analyzing performance, identifying gaps, and making recommendations for improvements. Evaluation data are used in decision making and planning activities.

Strengths

Refinements in the evaluation process have occurred, making the process easier to implement. This has resulted in improved commitment to evaluation.

Weaknesses

The College evaluation process is not well understood by all of those who report data.

Further refinement is needed to match levels of measurability in objectives.

Recommendations

Broaden the membership of the Evaluation Committee.

Present succinct and clear explanation of the evaluation process to the Faculty Assembly, Appointed Personnel Council and the Staff Advisory Council.

Share the annual data report with all members of college.

X.B. For the purposes of seeking accreditation by CEPH, the school shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual.

X.B.1. Provision of all documentation specified as being expected.

All documentation specified in the CEPH accreditation criteria is provided in this self-study report and its appendices. Additional ancillary documentation will be provided in the resource file, located on site.

X.B.2. Description of the process used for the self-study.

A benefit of having gone through the CEPH accreditation review process recently was that many faculty, administrators and staff members were familiar with the process or had participated in writing the original self-study. This made it easier to obtain commitment from appropriate committees and individuals in the writing and compiling of the new document.

The college's major committees, Education, Service, Research and Evaluation, took responsibility for developing the Instructional Programs, Service, Research, Students and Evaluation sections of the self study. Each of the associate deans and one of the assistant deans assumed the primary writing task for these sections and the committees provided document review, feedback and editorial assistance. The chairs of the instructional programs each made significant contributions to the Instructional Programs section, with

subsequent review by each Educational Program Committee. The staff of the Office of Student Services participated in data analysis and review of the Student Section. The Community Outreach, Practice and Service Committee wrote the Service Section with extensive involvement of each committee member. The Introduction was written by the Dean and reviewed by the UA Executive Vice President and Provost and by the Vice Provost for Academic Programs and Initiatives, who provided helpful input. The Mission/Goals/Objectives, Organizational Setting, and Governance sections were prepared and reviewed by the Office of the Dean as well as the Executive Vice President for Academic Affairs and Provost and by the Vice Provost for Academic Programs and Initiatives. The Office of Financial Affairs and Physical Resources compiled the Resource section of the self-study under the direction of its assistant dean and the Faculty section was written under the direction of the Associate Dean for Academic Affairs, with subsequent review by the Promotion and Tenure Committee. Data collected and analyzed annually was included in the self-study.

Various groups of college members were engaged not only in the outline and writing of self study sections, but also in the review of these sections. For example, members of the Public Health Student Alliance Executive Council brainstormed to provide items for inclusion in the Students section and then more broadly, students were asked to review drafts at various points in the section's completion. After all sections had been drafted, division directors were asked to review and provide feedback. Finally, a small group in the Dean's Office reviewed the entire self study to insure consistency. In this way, many members of the college and its greater community have participated in the preparation of the document. The MEZCOPH Community Advisory Board and the Office of the Provost will further review this preliminary self-study.

X.B.3. An analysis of the school's responses to recommendations in the last accreditation report, if any.

The MEZCOPH's responses to recommendations received in the 2003 Review for Accreditation are presented in TABLE X.B.3-1.

TABLE X.B.3-1 MEZCOPH Responses to Recommendations of 2003 Accreditation	
Accreditation Report Recommendation	MEZCOPH Response
Mission, Goals, Evaluation and Planning	
Translate objectives into measurable outcomes.	Measurability has been added to objectives.
Devise measurement systems for the school's goals and objectives.	Annual Performance Review instrument and process was refined to measure and collect data relevant to MEZCOPH objectives.
Make regular assessments of progress.	Evaluation of progress occurs yearly.
Feed the results back to a continuous	Implemented ongoing evaluation system that

improvement planning process.	provides feedback to appropriate committee or responsible entity.
Document class and learning assessments with greater structure.	An MPH competency assessment was added to exit survey. Annual student reports in both MPH and Epi graduate program were implemented, providing an additional structured mechanism for assessment.
Governance	
Merge the academic program bylaws with College bylaws.	The academic program bylaws were merged with college bylaws.
Need more active student participation in school and program governance.	Opportunities for student participation in college and program governance were expanded, resulting in 300% increase (measured by # of committees with student representation). Additional student driven initiatives were established.
Resources	
Obtain sufficient university funding.	The University has provided the college with an additional \$2.6M of permanent, annual funding.
Health Administration and Policy Concentration	
Lead institution must have the capacity to mount concentrations in the 5 areas of public health knowledge.	MEZCOPH is no longer a collaborative school of public health. Therefore, all 5 core concentrations are offered by UA MEZCOPH faculty.
Curriculum, Course Evaluation and Syllabi	
Standardize course syllabus format. In expanded role, Education Committee could promote coordination across curricula, and provide an important quality control mechanism at the school wide level.	A standardized course syllabus was developed by the Education Committee and adopted for general use in Spring 2004. The Education Committee now reviews and approves all curricula to coordinate faculty and funding resources, encourage interdisciplinary offerings, and identify areas of overlap, redundancy and opportunities for shared offerings.
Continuing Education Courses	
Develop a more formal program of continuing education and offer on an ongoing basis.	MEZCOPH instituted the Academy Without Walls program offering competency-based training in core public health domains focused on public health priority areas to professionals throughout the state. Training modules are adaptable to population and community needs and are offered on a recurring basis.
Obtain CHES accreditation.	The College is now an accredited provider of Certified Health Education Specialist Category 1 CE credit occurring regularly

	through expanded offerings.
Faculty and Administration Diversity	
Diversify faculty and administration.	Two recent faculty hires have enhanced MEZCOPH diversity: One Associate Professor Hispanic/Native American female (Public Health Policy and Management) and one Assistant Professor white female (Environmental & Occupational Health). MEZCOPH policy requires a diverse pool of candidates for all positions. Hired a Hispanic female Director of Public Relations and Marketing.

X.B.4. Summary statement of the school's strengths and weaknesses in regard to each accreditation criterion and to the school's performance overall. (This statement may be organized as an executive summary, if the school so chooses.)

Detailed descriptions of strengths, weaknesses, and recommendations for improvement that have resulted from our self-study and evaluation process are found in the Assessment sections of each criterion. The following summarizes the key strengths of MEZCOPH and key areas for future focus.

Key Strengths

- The Mel and Enid Zuckerman College of Public Health is mission-driven to achieve goals that will facilitate our progress towards ever-increasing excellence. Our achievements in teaching, research, and service during these first 5 years have begun to establish our reputation as a public health leader regionally, nationally, and internationally.
- The MEZCOPH benefits tremendously from being fully integrated into The University of Arizona structure and governance, especially in terms of the global reputation and connections of The University of Arizona and in receiving increased resources.
- Development of an interactive evaluation process, measurable objectives, an improved MEZCOPH data base, and a strategic plan
- Organizational and governance structures that enable the MEZCOPH to function on a par with all other University of Arizona colleges
- Extensive student involvement in College governance has been attained.
- Increased permanent state funding has stabilized the MEZCOPH faculty, infrastructure and academic programs
- Implementation of all five core concentrations of the MPH program
- Strengthened the Epidemiology graduate program
- The MEZCOPH is very research active, with evolving strengths in addressing U.S./Mexico border issues, as well as Hispanic and Native American public health priorities

- The MEZCOPH has already attained a national and international reputation for our service activities, especially in working with Arizona Native American nations, with communities on both sides of the U.S./Mexico border, and with Hispanic communities in Arizona and Mexican communities in Sonora. Our focus on health disparities and community-based participatory research and service are key elements of our success.
- Strong programs of workforce development and continuing education in public health disciplines and leadership have been implemented.
- Stabilized the faculty of MEZCOPH through transfer of faculty to tenure eligible lines and recruitment of new faculty, which has more than tripled the number of tenure eligible faculty
- The MEZCOPH student body is richly diverse, with greater diversity than the student body of The University of Arizona. We also rank as one of the most diverse student bodies among the ASPH members.
- This self-study process has offered us the opportunity to engage in a thorough evaluation of our progress to date. Through this process MEZCOPH has improved its database, established measurable outcomes for objectives, developed a strategic plan, and identified key areas for future focus.

Key Areas for Future Focus

- Continuously assess MEZCOPH performance towards our objectives and modify objectives to address new accreditation criteria and emerging trends in public health
- Increase funding from diverse sources, with an emphasis on establishing additional endowments
- Provide extensive support to faculty transferred to tenure-eligible lines to facilitate their success as they progress towards achieving both promotion and tenure
- Continue to strengthen existing professional and academic programs
- Carry out planning and implementation to establish additional doctoral programs to meet the new CEPH accreditation criteria
- Assess each concentration and course with regard to incorporation of the new ASPH discipline specific competencies
- Development and implementation of an alumni survey
- Conduct a review of the Research Office and implement recommendations from this review
- Strengthen the understanding of academic public health practice and community outreach throughout MEZCOPH
- Through recruitment of faculty, continuously improve the diversity of our faculty complement
- Continuously diversify our student body through expanded recruitment efforts and obtaining additional funds for scholarships

- Continue planning and implementation of new initiatives directed towards meeting the revised CEPH accreditation criteria by December of 2007.

X.B-5. Assessment of the extent to which this criterion is met.

This criterion is met.

An analytical and comprehensive evaluation of the MEZCOPH is presented in the self-study.

Strengths

MEZCOPH has acted on each CEPH recommendation in the two years since its last accreditation report.

There is broad familiarity with CEPH accreditation criteria and process throughout the MEZCOPH.

The self-study process has served to strengthen unity within the College around the common goal of accreditation.

The self-study format provided a framework for identifying MEZCOPH strengths and weaknesses and for discussing and planning for the College's future.

Weaknesses

None identified.