

Criterion 3

Creation, Application and Advancement of Knowledge

3.3 Workforce Development

CEPH Criterion

The school shall engage in activities that support the professional development of the public health workforce.

CEPH Required Documentation

- a. A description of the school's continuing education program, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.
- b. Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.
- c. A list of the continuing education programs offered by the school, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.
- d. A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.
- e. Assessment of the extent to which this criterion is met.

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3.3.a. Continuing Education Program

Required Documentation: A description of the school's continuing education program, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.

Program and Policies

The Institute of Medicine, in its 2003 report, *Who Will Keep the Public Healthy?*, recommends that schools of public health provide lifelong learning opportunities for public health professionals as well as other members of the public health workforce and health professionals who participate in public health activities. The UNC School of Public Health has institutionalized this recommendation and, though retaining a strong focus on traditional public health workers, also provides a continuum of learning opportunities for a broader and more diverse audience. In addition to degree programs, the school offers continuing education (CE) through postgraduate certificate programs, institutes, and other nondegree formats. CE programs welcome and support learning interests of those just beginning to explore public health, while also addressing needs of seasoned public health practitioners who seek to update their knowledge and skills.

For over 50 years, the school's Office of Continuing Education (OCE)—now incorporated into the North Carolina Institute for Public Health (NCIPH)—has been one of the most visible and productive arms of the school's outreach activities. OCE's full range of professional services enables the school to operate the largest, most comprehensive CE program among the nation's accredited schools of public health. Highly-qualified professional education staff and support personnel design, develop, and deliver courses for local, state, and national audiences, generating financial revenue not only through fees, but also through the annual state-appropriated budget. The state allocates funds to keep CE participant fees for state and local health practitioners lower than might be expected on the open market, based on a full-time equivalent (FTE) of 324 student contact hours in a course. The school follows state and university policies outlined in the policy manual, *Continuing Education in the Division of Health Affairs* (see Resource File), to determine if a course qualifies for FTEs. The school (along with other health affairs schools at the university) is assigned a CE goal by the NC Budget Office, and it has earned in excess of its assigned goal of 210 FTEs in each of the years since the last CEPH self-study in 2001. In the three-year period beginning with FY 2006-07 and ending in FY 2008-09, the school presented CE programs earning a total of 709 FTEs.

The school offers continuing education units (CEUs) for some courses, following guidelines established by the university's Division of Continuing Education, which manages the CEU process campuswide. In addition, OCE, in cooperation with its program partners, applies for Continuing Medical Education units, American Dietetic Association units, Nursing Contact Hours, Registered Sanitarian hours, Certified Health Education Specialist hours, and other program certifications as needed on behalf of professionals attending its programs.

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Continuing Education Needs Assessments

Training programs that take place each year under the state FTE contract are developed through a formal relationship between OCE and three state of practice committees supported by the contract: the North Carolina Public Health Nursing Continuing Education Advisory Committee, the North Carolina Environmental Health State of Practice Committee, and the North Carolina Public Health Social Work Continuing Education and Training Advisory Committee. The dean of the School of Public Health and the state health director jointly appoint committee members for three-year terms. Members of the public health workforce who sit on the committees represent geographic regions throughout the state and various levels of job classifications and include educators qualified to teach the discipline in question. The committees conduct workforce needs assessments and plan and evaluate training programs in the three disciplines.

OCE staff members also conduct periodic assessments of practitioner needs and practitioner preferences for course formats and delivery methods. In FY 2009, for example, personnel from the NCIPH Public Health Academy (see Criterion 3.3.b.) traveled across the state to meet with staff of local health departments to determine and prioritize training needs. (Summary assessments are available in the Resource File.) And the North Carolina Center for Public Health Preparedness (NCCPHP; see Criterion 3.3.b.), housed in the NCIPH, has developed special programs and tools to help project participants identify and address their training needs. NCCPHP developed and continues to maintain the Public Health Workforce Development System (see <http://www.publichealthpreparedness.org>), a web-based tool that NC public health workers can use to assess their individual training needs and interests, identify training opportunities that meet those needs, and track the trainings they choose to take. The system can also generate assessment-based data that allow agencies, organizations, and occupational groups to identify training needs.

Continuing Education Evaluation

All programs offered through OCE undergo formative evaluation. At a minimum, each participant completes a form that provides quantitative and qualitative data for program improvement; some of the evaluation protocols are developed by the state of practice committees. Program participants also periodically complete surveys designed to assess learning experience satisfaction. For example, a participant survey in 2004 (N=594) found that nine out of ten participants perceived the training as useful for their jobs and would recommend their particular training to others.

In addition to obtaining evaluation feedback from trainees, OCE solicits opinions from the North Carolina Department of Health and Human Services (NCDHHS) regional consultants and Area Health Education Center (AHEC) public health staff for whom it develops and delivers programs. Following major course offerings, OCE holds debriefings with client organization representatives to gather information on how to improve future presentations.

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OCE also invites and encourages partnership organizations and agencies to offer suggestions for program content and service improvement.

The school's leadership programs for senior executives typically undergo a more rigorous and formal periodic evaluation in connection with their grant-funded status. For example, NCIPH staff completed a comprehensive historical evaluation in 2007 of the National Public Health Leadership Institute (<http://www.phli.org/evalreports/Complete.pdf>), the results of which clearly demonstrate the program's utility and benefits for participants.

3.3.b. Certificate Programs and Other Non-Degree Offerings

Required Documentation: *Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.*

Formal Certificate Programs

The school differentiates between informal certificates (specific academic concentrations within degree programs offered to enrolled students) and formal certificates (self-contained programs of courses offered as continuing education outside of degree programs, usually to postgraduate participants). The school offers five formal certificate programs: the Certificate Program in Community Preparedness and Disaster Management, the Certificate in Core Public Health Concepts, the Certificate in Field Epidemiology, the Occupational Health Nursing Certificate, and the Public Health Leadership Certificate.

Certificate Program in Community Preparedness and Disaster Management

The Certificate Program in Community Preparedness and Disaster Management is an online 12-credit-hour program developed to enhance participants' knowledge of the management systems needed to prepare for, and respond to, natural and man-made disasters including terrorism. The program targets community leaders in public health, health services, emergency management, emergency medical services, fire, and law enforcement, and other disaster responders. Each cohort takes four courses designed and developed for delivery via the Internet. The courses cover disasters, methods to plan for and analyze disasters, and planning and implementation of disaster management programs. Although students complete the program online, they are required to come to campus for an initial orientation visit and a concluding visit that provides them with an experiential exercise. After completing the certificate program, students may opt to obtain additional certification by completing the Certified Emergency Manager (CEM) credentialing process through the International Association of Health Policy and Management (<http://tinyurl.com/sphcpdm>).

Certificate in Core Public Health Concepts

The Certificate in Core Public Health Concepts is a 15-credit-hour program covering the core content taught in the school's MPH programs. Designed and developed for delivery via

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the Internet, the program is targeted to several categories of individuals, including those who may wish to pursue an MPH at a later time, those who work in public health but have not had formal public health education, and those in health and social service-related professions who may not need an MPH but wish to enhance their knowledge of core public health concepts. No on-campus visit is required for this certificate. A program description is available at <http://www.sph.unc.edu/nciph/certificate/>.

Certificate in Field Epidemiology

The Certificate in Field Epidemiology is a 12-credit-hour program addressing the core functions of outbreak investigation, surveillance systems and methods, infectious disease epidemiology, and field epidemiology methods. This online program is designed for a broad range of participants, including public health preparedness staff, public health nurses, communicable disease investigators, epidemiologists, environmental health specialists, health educators, health officers, physicians, and public health veterinarians. No on-campus visit is required. A program description is available at <http://www.sph.unc.edu/nciph/fieldepi/>.

Occupational Health Nursing Certificate

The Occupational Health Nursing Certificate program is an 11- or 12-credit-hour program of study, offering a formal academic certificate designed to strengthen the knowledge and expertise of registered nurses working in occupational health throughout North Carolina, the nation, and the world. The program is offered via the Internet, and certificate students take the same coursework as do academic students. All courses are offered online except PHNU 781, Occupational Health Nursing I, which is offered on campus for one week with completion of the coursework off-site and via email. The certificate is designed to be completed in 12 months. See program description at <http://tinyurl.com/sphohn>.

Public Health Leadership Certificate

The Public Health Leadership Certificate is an 11-credit-hour program of study, offering the same content as the core content taught in the Public Health Leadership Program's MPH programs. The certificate program, delivered via the Internet, is aimed at experienced public health practitioners in administration, nursing, and other public health specialties, as well as health care and social service professionals who desire formal education about effective leadership in a public health organization. Students are required to visit campus once to participate in a leadership workshop. See the program description at <http://tinyurl.com/phlcert>.

Table 3.3.b.1. shows enrollment figures for the four formal certificate programs over the past three fiscal years.

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Table 3.3.b.1. Summary of Enrollment in Formal Certificate Programs

Certificate Program	Number of Participants		
	FY 2006-07	FY 2007-08	FY 2008-09
Community Preparedness/Disaster Management	69	58	62
Core Public Health Concepts	671	562	482
Field Epidemiology	265	206	184
Occupational Health Nursing	N/A	4	8
Public Health Leadership	12	13	18

N/A: Not applicable; program not yet initiated

Programs for Health Care Executives

In addition to formal, nondegree certificate programs, the school offers four grant-funded and fee-supported training programs focused on leadership and management: Southeast Public Health Leadership Institute, Management Academy for Public Health, National Public Health Leadership Institute, and Emerging Leaders in Public Health. Each program uses a unique mix of learning methods. All four programs began as grant-supported initiatives, over time shifting costs to participants, and, as of 2008, all four were partially or fully receipt-supported.

Southeast Public Health Leadership Institute

Founded in 1998 as the Tri-State Leadership Institute for the states of North Carolina, Virginia, and West Virginia, the Southeast Public Health Leadership Institute (SEPHLI), is now a year-long leadership development program for mid- to senior-level public health administrators working in Arkansas, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia (<http://www.sephli.org/>). The institute's purpose is to strengthen leadership skills and competencies in eight core areas, including personal development, visioning, critical thinking, partnering, communicating risk, using political and social change strategies, coaching and mentoring, and ethical decision making. Using a mix of communications media, scholars interact with local and national leaders during three working retreats and four telephone conferences, and participate in a learning plan, a community leadership project, a mentoring relationship, and four small group assignments. From 1998 to date, 363 students have graduated from the program. SEPHLI receives core funding from the Centers for Disease Control and Prevention (CDC).

Management Academy for Public Health

The Management Academy for Public Health (MAPH) (<http://www.maph.unc.edu/>) has been a joint project of the NCIPH and the university's Kenan-Flagler Business School since 1999. The nine-month program is mostly self-supporting from participant fees. MAPH prepares health professionals for management challenges in community health, with a focus on building skills in managing money, people, data, and partnerships. Participants apply and enter as teams of three to six, and each team develops and presents a public health business plan designed to solve a key public health problem in its community. Teams come

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to Chapel Hill in the summer for an intensive five-day management training program, take additional web-based courses, and participate in a three-day on-site session in the fall. They return to Chapel Hill in the spring to formally present their business plans. MAPH graduates (937 since 1999) include public health directors, senior and mid-level government leaders, environmental health managers, school health nurses, veterinarians, academics, nurse managers, social workers, finance managers, information system managers, hospital vice presidents, non-profit community health managers, EMS managers, WIC program managers, health educators, and others. In 2004, MAPH received the university's Office of the Provost Public Service Award for extraordinary public service to recognize the 150+ community health projects produced by its scholars.

(National) Public Health Leadership Institute

The new Public Health Leadership Institute (PHLI), previously housed at the Public Health Institute in Oakland, CA and relocated to NCIPH in 2000, is a leadership program for senior-level public health practitioners nationwide (<http://www.phli.org/>). It received another three years of funding in 2007 and has graduated 320 scholars since its move to NCIPH. Learning takes place online and at two retreats, one in Chapel Hill and another in California, over the course of a one-year program that relies on highly interactive discussion methods in simulations and seminars. A generous grant from the Centers for Disease Control supports tuition. Other PHLI partners and sponsors include the Center for Health Leadership and Practice (Public Health Institute) in Oakland, CA; the Center for Creative Leadership in Greensboro, NC; the Public Health Leadership Society in New Orleans, LA; the National Association of County and City Health Officials (NACCHO); the Association of State and Territorial Health Officials (ASTHO); and the American Public Health Association.

Emerging Leaders in Public Health

The Emerging Leaders in Public Health (ELPH) initiative is a WK Kellogg-funded program designed to prepare the next generation of public health leaders of color (<http://www.publichealthleaders.org/>). The initiative targets minority individuals who are committed to leadership and management careers in public health, focusing on African Americans, Native Americans/Alaska Natives, Native Hawaiian/Pacific Islanders, Asian Americans, and Hispanics, all of whom are underrepresented in public health leadership. The intensive nine-month program uses both traditional classroom and technology-mediated methods of learning, including on-site workshops, personalized coaching, action learning teams, and individualized leadership coaching. Since its inception in 2004, the program has graduated 113 scholars. Primarily because of current funding constraints, ELPH is suspended for 2009-10.

Table 3.3.b.2. shows the number of individuals graduating from the four leadership and management programs in the three most recent program years. Because of the shift away from grant funding and the need for applicants to pay to participate, enrollment has declined in several of the programs. The ELPH program has been suspended from 2008-2010.

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Table 3.3.b.2. Graduates of Leadership and Management Programs for Senior Executives

Leadership/Management Program	Number of Graduates		
	FY 2006-07	FY 2007-08	FY 2008-09
Southeast Public Health Leadership Institute	39	N/A	30
Management Academy for Public Health	69	58	45
National Public Health Leadership Institute	40*	51	43
Emerging Leaders in Public Health (ELPH)	32	27	N/A

* Special event for program alumni; NA: Not applicable

Other Workforce Development Programs

The NCIPH administratively “houses” a number of other workforce development programs, principally providing business management oversight. These include training components for the North Carolina Center for Public Health Preparedness, the North Carolina Occupational Safety and Health Education and Research Center, the NC Public Health Academy, Public Health Grand Rounds, and the Southeast Public Health Training Center.

North Carolina Center for Public Health Preparedness

NCCPHP is one of the four original centers for public health preparedness funded by CDC. It is both administratively and physically housed in the NCIPH, and the institute director, Edward Baker, MD, is PI. NCCPHP has been at the forefront of preparedness training and consultation since its inception in 2000 (<http://nccphp.sph.unc.edu/>). The center’s mission is to improve the capacity of the public health workforce to prepare for and respond to terrorism and other emerging public health threats. It accomplishes this mission by assessing the competency of the public health workforce in core public health skills and bioterrorism preparedness, facilitating training to meet assessed needs, and carrying out applied research on emerging health issues. NCCPHP offers a variety of training opportunities for individuals and organizations, including the Certificate in Field Epidemiology program (discussed above); Team EpiAid (see Criterion 3.2); the Introduction to Communicable Disease Surveillance and Investigation course for communicable disease nurses in North Carolina; a pandemic influenza online course for North Carolina public health professionals; and a program in forensic epidemiology and public health emergency law, based on the CDC foundational course. The complete list of NCCPHP workforce development and continuing education programs can be accessed via the NCCPHP gateway at <http://nccphp.sph.unc.edu/index.htm>.

NCCPHP also has managed the Lifelong Learning Initiative, a project intended to build ongoing relationships among partners with the goals of connecting resources, enhancing the culture of lifelong learning among public health workers, ensuring public health workforce access to learning opportunities, and facilitating increased public health preparedness and response capacity. Lifelong learning partners include NCCPHP, NCIPH, the UNC School of

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Public Health, the North Carolina Division of Public Health (NCDPH), and 16 local public health agencies. The initiative's activities include assessing the public health workforce to recognize training needs; determining appropriate training plans for individuals and organizations; and implementing a training plan in preparedness and core public health competencies. A full description of this project is available at <http://tinyurl.com/sphIII>.

North Carolina Occupational Safety and Health Education and Research Center

Also administered by the NCIPH, the North Carolina Occupational Safety and Health Education and Research Center (OSHERC) is one of 16 regional centers established by the National Institute of Occupational Safety and Health to assure an ample supply of well-trained professionals in the area of occupational safety and health. OSHERC provides high quality, interdisciplinary academic courses and continuing education programs for workplace safety and health professionals in the eight southeastern states of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. The North Carolina OSHERC offers its continuing education courses on both an open registration basis and, for specific companies, a contract basis. The courses cover topics in industrial hygiene, occupational health nursing, occupational medicine, safety, and the workplace environment. OSHERC clients and customers have numbered 6,278 over the past three years. (See the Courses Offered section of the OSHERC website, <http://osherc.sph.unc.edu/>, for course descriptions, agendas, faculty profiles, and additional information.)

North Carolina Public Health Academy

The North Carolina Public Health Academy is the newest of the NCIPH workforce development efforts (<http://www.ncpublichealthacademy.org/>), provided through a partnership with the Area Health Education Centers (AHECs) across the state. The Academy was established in 2006 with funding from The Duke Endowment, and additional support from the US Health Resources and Services Administration (HRSA) through funding for the Southeast Public Health Training Center (discussed below). The Academy is a website resource for both individuals and organizations, offering competency-based professional development, general public health training, orientation materials, and self-assessment and training resources. Also known as the "academy without walls," the Academy matches individual professional development needs with the learning experience options that are most accessible for individuals, providing links to educational opportunities through its electronic media, as well as directly providing/facilitating training opportunities designed to enhance practitioner competency as defined by practitioners themselves.

Public Health Grand Rounds

Public Health Grand Rounds is a series of satellite broadcasts and webcasts presenting real-world case studies on pressing public health issues such as bioterrorism, food safety, obesity, and SARS (<http://www.publichealthgrandrounds.unc.edu/>). The project has received

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primary funding from the CDC since 1999, with additional funding from the Association of Schools of Public Health, ASTHO, NACCHO, the National Association of Local Boards of Health, the Public Health Training Network, UNC's School of Journalism and Mass Communication, and UNC's School of Medicine. The project presents at least three broadcasts annually, with open registration to audiences nationwide and abroad. Over 13,000 individuals have participated in Grand Rounds in the past three years.

Southeast Public Health Training Center

The Southeast Public Health Training Center (SPHTC) is part of the HRSA-funded National Public Health Training Centers Network of 14 public health training centers across the US, created to strengthen the core competencies and capabilities of the current and future public health workforce, particularly in underserved areas (<http://www.sphtc.org/>). The SPHTC is a partnership between academic and practice partners in six states (Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia) and four other universities (University of Kentucky College of Public Health, Norman J. Arnold School of Public Health at the University of South Carolina, East Tennessee State University, and West Virginia University). Practice partners represent the state and local public health agencies in the partnering states. The center's work focuses on the three key areas of training dissemination, public health nursing, and rural public health.

The SPHTC mission has five components: assess and strengthen public health infrastructure by providing competency-based training delivery systems with regard to academic and practice linkages; build state and regional capacity for workforce development; share best practices locally, regionally, and nationally; support and enhance regional collaboration; and respond to requests from state and local health departments for training. A key resource through which SPHTC accomplishes its mission is Ask SPHERE, the center's interactive training database. This resource, regularly updated, includes traditional classroom-based courses (in partner states only), certificate and MPH programs, video conferences, satellite downlinks, and web courses. The database also includes reusable learning objects from many sources that can be used to develop training, such as real audio presentations, interactive websites, resource databases, image libraries, curricula, historical websites, and slide shows.

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3.3.c. Continuing Education Participation (2006-2009)

Required Documentation: A list of the continuing education programs offered by the school, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.

OCE offers an extraordinarily rich menu of courses. In FY 2008-09, OCE and other NCIPH programs hosted 229 courses with a total of 11,442 enrollees at 255 individual sites across North Carolina. Of the 147 OCE courses, approximately 14% were offered in distance format. OCE tracks participation in its traditional programs through a registration system that records self-reports of organizations and professions that participants represent. Table 3.3.c.1. illustrates the breadth of the audience reached by the full array of courses; this table does not include Public Health Grand Rounds, programs of the NC Center for Public Health Preparedness, Executive Education programs, or programs of the Occupational Safety and Health Education and Research Center. (See Resource File for a complete list of OCE courses and enrollments for fiscal years 2006-2009.) Enrollment in OCE programs varies from year to year as needs, demands, and resources for workforce development change. For instance, FY 2007-08 enrollment figures were higher than the surrounding two years, especially in the “Education/Research/AHEC” category; this particular increased enrollment reflects participation in a major conference conducted for school nurses.

Organization Type	Total Enrollment		
	FY 2006-07	FY 2007-08	FY 2008-09
Business/Commercial	94	157	97
Community/Consumer/Advocacy/Philanthropic	151	188	179
Educational/Research/AHEC	865	1,336	1,023
Government/Municipal Agency (other than LHD)*	1,005	1,045	678
Hospital/Medical Practice/Nursing Home	437	635	505
Local Health Department (LHD)	3,969	4,686	3,992
Managed Care/HMO	4	7	11
Professional Association/Organization/Society	4	32	27
Other	271	191	191
Total	6,800	8,277	6,703

** Includes workers from NC and other state-level public health agencies, CDC, and other federal agencies

OCE prides itself on the proportion of returning continuing education program participants, whose brand loyalty is an indication of their satisfaction with OCE programming. Table 3.3.c.2. tallies the frequency of annual participation in OCE continuing education programs for the past three fiscal years. As the table shows, although the majority of professionals participate in only one course per year, a sizeable number take part in two or more courses annually.

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Table 3.3.c.2. Frequency of Annual Participation in Continuing Education Programs			
Frequency of Annual Participation	Number of Participants		
	FY 2006-07	FY 2007-08	FY 2008-09
1 course	3,722	4,312	3,428
2 courses	772	992	616
3 courses	235	317	135
4 courses	114	131	69
5 courses	39	72	30
6 or more courses	25	74	164

3.3.d. Continuing Education Partners

Required Documentation: A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

OCE partners with a variety of educational institutions in North Carolina and beyond to prepare and deliver continuing education programs. Within the university system, OCE has collaborated in the last three years with North Carolina Central University, North Carolina State University, and East Carolina University. In addition to these NC educational institutions, the school collaborates with non-academic organizations and agencies in North Carolina, including the AHECs and the NCDHHS/DPH (see descriptions below). As indicated in the description of activities in Criterion 3.3.b., out-of-state partners include the Center for Health Leadership and Practice, the Public Health Leadership Society, NACCHO, ASTHO, APHA, ASPH, NALBOH, the University of Kentucky, the University of South Carolina, East Tennessee State University, and West Virginia University.

OCE draws its faculty from throughout the school, university (especially the Schools of Business, Social Work, and Government), and from a broad national network of experts.

Area Health Education Centers (AHEC)

The school has a longstanding, durable relationship with the North Carolina AHEC Program. The AHEC program mission is to meet the state's health and health workforce needs by providing educational programs in partnership with academic institutions, healthcare agencies, and other organizations. As the only accredited school of public health in North Carolina, the school has been an important AHEC partner since the program's inception in 1972. OCE regularly joins with the nine regional AHEC offices to plan, coordinate, and co-sponsor training and education activities. The state's nine AHEC offices and several of the state's community colleges have served as sites for OCE and other educational programs, particularly those delivered through distance learning technology. Each year, the public health directors in the AHEC regional offices project the number of hours they will request

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from school faculty to serve as instructors in AHEC-sponsored programs. In addition, OCE serves as liaison between regional AHECs and school faculty, staff, and students whose field activities are supported by AHEC funds. These activities include student field placements and faculty and staff travel to continuing education sites.

North Carolina Department of Health and Human Services/Division of Public Health

The school enjoys a strong partnership with the North Carolina DHHS and its Division of Public Health, and contracts with the latter to provide training services for a variety of practitioner groups. See Criterion 3.3.a. for a description of the program development process. Specific programs funded by the state training contract include Enhanced Role Nurse Education, the Introductory Public Health Nursing Course, and SEPHLI.

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3.3.e. Assessment

Required Documentation: *Assessment of the extent to which this criterion is met.*

Strengths

- Institutional commitment to improve and expand lifelong learning opportunities
- Broad array of lifelong learning opportunities, including formal certificates, intensive leadership institutes, and continuing education programs
- Demonstrable brand loyalty among continuing education participants
- Large pool of faculty with diverse skills, experience, and interests

Challenges

- Maintaining and/or increasing practitioners' participation in continuing education in a period of declining discretionary agency funding
- Assessing needs of potential program participants in a manner that will permit better planning for continuing education
- Developing new ways to meet the needs of millennial graduates

Future Directions

- Develop new continuing education programs in state-of-the-art distance learning formats to broaden the range of audiences participating in lifelong learning
- Cultivate new audiences among “nontraditional” segments of the public health system, such as hospitals, insurers, and policy makers
- Respond to the global economic crisis by adapting programs to current economic reality
- Conduct needs assessments of the workforce, including entry-level, feeder programs, and CE for local and global participants
- Develop solid business models to assure the financial viability of these programs

This Criterion is met.
