ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Nebraska Medical Center
Omaha, Nebraska
January 8---10, 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Lynn L. Walker (Team Chair)  Assistant to Academic Dean, Registrar, Education Consortium
  Liaison Director, Kansas City University of Medicine and Biosciences, Kansas City, MO 64106

Donna McCarty Beckett, Professor, University of Wisconsin-Madison, Madison, WI, 53792

Mark L. Cummings, Associate Dean, Michigan State University, East Lansing, MI 48824

Victoria M. Fleming, Director of Education and Faculty Development in the Department of
  Medicine, Northwestern University, Chicago, IL 60611

William R. Hendee, Distinguished Professor, Medical College of Wisconsin, Milwaukee, WI
  53226

Steven L. Ludwig, Vice President for Administrative Affairs, St. Cloud State University, St.
  Cloud, MN 56301

Lisa A. Wallace, Interim Director, Physician Assistant Program, Midwestern University, Downers
  Grove, IL 60515
Contents

I. Context and Nature of Visit ................................................................. 3

II. Commitment to Peer Review .............................................................. 21

III. Compliance with Federal Requirements ............................................. 21

IV. Fulfillment of the Criteria ................................................................... 21
   a. Criterion One ................................................................................ 22
   b. Criterion Two ............................................................................. 24
   c. Criterion Three ........................................................................... 26
   d. Criterion Four ............................................................................ 28
   e. Criterion Five ............................................................................. 30
   f. Distance Learning: UNMC Request for a Change ....................... 32

V. Affiliation Status ............................................................................... 35
I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of visit to the University of Nebraska Medical Center (UNMC) was to evaluate the institution for continued accreditation, and to assess its capability to deliver online educational programs. The University is seeking authorization to offer distance education programs without the necessity to seek NCA-HLC approval prior to the start of individual programs in the future.

B. Organizational Context

The University of Nebraska Medical Center is a public academic health science center with four campuses located in Omaha, Lincoln, Kearney, and Scottsbluff. UNMC is one of four University of Nebraska institutions and has a chancellor, faculty senate, and separate budget. UNMC enrolls approximately 3,000 students in Colleges of Medicine, Nursing, Dentistry, and Pharmacy, the School of Allied Health Professions, the Graduate Studies Program, and the College of Public Health. UNMC is a research intensive academic health center with extramural research funding approaching $80 million annually.

C. Unique Aspects of Visit

The University of Nebraska Medical Center has built new physical facilities, strengthened its educational programs, increased research funding three-fold, accelerated progress toward higher expectations, and gained national and international recognition since the last site visit. The administration has purported to be “Building a World-Renown Health Center.”

D. Sites or Branch Campuses Visited

The Team was based on the Omaha campus, which incorporates the Colleges of Medicine, Pharmacy, Nursing, and Public Health, and the School of Allied Health Professionals, visited the College of Dentistry located in Lincoln. An interactive synchronous visual/digital communication meeting provided the Team the opportunity to confer with the faculty at the Kearney and Scottsbluff Campuses.

E. Distance Education Reviewed

The Team reviewed the distance educational capabilities of the medical center and addressed the request by UNMC for authority to offer online educational offerings.

F. Interactions with Constituencies

Date:  1-8-07
Meeting: Introduction with Chancellor & Invitees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold M. Maurer</td>
<td>Chancellor</td>
<td>UNMC</td>
</tr>
<tr>
<td>Don Leuenberger</td>
<td>Vice Chancellor, Business &amp; Finance</td>
<td>UNMC</td>
</tr>
<tr>
<td>Bruce Buehler</td>
<td>Director MMI</td>
<td>MMI/COM</td>
</tr>
<tr>
<td>Bob Bartee</td>
<td>Vice Chancellor, External Affairs</td>
<td>UNMC</td>
</tr>
<tr>
<td>Gregory Karst</td>
<td>Professor</td>
<td>SAHP, COM</td>
</tr>
<tr>
<td>Kyle Meyer</td>
<td>Associate Dean</td>
<td>SAHP, COM</td>
</tr>
<tr>
<td>Virginia Tilden</td>
<td>Dean</td>
<td>CON</td>
</tr>
<tr>
<td>Tom Rosenquist</td>
<td>Vice Chancellor, Research</td>
<td>UNMC</td>
</tr>
<tr>
<td>John Gollan</td>
<td>Dean</td>
<td>COM</td>
</tr>
<tr>
<td>Clarence Ueda</td>
<td>Dean</td>
<td>COP</td>
</tr>
<tr>
<td>Rod Markin</td>
<td>Senior Associate Dean</td>
<td>COM, UNMC Physicians</td>
</tr>
<tr>
<td>Ward Chambers</td>
<td>Executive Director of Community &amp; Multicultural Affairs</td>
<td>UNMC</td>
</tr>
<tr>
<td>Mary Helms</td>
<td>Associate Professor, Executive Committee</td>
<td>Library</td>
</tr>
<tr>
<td>Jay Noren</td>
<td>Dean</td>
<td>COPH</td>
</tr>
<tr>
<td>David A. Crouse</td>
<td>Associate Vice Chancellor, Academic Affairs, Executive Committee</td>
<td>UNMC</td>
</tr>
<tr>
<td>Rubens J. Pamies</td>
<td>Vice Chancellor, Academic Affairs</td>
<td>UNMC</td>
</tr>
<tr>
<td>Yvette Holly</td>
<td>Associate Vice Chancellor</td>
<td>ITS</td>
</tr>
<tr>
<td>Ken Cowan</td>
<td>Director</td>
<td>Eppley Institute</td>
</tr>
<tr>
<td>Glenn Fosdick</td>
<td>President and CEO</td>
<td>Nebraska Medical Center Hospital</td>
</tr>
<tr>
<td>David Crouse</td>
<td>Associate Vice Chancellor, Executive Committee</td>
<td>UNMC</td>
</tr>
<tr>
<td>John Benson</td>
<td>Professor, Coordinator Executive Committee</td>
<td>COM</td>
</tr>
</tbody>
</table>

Date: 1-8-07
Meeting: Finance Meeting

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Adams</td>
<td>Assistant Vice Chancellor, Budget &amp; Strategic Planning, Executive Committee</td>
<td>UNMC</td>
</tr>
<tr>
<td>Don Leuenberger</td>
<td>Vice Chancellor, Business &amp; Finance</td>
<td>UNMC</td>
</tr>
</tbody>
</table>

Date: 1-8-07
Meeting: Self Study Process

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Crouse</td>
<td>Associate Vice Chancellor, Executive Committee</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Mary Helms</td>
<td>Associate Director, Executive Committee</td>
<td>Library</td>
</tr>
<tr>
<td>John A Benson, Jr.</td>
<td>Professor, Internal Medicine, Executive Committee Coordinator</td>
<td>COM</td>
</tr>
<tr>
<td>Sharon Welna</td>
<td>Associate Director</td>
<td>ITS</td>
</tr>
<tr>
<td>John Adams</td>
<td>Assistant Vice Chancellor, Budget &amp; Strategic Planning, Executive Committee</td>
<td>UNMC</td>
</tr>
</tbody>
</table>
Date: 1-8-07
Meeting: President Milliken

J.B. Milliken
President
University of Nebraska

Date: 1-8-07
Meeting: Luncheon with Chancellor, President, and Regent

Harold M. Maurer
Chancellor
UNMC
J.B. Milliken
President
University of Nebraska
Charles Wilson
Regent
Board of Regents

Date: 1-8-07
Meeting: Eppley Institute

Joyce Solheim
Associate Professor and CRGP Director
Eppley Institute
Matt Winfrey
Assistant Director
Eppley Institute
Ken Cowan
Director
Eppley Institute
Angie Rizzino
Professor
Eppley Institute

Date: 1-8-07
Meeting: Board of Counselors

Ted Hazer
Board of Counselors
Chancellor’s Office
Rick Russell
Board of Counselors
Chancellor’s Office
Tawanna Black
Board of Counselors
Chancellor’s Office

Date: 1-8-07
Meeting: Munroe-Meyer Institute

J. Michael Leibowitz
Deputy Director MMI/Associate Professor Pediatrics
MMI
Bruce Buehler
Director MMI/Chair of Pediatrics
MMI/COM
Joseph H. Evans
Associate Director MMI/Professor Pediatrics
MMI

Date: 1-8-07
Meeting: Student Senate Officers

Dan Connealy
President, Student Regent
COM
Mike Furasek
Vice President
COM
Casey Bowen
Vice President Elect
COM
Jonathan Henning
President Elect
COM
Sarah Keim
Senator
Graduate Studies
Drew Klinkebiel
Treasurer
COP

Date: 1-8-07
Meeting: Student Forum

Dan Connealy
President – Student Senate
COM
Bob Lundholm
Student
CON
Kim Schlautman
Student
CON
Jessica Glatter
Student
CON
Elizabeth Berry
Student
CON
Chad Miller
Student
CON
<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Sayles</td>
<td>Student</td>
<td>CON</td>
</tr>
<tr>
<td>Rita Million</td>
<td>Student</td>
<td>CON</td>
</tr>
<tr>
<td>Jason Weber</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Tim Yates</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Brian Domack</td>
<td>P2</td>
<td>COP</td>
</tr>
<tr>
<td>Katie Lazure</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Charlie Livingston</td>
<td>PT 1</td>
<td>SAHP</td>
</tr>
<tr>
<td>Casey Bowen</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Aaron Hurlbut</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Neil Hansen</td>
<td>M4</td>
<td>COM</td>
</tr>
<tr>
<td>Nolan May</td>
<td>M4</td>
<td>COM</td>
</tr>
<tr>
<td>Nick Markin</td>
<td>M4</td>
<td>COM</td>
</tr>
<tr>
<td>Katie Deninski</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Jeff Carson</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Kyle Smith</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Justin Risma</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Carmen Troncoso-Brindeiro</td>
<td>Graduate Student</td>
<td>COM</td>
</tr>
<tr>
<td>Razia Aziz-Seible</td>
<td>Graduate Student</td>
<td>COM</td>
</tr>
</tbody>
</table>

**Date:** 1-8-07  
**Meeting:** Student Forum

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaghann Weaver</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Erin Rodie</td>
<td>Student</td>
<td>SAHP</td>
</tr>
<tr>
<td>Jonathan Henning</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Hesham Basma</td>
<td>Post-doc</td>
<td>COM</td>
</tr>
<tr>
<td>Ash Prakash</td>
<td>Student</td>
<td>Eppley</td>
</tr>
<tr>
<td>Teresa Barry</td>
<td>Student</td>
<td>CON</td>
</tr>
<tr>
<td>Brad Bohn</td>
<td>M1, Class President</td>
<td>COM</td>
</tr>
<tr>
<td>Adam Wells</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Lori Littlejohn</td>
<td>P3</td>
<td>COP</td>
</tr>
<tr>
<td>Karsen Duncan</td>
<td>P1</td>
<td>COP</td>
</tr>
<tr>
<td>Michael Seib</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Sarah Keim</td>
<td>Graduate Student</td>
<td>COM</td>
</tr>
<tr>
<td>Jacqueline Wells</td>
<td>M1</td>
<td>COM</td>
</tr>
<tr>
<td>Drew Klinkebiel</td>
<td>P3</td>
<td>COP</td>
</tr>
<tr>
<td>Heidi Johnson</td>
<td>Graduate Student</td>
<td>Eppley Institute</td>
</tr>
<tr>
<td>Mario Fernandez</td>
<td>Graduate Student</td>
<td>Eppley Institute</td>
</tr>
<tr>
<td>Chris March</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Jeremy Albin</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Marcus Hams</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Michael Donner</td>
<td>M2</td>
<td>COM</td>
</tr>
<tr>
<td>Rachel Moeller</td>
<td>Level 5</td>
<td>CON</td>
</tr>
<tr>
<td>Anpo Charging Thunder</td>
<td>M3</td>
<td>COM</td>
</tr>
<tr>
<td>Carrie Althaff</td>
<td>PT2</td>
<td>SAHP</td>
</tr>
<tr>
<td>Jennifer Kast</td>
<td>PT2</td>
<td>SAHP</td>
</tr>
<tr>
<td>Alex Portillo</td>
<td>Graduate Student</td>
<td>COP</td>
</tr>
</tbody>
</table>
Date: 1-8-07
Meeting: Student Forum (continued)

Natalie Riedmann  M2  COM
Rebecca Bargen  M4  COM
Jeff Boyce  Graduate Student  COM
Curtis McKnight  M2  COM
Leslie Klein  M2  COM
Sunil Mallanna  Graduate Student  Eppley Institute
Andrea Gomes  M3  COM
Paula Richards  Graduate Student  Eppley Institute
Brian Tullius  M3  COM
Stephanie Hartman  M2  COM
Nate McIntire  M1  COM
Mark Abraham  M2  COM
Hana Gomes  M2  COM
Martha Karlstad  M2  COM
John Bishay  M2  COM
Tim Larsen  M2  COM
Tracey Harbert  M2  COM
Leah Miller  M2  COM
Usawana Royagopalan  Graduate Student  COM
Marie Krig  M4  COM
Caleb Schroeder  M2  COM
Randall Goldfish  M2  COM
Matt Boehm  Graduate Student  Eppley
Daniel Sova  M1  COM
Andrew Ferdinand  M2  COM
Tammy Swigert  Level 5  CON
Mike Furasek  M4  COM
Ashley Finochiaro  PT2  SAHP
Lindy Andersen  PT2  SAHP
Brian Hegarty  Level 1  CON
Jared Kvapil  M1  COM
Casey Collier  M2  COM
Kalyan Nannuru  Graduate Student  COM
Holly Keyt  M2  COM
Paul Grandgenett  Post-doc  Eppley
Jason Lambrecht  M1  COM

Date: 1-8-07
Meeting: Foundation and Alumni Affairs

Robert Bartee  Vice Chancellor, External Affairs  UNMC
Kimberley Cuda  Director, Alumni Affairs  UNMC
John Niemann  Senior Vice President  University of Nebraska Foundation
Date: 1-9-07
Meeting: College of Public Health, Graduate College, Continuing Education

Keith Mueller  Professor and Research Center Director  Preventive and Societal Medicine  UNMC  College of Public Health  Academic Affairs  COM, COPH
Rubens Pamies  Vice Chancellor, Academic Affairs  UNMC  College of Public Health  Academic Affairs
Jay Noren  Dean  UNMC  College of Public Health  Academic Affairs
Lois Colburn  Executive Director for Continuing Education  Academic Affairs
James Anderson  Professor and Chair, Preventive and Societal Medicine

Date: 1-9-07
Meeting: College of Nursing Deans

Virginia Tilden  Dean  CON
Mary Megel  Interim Associate Dean, Undergrad  CON
Margaret Wilson  Associate Dean, Grad Program  CON
Mary Cramer  Department Chair  CON
Ann Berger  Associate Dean, Research  CON
Cheryl Thompson  Assistant Dean Informatics & Learning  CON
Kathy Fiandt  Director, Morehead Center  CON

Date: 1-9-07
Meeting: Student Assessment

Charles H. Krobot,  Associate Dean for Academic Affairs  COP
Robert Binhammer  Professor of Genetics, Cell Biology and Anatomy  COM
Mary Megel  Interim Associate Dean  CON
Kyle Meyer  Associate Dean  SAHP
Catherine Bevil  Director of Evaluation  CON
Margaret Wilson  Associate Dean, Graduate Program  CON
David Crouse  Associate Vice Chancellor, Executive Committee  Academic Affairs
Gerald Moore  Senior Associate Dean of Academic Affairs  COM
Curt Kuster via phone conference  Professor  COD
David Brown via phone conference  Executive Associate Dean  COD
Mike Molvor via phone conference  Associate Professor  COD

Date: 1-9-07
Meeting: Distance Education

Yvette Holly  Assistant Vice Chancellor, ITS  UNMC
Dan Moser  Associate Director  ITS
Tom Birk  Senior Education Designer  ITS
David Crouse  Associate Vice Chancellor, Executive Committee  Academic Affairs
Mary Helms  Associate Professor, Executive Committee  Library
Date: 1-9-07
Meeting: College of Pharmacy Deans

Charles H. Krobot  Associate Dean For Academic Affairs  COP
Clarence Ueda  Dean  COP

Date: 1-9-07
Meeting: Luncheon with Faculty Senate

Myrna C. Newland  Director of Equity Office  UNMC
Debra J. Rumberger  Vice Chair Research, Dept Internal Medicine  COM
Daniel Halm  Assistant Professor, Family Medicine  COM
Gordon Todd  Professor, Genetics, Cell Biology & Anatomy  COM
Warren Sanger  Professor, Pediatrics & Pathology/Microbiology  COM
Peggy Tidikis-Menck  Assistant Professor  CON
Mary Helms  Associate Professor  Library
Karen Honeycutt  Assistant Professor  SAHP
Gregory Karst  Professor, Faculty Senate President  SAHP/COM
Luis Marky  Professor  COP

Date: 1-9-07
Meeting: Faculty and Staff Forum

Gloria Gross  Associate Professor  CON
Bill Lawlor  Director of Financial Compliance  Business & Finance
Kim Strobhahn  Administrator  ITS
Greg Bennett  Associate Professor  GCBA
Sharon Welna  Associate Director of Compliance  ITS
Mary Helms  Associate Professor, Executive Committee  Library
Karen Schumacher  Associate Professor  CON
Jeanne Ferbrache  Director  Academic Affairs
Jessica Tschirren  Program Coordinator  MPH, GPH
Jumoke Omojola  MPH Program Technician  MPH, GPH
John Sharp  Professor  COM, GCBA
Lisa Spellman  Communications Specialist  Public Affairs
Charles Krobot  Associate Dean  COP
John Benson  Professor, Internal Medicine  COM
Robert Binhammer  Professor  COM, GCBA
Linda Sykora  Faculty CLS Program  SAHP
Victoria Cerino  Media Coordinator  Public Affairs
Pi-Wan Cheng  Professor  BMB
Janice Tompkins  Assistant Professor  SAHP
Terry Hexum  Professor  COM
Sandy Goetzinger-Comer  Director  Public Affairs
Maurice Godfrey  Associate Professor Pediatrics/MMI  COM
Tom Rosenquist  Vice Chancellor  Research
Robert Lewis  Professor  Eppley
Paula Turpen  Director Research Resources  Vice Chancellor of Research
Cheryl Thompson  Assistant Dean Information & Learning  CON
Fran Higgins  Administrative Assistant I  SAHP
Roxann Pierce  Coordinator, Educational Programs  COM
Myrna Newland  Director, Equity Office  UNMC
Carol Toris  Director, Glaucoma Research  COM
Bill Lydiatt  Head and Neck Surgery  COM
Mary Wendl  Business Manager  CON
### Assurance Section

**Date:** 1-9-07  
**Meeting:** Faculty and Staff Forum (Continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Wahl</td>
<td>Program Associate</td>
<td>CON</td>
</tr>
<tr>
<td>Carol Pullen</td>
<td>Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Susan Noble Walker</td>
<td>Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Nancy Woelfl</td>
<td>Director &amp; Professor</td>
<td>Library</td>
</tr>
<tr>
<td>John Niemann</td>
<td>Senior Vice President</td>
<td>University of Nebraska Foundation</td>
</tr>
<tr>
<td>Pat Hoffman</td>
<td>Video Services Technician</td>
<td>ITS</td>
</tr>
<tr>
<td>Marsha Morien</td>
<td>Administrator</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Joyce Black</td>
<td>Associate Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Jill Carson</td>
<td>Community Relations Specialist</td>
<td>CHU</td>
</tr>
<tr>
<td>John Adams</td>
<td>Assistant Vice Chancellor</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Marlene Lindeman</td>
<td>Assistant Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Cheryl West</td>
<td>Assistant Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Cindy Sutton</td>
<td>Administrator</td>
<td>COM</td>
</tr>
<tr>
<td>David Crouse</td>
<td>Associate Vice Chancellor</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Jessica Brummer</td>
<td>Special Events Coordinator</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>William O’Neill</td>
<td>Associate Director</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>Rubens Pamies</td>
<td>Vice Chancellor</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Kathy Kaiser</td>
<td>Associate Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Kim Laursen</td>
<td>Education Coordinator</td>
<td>ITS</td>
</tr>
<tr>
<td>Amy Volk</td>
<td>Development</td>
<td>University of Nebraska Foundation</td>
</tr>
<tr>
<td>Rick Boldt</td>
<td>Manager, Facilities Management &amp; Planning</td>
<td>UNMC</td>
</tr>
<tr>
<td>Sarah Thompson</td>
<td>Associate Dean</td>
<td>CON</td>
</tr>
<tr>
<td>Karen Murphy</td>
<td>Associate Professor &amp; Department Chair</td>
<td>CON</td>
</tr>
<tr>
<td>David Holtzclaw</td>
<td>Instructor</td>
<td>COM</td>
</tr>
<tr>
<td>Kathy Stubbs</td>
<td>Office Associate, Internal Medicine</td>
<td>COM</td>
</tr>
<tr>
<td>Connie Visovsky</td>
<td>Associate Professor</td>
<td>CON</td>
</tr>
<tr>
<td>Rita Snyder</td>
<td>Associate Professor</td>
<td>CON</td>
</tr>
<tr>
<td>John McClain</td>
<td>Associate Vice Chancellor</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Mary McNamee</td>
<td>Assistant Vice Chancellor</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Joel Bessmer</td>
<td>Associate Professor</td>
<td>COM</td>
</tr>
<tr>
<td>John Russell</td>
<td>Director of HR</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Glen Houpt</td>
<td>Director, Safety</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Deborah Vetter</td>
<td>Director, Sponsored Programs Administration</td>
<td>Research</td>
</tr>
<tr>
<td>Sheila Wrobel</td>
<td>Compliance Officer</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Pat Hageman</td>
<td>Director PT Education</td>
<td>SAHP</td>
</tr>
<tr>
<td>Greg Karst</td>
<td>Associate Director, PT Education</td>
<td>SAHP</td>
</tr>
<tr>
<td>Judith Walker</td>
<td>Executive Director Student Services</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Hugh Stoddard</td>
<td>Director of Curriculum Development</td>
<td>COM</td>
</tr>
<tr>
<td>Karen Burbach</td>
<td>Communications Coordinator</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>Theresa Cassiday</td>
<td>Web/online Communications Coordinator</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>Yvette Holly</td>
<td>Assistant Vice Chancellor</td>
<td>ITS</td>
</tr>
<tr>
<td>Rowen Zetterman</td>
<td>Professor of Internal Medicine</td>
<td>COM</td>
</tr>
<tr>
<td>Kyle Meyer</td>
<td>Associate Dean</td>
<td>SAHP</td>
</tr>
<tr>
<td>Dan Moser</td>
<td>Associate Director</td>
<td>ITS</td>
</tr>
<tr>
<td>Karen Honeycutt</td>
<td>CLS Program Education Coordinator</td>
<td>SAHP</td>
</tr>
<tr>
<td>Linda Fell</td>
<td>LLS Program Director</td>
<td>SAHP</td>
</tr>
<tr>
<td>Lyn Klassen</td>
<td>Chairman, Internal Medicine</td>
<td>COM</td>
</tr>
<tr>
<td>Linda Auger</td>
<td>Administrator</td>
<td>COM</td>
</tr>
<tr>
<td>Shelly Baldwin</td>
<td>Administrator III</td>
<td>COM</td>
</tr>
<tr>
<td>Gabriella Castro</td>
<td>Program Coordinator</td>
<td>MMI</td>
</tr>
<tr>
<td>Kimberly Cuda</td>
<td>Director, Alumni Affairs</td>
<td>UNMC</td>
</tr>
</tbody>
</table>

10                    
**June 14, 2007**
Date: 1-9-07
Meeting: Distance Education/Blackboard Demonstration

Pat Hoffman  Video Services Facilitator  Video Services
Cheryl Thompson  Assistant Dean for Informatics  CON
Maggie Winnicki  DE Administrative Coordinator  SAHP
Dan Moser  Associate Director  ITS
Tom Birk  Senior Educator Designer  ITS

Date: 1-9-07
Meeting: Distance Education

Yvette Holly  Assistant Vice Chancellor  ITS
Dan Moser  Associate Director  ITS
Tom Birk  Senior Educator Designer  ITS
David Crouse  Associate Vice Chancellor  Academic Affairs
Mary Helms  Associate Professor  Academic Affairs

Date: 1-9-07
Meeting: College of Medicine Deans

Kyle Meyer  Associate Dean  SAHP
John Gollan  Dean  COM
Mike McGlade  Senior Associate Dean, Administration  COM
Gerald Moore  Senior Associate Dean, Education  COM
Robert Wigtion  Associate Dean, GME  COM
Rod Markin  Senior Associate Dean, Clinical Affairs  COM

Date: 1-9-07
Meeting: School of Allied Health Professions

Kyle Meyer  Associate Dean  SAHP
Mary Haven  Emeritus Associate Dean  SAHP
Karen Honeycutt  Assistant Professor, CLS Program Coordinator  SAHP
John Gollan  Dean  COM

Date: 1-9-07
Meeting: College of Dentistry

Mary Lynn Froeschle  Director of Continuing Education  COD
Gwen Hlava  Chair, Department of Dental Hygiene  COD
Kathy Carroll  Administrative Director  COD
Bruce Bavitz  Chair, Surgical Specialties  COD
Merlyn Vogt  Director, Alumni Affairs  COD
Curtis Kuster  Assistant Dean, Admissions & Student Affairs  COD
Joan Sivers  Assistant Dean of Clinics  COD
Dennis Kent  Assistant Dean, Advanced Clinical Programs  COD
Tom Dunn  Director of Information Systems  COD
David Shaw  Chair, Department of Oral Biology  COD
Michael Molvar  Assistant Dean  COD
**Assurance Section**

**University of Nebraska Medical Center, # 1940**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Payne</td>
<td>Associate Dean for Research</td>
<td>COD</td>
</tr>
<tr>
<td>William Johnson</td>
<td>Vice Chair ARD</td>
<td>COD</td>
</tr>
<tr>
<td>David Brown</td>
<td>Executive Associate Dean</td>
<td>COD</td>
</tr>
<tr>
<td>Timothy Durham</td>
<td>Hospital Dentistry Chair</td>
<td>COD</td>
</tr>
<tr>
<td>John Reinhardt</td>
<td>Dean</td>
<td>COD</td>
</tr>
</tbody>
</table>

**Date: 1-10-07**

**Meeting: Chancellor Maurer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold M. Maurer</td>
<td>Chancellor</td>
<td>UNMC</td>
</tr>
</tbody>
</table>

**Date: 1-10-07**

**Meeting: Graduate Studies/Post-Docs**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Crouse</td>
<td>Associate Vice Chancellor, Executive Committee</td>
<td>UNMC</td>
</tr>
<tr>
<td>Rubens Pamies</td>
<td>Vice Chancellor, Academic Affairs</td>
<td>UNMC</td>
</tr>
<tr>
<td>Iqbal Ahmad</td>
<td>Assistant Dean, Academic Affairs</td>
<td>UNMC</td>
</tr>
</tbody>
</table>

**Date: 1-10-07**

**Meeting: Diversity**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubens Pamies</td>
<td>Vice Chancellor for Academic Affairs</td>
<td>UNMC</td>
</tr>
<tr>
<td>Ward Chambers</td>
<td>Executive Director, Community &amp; Multicultural Affairs</td>
<td>Community Partnership</td>
</tr>
<tr>
<td>John Russell</td>
<td>Assistant Vice Chancellor for Human Relations</td>
<td>UNMC</td>
</tr>
<tr>
<td>Mary McNamee</td>
<td>Assistant Vice Chancellor, Student Equity &amp; Multi-Cultural Affairs</td>
<td>Academic Affairs</td>
</tr>
</tbody>
</table>

**Date: 1-10-07**

**Meeting: Research, Clinical Research, Compliance**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Welna</td>
<td>Associate Director</td>
<td>ITS</td>
</tr>
<tr>
<td>Tom Rosenquist</td>
<td>Vice Chancellor, Research</td>
<td>UNMC</td>
</tr>
<tr>
<td>Gail Paulsen</td>
<td>IRB Administrator</td>
<td>IRB</td>
</tr>
<tr>
<td>Sheila Wrobel</td>
<td>Compliance Officer/Privacy Officer</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Deborah Vetter</td>
<td>Director, Sponsored Programs Administration</td>
<td>VC of Research</td>
</tr>
<tr>
<td>Michael Dixon</td>
<td>Director, Intellectual Property</td>
<td>UneMed/VC Research</td>
</tr>
<tr>
<td>Paula Turpen</td>
<td>Director, Research Resources</td>
<td>VC Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Linder</td>
<td>Associate Vice Chancellor, Research, President UneMed</td>
<td>VC Research</td>
</tr>
<tr>
<td>David Crouse</td>
<td>Associate Vice Chancellor, Executive Committee</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>James B Turpen</td>
<td>Executive Chair IACUC</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Steve Dixon</td>
<td>Director, Comparative Medicine</td>
<td>Vice Chancellor Research</td>
</tr>
</tbody>
</table>

**Date: 1-10-07**

**Meeting: Wrap-up with Chancellor and Invitees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold M. Maurer</td>
<td>Chancellor</td>
<td>UNMC</td>
</tr>
<tr>
<td>David A. Crouse</td>
<td>Associate Vice Chancellor, Executive Committee</td>
<td>Academic Affairs</td>
</tr>
</tbody>
</table>
G. Principal Documents, Materials, and Web Pages Reviewed

MATERIALS OF INTEREST (Resource Room)

Reference Name

UNMC Institutional Data
University of Nebraska Board of Regents
Bylaws
Policies and Procedures
University of Nebraska Budget (Self-Study Chapter 3 reference #33)
UNMC Administration - Chancellor's Council
UNMC Facilities Development Plan (Self-Study Chapter 2 reference #28)
UNMC Strategic Plan 2005-2006
UNMC Strategic Plan 2006-2007
UNMC Unit Mission statements (Self-Study Chapter 1 reference #4)
UNMC Competencies for Graduates (Self-Study Chapter 3 reference #3)
College of Dentistry 2005 Outcomes Assessment Report
College of Nursing Selected Outcomes Measures
CON Undergraduate Surveys
CON Undergraduate Alumni Surveys
CON Master's Exit Survey
CON Undergraduate Nursing Courses
College of Medicine Educational Program Review
College of Pharmacy Programmatic Assessments 2006
Graduate Program Review

MATERIALS OF INTEREST (continued)

- Biochemistry and Molecular Biology 1998-2005
- Cancer Research 1998-2005
- Cellular and Integrative Physiology 1998-2005
- Genetics, Cell Biology & Anatomy 1998-2005
- Medical Sciences Interdepartmental Area 1998-2004
- Nursing 1998-2005, Fall 2006
- Pathology and Microbiology 1998-2005
- Pharmaceutical Sciences 1994-1998
- Pharmacology and Experimental Neuroscience 1998-2005
- Public Health 1998-2005
- Toxicology 1998-2005
- COM School of Allied Health Professions Summary of Educational Outcomes Assessment for 2000-2004
- Dietetic Internship Program Student Syllabus 2004-2005
- UNMC Professional Program Accreditation Self Studies (Self-Study Chapter 3 reference #7)
- College of Dentistry 2000
- College of Dentistry - Dental Hygiene 2000
- College of Dentistry - Dental Hygiene - West Division 2003
- College of Medicine (CD-ROM and Executive Summary) 2005
- College of Nursing 1999
- College of Pharmacy 2000 & 2006
- Master of Public Health Program 2003
- COM School of Allied Health Professions
  - Clinical Perfusion 2004
  - Cytotechnology 2005-2006
  - Diagnostic Medical Sonography 2004
  - Medical Technology 2004
  - Nuclear Medicine Technology 2004
  - Physical Therapy Volumes 1-3 2004
  - Physician Assistant 2004
  - Radiation Science - Radiation Therapy, Volumes A-C 2006
  - Radiation Science - Radiography, Volumes A-C 2006
# SELF-STUDY REFERENCES

## INTRODUCTION

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Reference Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UNMC Facilities Development Plan</td>
</tr>
<tr>
<td>2</td>
<td>Plans for Sorrell Center for Health Science Education</td>
</tr>
<tr>
<td>3</td>
<td>In the Loop: Self-Study Team and Campus Communication Strategies</td>
</tr>
</tbody>
</table>

## CHAPTER 1

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Reference Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty, Staff and Student NCA Survey Results</td>
</tr>
<tr>
<td>2</td>
<td>University of Nebraska Role &amp; Mission</td>
</tr>
<tr>
<td>3</td>
<td>University of Nebraska Strategic Planning Framework Document</td>
</tr>
<tr>
<td>4</td>
<td>All UNMC Unit Mission statements</td>
</tr>
<tr>
<td>5</td>
<td>UNMC - TNMC Partnership, merger facts and timeline</td>
</tr>
<tr>
<td>6</td>
<td>UNMC Physicians Mission Statement</td>
</tr>
<tr>
<td>7</td>
<td>University of Nebraska Statement on Diversity</td>
</tr>
<tr>
<td>8</td>
<td>University of Nebraska 5 year Plan for Diversity</td>
</tr>
<tr>
<td>9</td>
<td>UNMC NU Values Program</td>
</tr>
<tr>
<td>10</td>
<td>UNMC International Studies and Programs</td>
</tr>
<tr>
<td>11</td>
<td>UNMC Today article (April 2006)</td>
</tr>
<tr>
<td>12</td>
<td>UNMC Today Plan Achievements article</td>
</tr>
<tr>
<td>13</td>
<td>UNMC Today and UNMC Discover Mission-relevant articles</td>
</tr>
<tr>
<td>14</td>
<td>Board of Regents membership</td>
</tr>
<tr>
<td>15</td>
<td>Nebraska Coordinating Commission for Postsecondary Education (CCPE)</td>
</tr>
<tr>
<td>16</td>
<td>Administrative Colloquium</td>
</tr>
<tr>
<td>17</td>
<td>Public Health Leadership Program</td>
</tr>
<tr>
<td>18</td>
<td>Student Leadership Academy</td>
</tr>
<tr>
<td>19</td>
<td>Board of Regents, Code of Ethics</td>
</tr>
<tr>
<td>20</td>
<td>University of Nebraska Bioethics Committee Report</td>
</tr>
<tr>
<td>21</td>
<td>Coalition for the Advancement of Medical Research (CAMR) and International Society for Stem Cell Research (ISSCR) website</td>
</tr>
<tr>
<td>22</td>
<td>UNMC Compliance Program</td>
</tr>
<tr>
<td>23</td>
<td>UNMC Ombudsman Team</td>
</tr>
</tbody>
</table>

## CHAPTER 2

<table>
<thead>
<tr>
<th>Reference #</th>
<th>Reference Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty, Staff and Student North Central Association Survey Results</td>
</tr>
<tr>
<td>2</td>
<td>UNMC Planning Information and Quality Indicators</td>
</tr>
<tr>
<td>3</td>
<td>UNMC Environmental Scans</td>
</tr>
<tr>
<td>4</td>
<td>Legislative Restrictions on Research</td>
</tr>
<tr>
<td>5</td>
<td>Diversity Activities</td>
</tr>
</tbody>
</table>
SELF-STUDY REFERENCES (Continued)

6 Minority Health Research Programs

7 Cultural Competence Survey
8 UNMC Employment Website
9 Minority Student Recruiting and Retention
10 Faculty Diversity Funding Procedures
11 Health Professions Tracking Center
12 Nebraska Public Health Lab-BioSecurity Preparedness Laboratory
13 NU Center for Biosecurity
14 Nebraska Center for Bioterrorism Education
15 Intellectual Property Office
   UNeMed Corporation
16 2004 Report of the Regents Ad Hoc Gender Equity Committee
17 Office of Postdoctoral Education
18 Gallup University Leadership Workshops
19 Campus Seminars and Events
20 Employee Tuition Remission Program
21 Employee Reward and Recognition
22 LB 605 Renovation Projects
23 Information Technology Services Strategic Plan
24 Preston Technology Transfer Consultation
25 Institutional Research Office
26 Investing in Nebraska's Future
27 UNMC Strategic Planning Retreat
28 UNMC Facilities Development Plan, 2006-2015
29 NU 2006-2012 Capital Queue
30 The Nebraska Medical Center: Strategy Development Philosophy
   and Strategic Plan, for 2003-2006
31 NU Foundation
32 UNMC Alumni Affairs Office
33 University of Nebraska Budget

CHAPTER 3

Reference # Reference Name
1 Shulman, Lee S. Signature Pedagogies in the Professions
2 U S. News World Report Guidebook to America's Best Graduate Schools
3 Competencies for Graduates
   College of Dentistry 2005 Outcomes Assessment Report
   College of Nursing Selected Outcomes Measures
   CON Undergraduate Surveys
   CON Undergraduate Alumni Surveys
   CON Master's Exit Survey
   CON Undergraduate Nursing Courses
   College of Medicine Educational Program Review
   College of Pharmacy Programmatic Assessments 2006
SELF- STUDY
REFERENCES
(Continued)

Cancer Research 1998-2005
Cellular and Integrative Physiology 1998-2005
Genetics, Cell Biology & Anatomy 1998-2005
Medical Sciences Interdepartmental Area 1998-2004
Nursing 1998-2005, Fall 2006
Pathology and Microbiology 1998-2005
Pharmaceutical Sciences 1994-1998
Pharmacology and Experimental Neuroscience 1998-2005
Public Health 1998-2005
Toxicology 1998-2005
COM School of Allied Health Professions Summary of Educational Outcomes Assessment for 2000-2004
Dietetic Internship Program Student Syllabus 2004-2005
Diagram of Clinical Skills Training Rooms in Sorrell Center - Floor plan
Confidentiality Agreement
Responsible Conduct in Research
Professional Program Accreditation Self Studies
College of Dentistry 2000
College of Dentistry - Dental Hygiene 2000
College of Dentistry - Dental Hygiene - West Division 2003
College of Medicine (CD-ROM and Executive Summary) 2005
College of Nursing 1999
College of Pharmacy 2000 & 2006
Master of Public Health Program 2003
COM School of Allied Health Professions
Clinical Perfusion 2004
Cytotechnology 2005-2006
Diagnostic Medical Sonography 2004
Medical Technology 2004
Nuclear Medicine Technology 2004
Physical Therapy Volumes 1-3 2004
Physician Assistant 2004
Radiation Science - Radiation Therapy, Volumes A-C 2006
Radiation Science - Radiography, Volumes A-C 2006
Executive Summary

COD Continuing Dental Education/UNMC Center for Continuing Education

SELF-STUDY REFERENCES

(Continued)

UNMC Center for Continuing Education
Eppley Cancer Institute's Short Course on Cancer Biology
UNMC Mini-Medical Schools for the Public
Student Retention Data
McGoogan Library of Medicine
eDoc, a Repository of Simulations and Learning Objectives
Academic Success Program

CHAPTER 4

Reference # Reference Name
1 Scholarship Reconsidered - Priorities of the Professoriate
2 US News & World Report Rankings
3 Research Survey
4 Core Facilities
5 Clinical Research Center
6 Clinical Trials Office
7 Eppley Cancer Center
8 Comparative Medicine
9 Office of the VCR
10 Office of Government Relations
11 Intellectual Property Office
12 SWAT analysis by TIG
13 Association for Assessment & Accreditation of Laboratory Animal Care
14 Association for Accreditation of Human Research Protection Program
15 LCME Accreditation Report Summary (see COM LCME CD for full report)
16 Code of Conduct
17 Student Handbook
18 Faculty Handbook
19 Ombuds Team website
20 Research Integrity Policy
21 Ethics Day materials
22 Bioethics Committee
23 CITI IRB Training
24 Campus Crime Statistics
25 Board of Regents Policy 4.42
26 Intellectual Property Office Materials

CHAPTER 5

Reference # Reference Name
1 All UNMC Unit Mission statements

June 14, 2007
SELF- STUDY
REFERENCES
(Continued)

2    JD Power Award
3    Rural Health Education Network
4    Nebraska Public Health Lab-BioSecurity Preparedness Laboratory
5    NU Center for Biosecurity
6    UNMC Alumni Affairs
7    Consumer Health Information Service
8    healthHQ
9    UNeMed
10   Destination Midtown
11   UNMC Mini-Medical School
12   Public opinion survey

CHAPTER 6
Reference Name

University of Nebraska Supplement Forms
    Distance Education Statistics (pages 150-188) location is Chapter 2 # 33

SUPPLEMENTAL MATERIALS (Resource Room)

University of Nebraska Board of Regents:
    Bylaws
    Policies and Procedures
Chancellor's Council
UNMC Strategic Plan 2005-2006
UNMC Strategic Plan 2006-2007
Binder:
    Updated Organizational Charts
    Peer Institutions
    Institutional Snapshot
    Higher Learning Commission Annual Institutional Data Update
Self-Study Report
Unit Accomplishments FY 2005-2006
The Nebraska Medical Center
The Nebraska Medical Center UNMC Merger & Academic Affiliation
Academic Affairs
Alumni Affairs
Business & Finance
Center for Continuing Education
Core Facilities
Information Technology Services Volumes 1-2
McGoogan Library of Medicine Volumes 1-4
Rural Health Education Network
Academic Affiliation Agreements
SUPPLEMENTAL MATERIALS
(Continued)
Community Outreach
Planning
Campus Publications
Teaching Awards
College of Dentistry
COD NCA Information 2006
College of Medicine
College of Nursing
CON Continuous Improvement Progress Report 2004
College of Pharmacy
COP Faculty Development Program 2004
College of Public Health
School of Allied Health Professions
SAHP Strategic Planning Retreat 2006
Eppley Institute/Cancer Center Volumes 1-3
Monroe Meyer Institute

REACREDITATION PROCESS (Resource Room)
The Higher Learning Commission Handbook of Accreditation
UNMC Reaccreditation Process 2005 & 2006 Surveys
2005 - 2007 UNMC Reaccreditation Executive Committee
2005 - 2007 UNMC Reaccreditation Steering Committee
UNMC Reaccreditation Process 2005 - 2007 Volumes 1-3

DESKTOP COMPUTERS INFORMATION (Resource Room)
UNMC Self-Study
UNMC Institutional Data
Reference Room Index
UNMC Policies & Procedures
Faculty Handbook
Student Handbook
College of Dentistry Bulletin
College of Medicine Bulletin
College of Nursing Bulletin
College of Pharmacy Bulletin
Graduate Studies Bulletin
School of Health Professions Bulletin
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Team found UNMC’s self-study process to be thorough and comprehensive. UNMC utilized the College Assessment Program to provide the framework for comprehensive evaluation of all aspects of the programmatic and regional accreditations. The process involved a self-study committee and subcommittee memberships, which was representative of all the Colleges’ constituencies. The document indicates the committees were engaged in identifying UNMC’s strengths and challenges, and suggested recommendations for improvement.

B. Integrity of the Self-Study Report

The Team found the UNMC’s Self-Study Report to be highly accurate, evaluative, candid, and practical. The document focused clearly on evidence in support of the Criteria for Accreditation, and provided the team the necessary information to make judgments about UNMC in relation to the Criteria. The Self Study Report demonstrated that UNMC understands the Criteria and the Core Components.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The Team verified that third party comment was solicited and appropriate notification of the evaluation visit was published in newspapers in the geographic area. Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information.
IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

The documentation supplied by the University of Nebraska Medical Center provided sound evidence the institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board of Regents, the President, the Chancellor, program administrators, faculty, staff, and students.

The UNMC mission documents are clear and articulate publicly the organization’s commitments to improve the health of Nebraska. The mission statement is noted on employee badges and college brochures and websites. The four components of the UNMC mission statement are evident in strategic planning documents and in publications available to the public.

The UNMC administration and faculty recognize the diversity of its learners, other constituencies, and the greater society it serves. Strategic planning documents, clinical practice, and service learning experiences address health care needs of underserved minority populations in urban Omaha and underserved rural communities across the state. The chancellor communicates directly with UNMC constituencies in Omaha and the state of Nebraska through a 50-member Board of Counselors. Faculty are actively engaged in teaching and service at distant sites across the state. UNMC’s progressive culture encourages students and faculty to reach out through service to local and regional minority clients. Institution-wide core behaviors reflect a commitment to respect for diversity.

Understanding of and support for UNMC’s mission pervades the organization from the student level through the President’s office and to the Board of Regents. Students were able to express the mission and philosophy of UNMC based on their experiences and observations in the academic programs and clinical settings. Students appreciated and articulated how increased faculty research programs enriched their curricula, learning experiences, and quality of patient care. Faculty awards given at the College and University level recognize achievement toward the mission-driven goals.
The UNMC governance and administration structure promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. These organizational structures are clear and public at all levels of the University and Colleges.

The Chancellor’s and President’s Councils meet monthly, and the Board of Counselors meet three times a year. Up to 80 faculty and administrators meet each spring to revisit and revise the Strategic Plan, and similar planning exercises are conducted at the College level. Members of the Chancellor’s Council participate in an annual retreat to “think outside the box” on initiatives to accomplish mission-driven goals. A culture of delegated authority permeates administrative practices, and the governance, leadership structure, and operations are commendable.

UNMC’s administrative and operational structures uphold and protect the institutional integrity at the campus and college level. A Conflict of Interest Committee has been created to ensure that education, research and patient care are handled honestly and ethically. Personnel and technical systems are properly developed to ensure that data systems are well protected and secure. The Chancellor and administrative officers are very careful to honor donor agreements and promises, and have developed straightforward communications to exemplify trustworthiness. Open lines of communication between students, faculty and administration prevail throughout the organization. The institution operates legally, responsibly, and with fiscal honesty.

2. **Evidence that one or more specified Core Components need organizational attention**

   None noted

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None noted

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

   None noted

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.
CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

UNMC has strong leadership and an effective administrative team, which has the ability to develop strategies and implement solutions. The UNMC community members, staff and faculty were cognizant and appreciative of this effective stewardship. Institutional progress was noted at all levels of the organization since the last comprehensive visit and is testimony to this capable leadership.

The self study report, financial documents, and conversations with staff confirm that UNMC receives significant financial support from diverse sources including state appropriations, tuition, sponsored research, tobacco settlement funds, endowment, philanthropy and clinical income. Diversity in the sources of income has contributed to stability, the ability to respond to change, and opportunities for growth. Financial strength for the last four years is confirmed by indicators such as continuing growth in net assets, and strong current asset to current liability ratios. UNMC maintains a healthy financial position.

UNMC, through the University of Nebraska Foundation, has had exceptional success in garnering philanthropic support and managing endowed assets. The University endowment has grown from $200 million to $1.5 billion in the last 10 years with an average annual return on assets of 12.1%. A culture of philanthropy was evident in meetings across campus, including students who spoke both of willingly giving service to the wider community and engaging donors at a gala for the benefit of the UNMC cancer research. The institution is appropriately engaged in philanthropic endeavors.

The Facilities Master Plan, Capital Improvement Plan, and Facilities Condition and Use Assessment documents describe ambitious development of new facilities and infrastructure, and renewal of existing buildings. These campus improvements are supported by a combination of philanthropy, state appropriations and bonding. The bonding capacity has been used prudently to advance projects as confirmed by favorable bond ratings. The Master Plan is clearly being advanced “on the ground” as was evident with new buildings under construction. Future plans for land acquisition and favorable zoning considerations by the Omaha City government will provide for more efficient use of facilities, integration of campus functionality, and flexibility in the future. These planning processes and actions are inclusive of the facilities across Nebraska and the Omaha campus. The UNMC has an effective facilities planning process.
Review of financial documents, capital expenditures, and plans and tours of campus facilities corroborate that UNMC has made material and effective efforts to reduce deferred maintenance and functional obsolescence of facilities, while enhancing research and instruction. New research facilities, including the instructional and infrastructure components, have been placed in service during the last five years and additional research facilities are under construction. Plans are in place for renovation of existing facilities, including the College of Dentistry in Lincoln.

The mission, planning documents, and practices affirm that UNMC has a primary physical presence in Omaha and a commitment to serve the entire State---the “500 mile wide campus” as denoted by staff and faculty. On-line programs, student recruiting strategies, instructional facilities in key locations, a network of preceptors and clinical sites, mobile services, and top leadership engagement confirm this commitment to the entire State of Nebraska.

UNMC has developed the appropriate technology to facilitate effective instruction in both the classroom and lab and at distance facilities across the State. The technology investment has enhanced opportunities for student learning. A distance education demonstration illustrated capacity and ability to effectively include students, faculty and staff from distant sites in meetings, discussions, and decisions. The level of instructional technology is appropriate and reliable for instruction and communications.

The strategic plan and other planning documents are interconnected and regularly reviewed. The Planning Information and Quality Indicators Report is prepared annually with metrics to assess progress, reviewed each year in a top management retreat, and the results are published on campus. The annual review includes consideration of measurable accomplishments, relevancy of existing strategies, and the inclusion of new strategies. The planning process for guiding the institution is exceptional.

2. Evidence that one or more specified Core Components need organizational attention
   None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted

Recommendation of the Team
Criterion is met; no Commission follow-up recommended.
CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. Faculty oversight of curricula appears to be adequate in each academic unit. Educational programs carry specialized accreditation status within their designated disciplines and meet the standards determined by their professional accreditation bodies. The number of programs with current accredited status indicates that program directors and faculty are providing effective leadership of programs.

The organization adequately addresses the distinction between undergraduate and graduate level education. The College of Nursing has a curriculum subcommittee that has representation from both the graduate and undergraduate curriculum committees to evaluate and compare course content and course objectives of both programs.

The University has recruited and developed an effective and dedicated faculty to provide the teaching and learning for the students of UNMC. The Colleges of Nursing, Pharmacy, Dentistry, Medicine, and some programs in the SAHP utilize a Web-based evaluation tool called UNMC Eval, which supports the evaluation of students, faculty, and courses. The system generates reports utilized by the College administration and the faculty to make improvements in the educational efforts. A UNMC educational unit has won the prestigious NU-wide Departmental Teaching Award four of the last 10 years.

UNMC considers the best measure of teaching effectiveness to be the student achievement of graduation, licensure, employment, and certification by national standard-setting bodies. UNMC students do extremely well on national standardized testing and the composite scores place the programs in the top tier of all the national programs.

Indirect assessment data are provided with student surveys and pass rates on national exams. Programs are thoroughly evaluated by student surveys, passage rates on licensing and certification exams are published and distributed, and appear to be consistently above national averages across programs. The CON has very strong initiatives, including focus groups and follow up surveys, and other programs could emulate the nursing initiatives.

Programs have independent and active curriculum committees that address both content and teaching process issues. Student leaders report recent instances in which student suggestions for change were implemented within a year.

Excellent and effective teaching is rewarded and recognized through a variety of awards at both the program and institutional levels. Faculty development programs and services support improved pedagogies. The faculty and administrative communities appear to
have an openness, which supports and rewards thoughtful and innovative teaching practices.

Student feedback is used by curriculum committees to shape course and program offerings. Programs appear to have effective mentoring or advising systems that pair faculty with students. Graduate students meet with advisors weekly, and distance learners have meetings via the phone. The organization seems to have created an appropriate learning environment.

Distance learners are supported via the internet, telephone, and a closed-circuit videoconferencing system. The institutional culture appears to promote collaboration within program faculty and appropriate support for students that spans the state-wide campus. Students appear to have appropriate access to services, and feel a part of the program with access to resources, mentoring, and other services regardless of their physical location. Adequate support personnel and accessibility of support appear sufficient for programs using distance education features.

The organization’s learning resources support student learning and effective teaching. Student access to on-line resources from remote locations ensures access to educational materials and support services. The IT Department and the library evaluate learning resources used to enhance learning. The ability of these service units to meet the current student need and respond to increasing student demand appears to be sufficient, and the institution appears to provide effective staffing and support for its learning resources.

Some programs have extensive offsite clinical experiences which are required or available to students, and site visits are utilized to verify the quality of clinical educational experiences. These program evaluations were found to adequately measure clinical experiences.

The institution offers a fully operational Ombudsperson program, and accessible student counseling and advising programs, above the normal student support programs. The programs seem to provide appropriate student support for an effective learning environment.

2. Evidence that one or more specified Core Components need organizational attention

UNMC is encouraged to consider the assessment of students and their achievements upon enrollment (all students are assessed as a condition of admission), during their educational experience, and following completion of their certification or degree.

UNMC is encouraged to develop assessment of educational programs and services on an ongoing basis to assist with decisions regarding enhancement and continuation of these programs.
3. Evidence that one or more specified Core Components require Commission follow-up.

UNMC is encouraged to consider more broadly its academic goals and agenda. The institution is encouraged to consider how to assess students and their achievements upon enrollment, during their educational experience, and following completion of their certification or degree. The assessment process should evaluate more fully the total infrastructure that supports the educational enterprise in its entirety, with the outcomes of the enterprise resulting in continuous quality improvement. Component parts of a comprehensive approach are being utilized by the University and additional components will strengthen the assessment process for the University.

UNMC has an extensive assessment process which provides data for the Planning Information and Quality Indicators Report. The assessment measures have metrics which are compared to national or peer standards, when available. How some individual programs or initiatives are evaluated is unclear. For example, outcomes of diversity recruitment and retention efforts were reported, while assessment of the effectiveness of the several programs in place to enhance service to underserved populations by faculty and students was unclear. Assessment of educational programs and services on an ongoing basis would assist with decisions regarding enhancement and continuation of these programs.

Recommend a progress report on Assessment of Student Learning, and Assessment of Programs and Services. Recommended due date: July 1, 2009

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted

Recommendation of the Team

Criterion is met; A Progress Report on Assessment of Student Learning, and on Assessment of Programs and Services. Due July 1, 2009.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met
The UNMC Self Study Report and supporting documents, and discussions with faculty, staff and students, affirm that the institution fosters and supports the processes of inquiry, creativity, practice and social responsibility in a manner consistent with the mission of the institution.

The University of Nebraska Medical Center values and encourages a life of learning through the students’ demonstration of core knowledge and the verification of their study and practice skills. Electronic access to information and guidance in the self-learning process encourage the students’ commitment to lifelong learning. A dedication to excellence in teaching and learning is acknowledged through faculty and student awards and other forms of recognition. The University’s efforts seem appropriate and supportive of a learning environment in the institution.

Research is considered vital to the mission of UNMC and the desire to foster a lifetime of learning and inquiry by its students, faculty and staff. The Colleges have utilized some of their allocated FTE’s and have hired dedicated faculty members whose primary responsibility is conducting research. Approximately 70 percent of all faculty members are involved in a program of research. The University’s research efforts have been successful as evidenced by the growth in research funding in the past decade with an annual rate of 12.7 percent, which surpasses the federal R&D funding to all United States institutions.

UNMC’s educational programs substantiate that the acquisition of knowledge and skills, and the exercise of intellectual inquiry are embedded in the programs. This intellectual inquiry is demonstrated by frequent written and course examinations, demonstrations of practice and research skills, student evaluations before graduation, and yearly progress evaluations through student discussions and portfolios. These activities of intellectual inquiry are an integral part of the educational programs and are a means to gain knowledge, reasoning, skills, and professionalism consistent with graduate education.

UNMC’s educational programs demonstrate that the institution assesses the usefulness of its curricula through a variety of approaches, including student course evaluations, student focus groups, and surveys of graduates, alumni and employers. The response rate of alumni and employer surveys varies among programs, and improvements in the assessment process are needed for some areas. The curricula are timely, relevant, and useful to students completing programs and entering professional fields.

UNMC’s course curricula and programs outline clearly show support for the responsible acquisition, discovery and application of knowledge through an emphasis on integrity in clinical practice in all of the healthcare disciplines. The institution requires graduate and postdoctoral students to complete a course in research ethics, and in research and healthcare practice compliance. Programs are present in several areas, including patient privacy, human and animal research, grants and contracts, and patient billing. The institution’s leadership and resources support inquiry, balanced with social responsibility, as foundational to UNMC’s commitment to fostering a lifetime of learning for its students, faculty and staff.
2. Evidence that one or more specified Core Components need organizational attention
   None noted

3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted

Recommendation of the Team
Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

The University of Nebraska Medical Center is engaged and immersed in the community, community organizations and the statewide network. The Chancellor and officials travel the state to initiate and maintain collaboration among agencies and organizations that provide opportunities for the institution, including the Rural Health Education Network and Bioterrorism Preparedness. These collaborative efforts assist the leaders to regularly analyze the needs of the constituencies they serve, and plan programs, facilities, and personnel to meet the changing requirements of the constituencies.

UNMC values community service as part of the mission, and affirmation of this commitment is included in the mission statement. The strategic plan deals directly with meeting manpower shortage around the state, addressing diversity issues, training minorities, and sponsoring summer research opportunities. The colleges promote programs in the community which include providing consumer health information services at the McGoogan Library of Medicine, numerous outreach programs across colleges and schools, and through the media. The Public Affairs Office holds news conferences to inform the community about breakthroughs in research, and daily news
Bulletins are distributed and posted to the website. These UNMC services show the exceptional capacity of engagement with all identified constituencies and communities. UNMC has the commitment and is responsive to its constituents and the community. The colleges have formalized arrangements with numerous institutions in the community and throughout the state which provide education and clinical opportunities for students. The Nebraska Medical Center Community Partnership, the University Medical Associates Community Partnership, the North Omaha Community Care Council, and the South Omaha Community Care Council represent UNMC’s efforts to improve the health and well-being of Nebraskans and especially the underserved. Educational partnership arrangements include Creighton Saint Joseph Regional Health Care System in Omaha, St. Francis Hospital in Grand Island, Good Samaritan Hospital in Kearney, Regional West Hospital in Scottsbluff, Great Plains Hospital in North Platte, and Faith Regional Hospital in Norfolk provides graduate medical education and rural residency programs. UNMC has effectively forged a variety of key partnerships, which has benefited those affiliated with UNMC and the communities it serves.

UNMC has demonstrated its responsiveness to the community by addressing the needs of constituents. The institution offers a semiannual Mini-Medical School to individuals interested in advances in health, research, and patient care. UNMC has received recognition for community service with the AAMC Outstanding Community Service Award in 2003, and two of the community clinics received the Secretary of Health and Human Services Award sponsored by Health Resources Service Administration for Innovations in Health Promotion and Disease Prevention. Community responsiveness is evident by the strong philanthropic support for the Foundation, and major contributions to build the three clinical and two research buildings and the educational Sorrell Center, which are planned or have been completed over the past decade. UNMC strives to fulfill its world-class aspirations, and this internal and external validation indicates the value of their engagement and service to constituents and communities.

2. Evidence that one or more specified Core Components need organizational attention
   None noted

3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted

Recommendation of the Team
Criterion is met; no Commission follow-up recommended
Distance Learning: UNMC Request for a Change in NCA-HLC Status

Background:

UNMC has requested a status change in its relationship with the NCA-HLC. The institution is seeking authorization to offer distance education programs without the necessity to seek NCA-HLC approval prior to the start of each new individual program. Review of this request has been conducted in conjunction with the comprehensive site visit of UNMC. Materials in support of the request were included as part of the overall Self-Study Report prepared for the site visit, documentation was made available to team members in the Resource Room, discussions occurred with appropriate UNMC personnel, and an assessment was considered by the team on the impact of the proposed status change.

UNMC sought individual approval in the past for each of its distance education programs. The strategic planning process envisions a more comprehensive approach and the offering of educational programs to a wider audience as one way to meet the need for more health professionals for the State of Nebraska. UNMC is a public institution with a stated mission to improve the health of its citizenry by offering educational programs, improving the quality of medical services, and by providing outreach services to underserved populations. The institution is located in the eastern-most section of the state with 43 of the 93 rural counties designed as Medically Underserved Areas and identified workforce shortages in medicine, dentistry, nursing, pharmacy, and allied health professions. An institutional commitment to address these shortages is included in UNMC’s overall strategic plan and in the planning initiatives of individual colleges. Currently, the percent of Nebraska practitioners who are UNMC graduates includes the following: physicians (51%), pharmacists (57%), dental professionals (58%), and allied health professional (51%). This record of achievements supports UNMC’s contribution in fulfilling the institution’s mission. The institution recognizes that unmet needs within the state will require different approaches and innovative methods to educate more health professionals in the future.

The requested change is to allow UNMC to offer distance education programs in all of its current health science degree programs with the exception of the M.D., D.D.S, Pharm.D. degrees, and the MS and PhD degrees offered by the Graduate College. At present, the institution has NCA approval to offer two degree-granting programs via distance education. These experiences have provided UNMC with the foundation to effectively structure and deliver programs via distance education. Outcomes data of existing programming is reflective of their success in reaching out to rural and underserved areas within the state. Immediate plans are to offer distance education opportunities for one certificate program, three bachelor degrees in allied health, two master level programs, and Doctor of Philosophy in Nursing. In addition, UNMC is seeking NCA-HLC recognition and acceptance of degree completion programs offered via distance education delivered through the Center for Continuing Education. These programs include two bachelor programs, two master level allied health programs, and the Doctor of Physical Therapy program.
UNMC’s strategic planning process identified distance education as an effective way to communicate with rural areas and provide educational opportunities directed towards individuals currently employed and/or situated in rural areas and unable to relocate for career development and training. The President of the University of Nebraska and Chancellor of UNMC support this initiative and the benefits provided to Nebraskans.

**Institutional Preparedness:**

Institutional requirements for offering effective distance education programs have been developed from past and present endeavors. UNMC offered 800 on-line courses, 500 of which were active at any one time in the 2005-2006 academic year. The institution is fully cognizant that such programmatic offering are faculty intensive and that instructors need education on effective use of technology. Participating students must be integrated into the UNMC educational system, and academic support services made available, which places additional demands on the library, the IT staff, faculty development, testing, evaluation/assessment, student services, and financial aid.

The College of Nursing is the most aggressive college utilizing distance education with educational programs at four different campuses and a history of use dating back to 1975. The college has been awarded over 9 million federal dollars in training and education grants to implement distance education programs over the past 12 years. The nursing program recently underwent a site visit by its specialized accreditation agency and given full accreditation approval. This accreditation approval included the distance education offerings and indicated that the distance education programs offered by the College of Nursing meet the same criteria and standards as the campus-based programs.

The UNMC commitment to distance education is evident in the strategic planning process. The institution has committed to becoming a comprehensive state resource and recognizes the necessity to take a leading role in addressing identified health profession shortages, particularly in the western rural areas of the state. The strategic planning process identified expanded program offerings via distance education as the best option to create an environment to accommodate students from these areas. The administration has committed additional financial and human resources for the units whose workload and/or demand will increase as a result of these additional distance education courses.

**Institutional Challenges:**

The programs planning to extensively use distance education are in allied health professions and have both didactic and clinical components. This educational model creates new curricular challenges for providing all required educational components through distance education. The College of Nursing has effectively contended with many of the challenges that new programs will face in delivering distance education programs. Some of the more important issues include the following:

- Compliance with specialized accreditation agency requirements that may or may not be supportive of distance education program offerings.
• Curricular changes for students in distance education programs may be different from campus-based students in the same program, e.g. course structure, different methods of accounting for contact hours, etc.
• Provision for the required clinical components of the curriculum in areas where distance education programs only provide the didactic component.
• Creation of a cadre of faculty with expertise and experience in dealing with students in a distance education environment.
• Use of faculty development programs to educate faculty to effectively utilize instructional techniques for on-line instruction and student support.
• Adequately educating the students participating in distance education programs to access educational resources available at UNMC, e.g. search capabilities for library resources, contacting faculty, informing students of and providing access to academic support services, etc.
• Validating the effectiveness of distance education programs compared to the campus-based programs in the same disciplines.

Infrastructure:

The technological backbone to support distance educational programs already exists at UNMC. The proposed programs in allied health professions will require an expansion of the same services currently available for the College of Nursing.

The IT Department, as an institutional wide resource, has the capacity to support expansion of the allied health programs. The director of the unit participates as a member of the Chancellor’s Council and has been directly involved in all planning initiatives. The department offers extensive support in educating faculty regarding technology for instructional purposes, computer literacy, and understanding software programs. A university-wide committee composed of representatives of the various colleges helps steer the priorities for faculty development initiatives.

UNMC has invested significant resources in technology equipment and support personnel, and have the ability to accommodate present and future growth. Administration has identified a number of programs which have the potential to expand using distance learning modalities. These programs are anticipated to have small enrollments, and the impact on the organization is expected to be minimal. UNMC administration envisions an ability to respond to changing expectations regarding offering distance education programs in contrast to seeking individual NCA-HLC approval for each program.
Conclusion:

The Site Team recommends that UNMC be granted authorization to offer degree programs and degree completion programs via distance education. The institution has adequately demonstrated extensive experience in delivering distance education programs at various sites, developed infrastructure to support future expansion, committed resources to support the proposed changes, implemented planning processes to evaluate effectiveness, and educated personnel and faculty to successfully implement the programs. The distance education programs are consistent with the mission of UNMC and meet an institutional accountability to address defined statewide concerns for the public health of the citizens of Nebraska.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status
   No change

B. Nature of Organization

   1. Legal status
      No change

   2. Degrees awarded
      No change

C. Conditions of Affiliation

   1. Stipulation on affiliation status
      No change

   2. Approval of degree sites
      No change

   3. Approval of distance education degrees
No prior Commission approval required.

The Site Team recommends that UNMC be granted authorization to offer degree programs and degree completion programs via distance education.

Rationale: The institution has adequately demonstrated extensive experience in delivering distance education programs at various sites, developed infrastructure to support future expansion, committed resources to support the proposed changes, implemented planning processes to evaluate effectiveness, and educated personnel and faculty to successfully implement the programs.

4. Reports required

Progress Report

A Progress Report on Assessment of Student Learning, and on Assessment of Programs and Services. Due July 1, 2009.

Rational:
UNMC is encouraged to consider more broadly how to assess students and their achievements upon enrollment, during their educational experience, and following completion of their certification or degree. The assessment process should evaluate more fully the total infrastructure that supports the educational enterprise in its entirety, with the outcomes of the enterprise resulting in continuous quality improvement.

UNMC is encouraged to develop an appropriate mechanism to provide assessment of educational programs and services on an ongoing basis, which would assist with decisions about enhancement and continuation of these programs.

Expectations:
The Progress Report submitted by UNMC would indicate an expanded assessment process for both student achievement, and for programmatic evaluations. The report would indicate a mechanism utilizing a feedback loop to effectively implement continuous quality improvement.

Monitoring Report
None

Contingency Report
None
5. Other visits scheduled
   None

6. Organization change request
   None

D. Commission Sanction or Adverse Action
   None

E. Summary of Commission Review

   Timing for next comprehensive visit: academic year – 2016-2017

   Rationale for recommendation:

The University of Nebraska Medical Center has appropriate organizational status, commitment to peer review, maintains compliance with Federal requirements, and fulfills the five Higher Learning Commission requirements.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Nebraska Medical Center
Omaha, Nebraska

January 8-10, 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Lynn L. Walker (Team Chair)  Assistant to Academic Dean, Registrar, Education Consortium Liaison Director, Kansas City University of Medicine and Biosciences, Kansas City, MO 64106

Donna McCarty Beckett, Professor, University of Wisconsin-Madison, Madison, WI, 53792

Mark L. Cummings, Associate Dean, Michigan State University, East Lansing, MI 48824

Victoria M. Fleming, Director of Education and Faculty Development in the Department of Medicine, Northwestern University, Chicago, IL 60611

William R. Hendee, Distinguished Professor, Medical College of Wisconsin, Milwaukee, WI 53226

Steven L. Ludwig, Vice President for Administrative Affairs, St. Cloud State University, St. Cloud, MN 56301

Lisa A. Wallace, Interim Director, Physician Assistant Program, Midwestern University, Downers Grove, IL 60515
Contents

I. Overall Observations about the Organization ................................................................. 3

II. Consultations of the Team .............................................................................................. 4

   A. Facilities ...................................................................................................................... 4
   B. Sharing of Assessment of Approaches ....................................................................... 5
   C. Scholarship of Teaching .......................................................................................... 5

III. Recognition of Significant Accomplishments, Progress, and/or Practices ......... 5
I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The University of Nebraska Medical Center exemplifies a very vibrant educational, research, and patient care organization. New and innovative ideas are being practiced, and leading edge technologies are utilized and being developed. UNMC provides a dynamic learning environment for medical, dental, nursing, pharmacy, public health, and allied health students, residents, fellows, and graduate students.

The University of Nebraska Medical Center employees more than 800 full-time faculty, 175 part-time faculty, and 3,200 staff. Approximately 1,300 practicing professionals volunteer as preceptors for clinical training programs throughout the state and Midwest. An additional 4,000 individuals are employed at The Nebraska Medical Center.

The campus facilities are varied, extensive, and relatively new. Many have been built in the last 25 years and new facilities are under construction. All older facilities have been renovated to modern standards.

The University of Nebraska Medical Center has extensive research funding support from the National Institutes of Health and other sources. The rapidly expanding research efforts involve investigations in cancer, stem cell and transplantation biology, cardiovascular disease, genetics, neurosciences, biomedical technology, bioterrorism preparedness, and nanomedicine. Extramural research funding approaches $80 million annually.

The University of Nebraska Medical Center has programmatic accreditation of the numerous educational programs, and has achieved and maintained accreditation by recognized national standard-setting organizations such as the LCME, ANCC, ACGME, ACCME, CEPH, and ADA.

University of Nebraska Medical Center exhibits a forward-thinking orientation, student and faculty-focused learning, connectedness to its communities, and distinctiveness as an educational, research, and patient service institution.

II. CONSULTATIONS OF THE TEAM
Facilities

The UNMC campus is located in an area that has been completely developed over the last 150 years, originally being a transition area between an industrial area adjacent to a rail line and waterway and the nearby residential neighborhood. The industrial remnants have fallen to disuse or been redeveloped as light commercial, and the rail line has been reclaimed for parking lots and building sites. The creek has been confined to pipes, except at flood times. The residential neighborhood now has historic designation.

UNMC’s facilities planning and execution in the last several years appears as an exemplary exercise. It capitalizes on the natural boundaries of the adjacent historically designated housing district with small scale structures aimed at student service or residence and maximizes the use of the central campus allowing for expansion on the perimeter.

The organization of campus into zones of research, clinical facilities and instruction at its core with administrative facilities more remote is an appropriate organizational theme. The more detailed elements of the plan pay attention to the movement of vehicular traffic of various types and access of pedestrians, including the substantial number of patients and families that visit the center daily.

The pending agreement with the local power district to acquire their “lay down” service yard and the acquisition or optioning over time of properties along both sides of the Saddle Creek thoroughfare provide for long-term expansion of UNMC. This is enhanced by the plan to move Saddle Creek Road to the west edge of the area and managing the flow of storm water by creating ponds on campus.

The exercise of all the options on the property by UNMC would be costly; since there is no immediate need for some of the property by UNMC and in effect would take valuable resources away from more immediate needs. The following two strategies could allow UNMC to influence development of the property and retain access to it in the future, should the need arise:

1. The options could be sold with the condition of UNMC approval of the proposed development plan for the property and future improvements.

2. UNMC, together with the City of Omaha, could work to redevelop the entire area not owned by the University as a Planned Unit Development (PUD), a tool commonly available in zoning ordinances. The plan could designate such things as types of use, building size, height or materials, signage, street access, landscaping, internal pedestrian and vehicle circulation. This strategy could unify the site and give more control rather than relying on simple zoning to protect the Medical Center from incompatible development. In both cases, UNMC would retain the right of first refusal on sale of the real estate in the future.

These plans are contingent on the perceived value of the site for redevelopment following the relocation of Saddle Creek Road. The activity generated by the Medical Center, coupled with reasonable access to Dodge Street and the on going Mid-Town project, should make this a very attractive location that would allow UNMC the control it would like to exercise while still remaining a viable development with private sector capital.
**Sharing of Assessment Approaches**

Each college is engaged in a variety of program assessments. Programs provide standard evaluation measures with various criteria. There is some evidence of more innovative methods currently in use, i.e., the Graduate School’s use of portfolios. As there is little evidence to demonstrate collaborative sharing of assessment techniques, it might behoove the institution to establish an institutional assessment group that would facilitate communication among programs and colleges. This mechanism for sharing and learning from each other would become part of the institutional landscape, and further serve to move the institution toward a more comprehensive and consistent measure of overall institutional outcomes.

**Scholarship of Teaching**

The variety of effective teaching modalities – in class, via distance learning, and on-line – was observed in the educational environment. “Scholarship of Teaching” was identified as a viable research area for teaching-focused faculty. The institution may wish to explore addressing such issues within faculty development programs. Evaluating performance of students who learn in different modalities is an example of a potentially fruitful project for the teaching scholars and faculty development programs.

**III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES**

The University of Nebraska Medical Center is to be commended for developing, achieving excellence, and maintaining quality education, research, and patient care. The present administration has effectively developed the Medical Center to offer quality primary, specialty, and emergency health care throughout the state and regional communities. The University of Nebraska Medical Center is a quality institution with a reputation for excellence and a commitment to building a World-Renowned Health Science Center.
INSTITUTION and STATE: University of Nebraska Medical Center, NE

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW: Review will include the institution's request for general approval of online delivery.

DATES OF REVIEW: 1/8/07 - 1/10/07

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: no change

DEGREES AWARDED: B, M, D, 1st Prof

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Out of state offerings are limited to the Physician Assistant Program at Fort Sam Houston in Texas.

TEAM RECOMMENDATION: no change

APPROVAL OF NEW DEGREE SITES: No prior Commission approval required for additional nursing programs within the state.

TEAM RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than the BS in Medical Technology and the BS in Radiation Science Technology.

TEAM RECOMMENDATION: No prior Commission required.

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress report due 7/1/09 on assessment of student learning and on effectiveness of programs and services

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: none

Summary of Commission Review
TEAM RECOMMENDATION: 2016-17

YEAR OF LAST COMPREHENSIVE EVALUATION: 1996 - 1997

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2006 - 2007
ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Nebraska Medical Center, NE

TYPE OF REVIEW:

Educational Programs

<table>
<thead>
<tr>
<th>Program Distribution</th>
<th>Recommended Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(+ or -)</td>
</tr>
</tbody>
</table>

Programs leading to Undergraduate
- Associate: 0
- Bachelors: 5

Programs leading to Graduate
- Masters: 5
- Specialist: 0
- First Professional: 3
- Doctoral: 2

Off-Campus Activities

In-State:
- Present Activity: 
- Recommended Change: (+ or -)
  - Campuses: Kearney (University of Nebraska at Kearney) ; Lincoln (University of Nebraska - Lincoln) ; Scottsbluff (Western Nebraska Division)
  - Sites: None
  - Course Locations: None

Out-of-State:
- Present Wording: 
- Recommended Change: (+ or -)
  - Campuses: None
  - Sites: None
  - Course Locations: None

Out-of-USA:
- Present Wording: 
- Recommended Change: (+ or -)
  - Campuses: None
  - Sites: None
  - Course Locations: None

Distance Education Certificate and Degree Offerings:

Present Offerings:
B.S. in Medical Technology offered via Internet; B.S. in Nursing offered via Internet; B.S. in Radiation Science Technology offered via Internet; Masters in Perfusion Science offered via Internet

**Recommended Change:**

(+ or -)