

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT THE  
UNIVERSITY OF ILLINOIS SPRINGFIELD

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

January 26-27, 2023

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended August 2021

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## INTRODUCTION

The University of Illinois Springfield (UIS) is a public land-grant university located in Springfield, Illinois. It is one of three-universities in the University of Illinois System along with the University of Illinois Chicago and the University of Illinois Urbana-Champaign. It was founded in 1969 and was originally known as Sangamon State University (SSU). SSU became a part of the Illinois System in 1995 and assumed its current name.

UIS offers a range of academic and professional programs, including 49 bachelor’s degrees, 51 master’s degrees, one doctoral degree, and 46 graduate certificates. Degree offerings are housed in four colleges: College of Business and Management; College of Health, Science, and Technology; College of Liberal Arts and Social Sciences; and College of Public Affairs and Education. The university holds institutional accreditation from the Higher Learning Commission. The university responds to other specialized accreditors such as the Council on Social Work Education, Association to Advance Collegiate Schools of Business, American Chemistry Society, and Council for Accreditation of Counseling and Related Educational Programs. UIS employs 201 full-time faculty, 30 part-time faculty, and 511 full- and part-time staff. The university enrolls 2,393 undergraduate students and 1,755 graduate students.

The Department of Public Health, which houses the MPH program, was established in fall 1991. This department was originally housed in the College of Public Affairs and Education and is now part of the College of Health, Science, and Technology. When the program began, it offered only an MPH with an emphasis in environmental health, a degree that has been offered in place- and distance-based formats since its inception. The program then developed joint degrees with human services (MPH-HMS) and public administration (MPH-MPA). The department added five graduate certificates in 2007, all offered in place- and distance-based formats: epidemiology; community health; environmental health; environmental risk assessment; as well as emergency preparedness and homeland security. Beginning in fall 2011, the program added an MPH generalist degree. Also, beginning in fall 2011, the department began to offer an undergraduate minor in public health. At the time of the site visit, the program enrolled 35 place-based MPH students and 33 distance-based MPH students and employed six faculty members. The 68 currently enrolled students include 36 MPH generalist, 27 MPH environmental health, four MPH-MPA, and one MPH-HMS.

This is the program’s first review for CEPH accreditation.

<b>Instructional Matrix - Degrees and Concentrations</b>					
<b>Master's Degrees</b>		<b>Academic</b>	<b>Professional</b>	<b>Place-based</b>	<b>Distance-based</b>
Generalist			MPH	MPH	MPH
Environmental Health			MPH	MPH	MPH
<b>Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)</b>					
<b>2nd Degree Area</b>	<b>Public Health Concentration</b>				
Human Services	Generalist		MPH-HMS	MPH	MPH
Public Administration	Generalist		MPH-MPA	MPH	MPH

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program designates four departmental standing committees that provide input on program operations. These committees are responsible for all departmental offerings, including the certificates and minor that are not included in the unit of accreditation.		
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		Departmental faculty with at least 50% academic appointment to the MPH program may serve on the committees. The program director, who is also the department chair, serves as the chair of three committees and is a member of the Executive Committee.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Curriculum Committee works with the Academic Affairs Office to make changes to the existing curriculum. All changes go through the university governance process for approval. The Curriculum Committee also ensures that the curriculum addresses CEPH-defined competencies, MPH program-defined concentration competencies, and student learning needs and outcomes. At the department level, the Curriculum Committee makes decisions concerning student assessment policies and procedures and aligns policies with the university. At the university level, the Committee of Assessment of Student Learning examines and provides feedback on the quality and effectiveness of the program's assessment processes.  Faculty who met with site visitors reported that the Curriculum Committee meetings were held during faculty		

		<p>meetings, and most of the faculty are involved and assist in recommendations for improvement.</p> <p>The Admissions Committee is responsible for developing, monitoring, and evaluating educational policies and standards related to admission and re-admission. The committee works closely with the Academic Affairs Office, the Office of Student Affairs, and the Office of Records and Registration, Admissions, Financial Assistance, International Student Services, and Enrollment Management to ensure a good experience for students seeking admission to an MPH program. The Admissions Committee has a clear process to adjudicate admission cases and coordinate its timeline with other institutional units.</p> <p>The Executive Committee oversees research and development by developing a strategic plan to promote the growth and productivity of research. Additionally, the Office of Institutional Research provides support to all academic units in this area.</p> <p>The Resource Committee sets policy on departmental resource requests.</p> <p>Decisions on faculty recruitment are initiated at the department level. The decision to recruit a new faculty member is based on retirements, resignations, or program expansion. The department chair submits the request for a new faculty hire, and the request is forwarded to the college dean for approval. After the approval has been granted, faculty searches are conducted through ad hoc search committees with members drawn from the</p>		
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		<p>Executive Committee and a dean’s representative from another department.</p> <p>The MPH faculty contribute to decision making at the broader institutional level through membership on university committees. The department chair is a member of the College of Public Affairs and Education Cabinet. Other full-time faculty serve on a variety of committees including the Academic Integrity Committee, Campus Senate Committee on Student Discipline, and College Personnel Committee.</p> <p>All primary instructional faculty (PIF), staff, and student representatives are brought together for monthly meetings. The self-study indicates that non-PIF interact with PIF and the chair via email communications on course organization and teaching quality.</p> <p>The self-study also notes that the annual retreat provides an opportunity for full- and part-time faculty to be involved in the decision-making process of the program’s curriculum through the review of MPH program evaluation data.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have formal methods to participate in policy making & decision making		The self-study states that students have opportunities to participate in policy making and decision making through membership on the Curriculum Committee, Resource Committee, Advisory Council (discussed in Criterion F1), and search committees when there are open faculty positions.	The MPH program at the University of Illinois Springfield (UIS) appreciates the commentary provided by the CEPH Site Visit and Review Team. According to the MPH Bylaws (submitted as an ERF document), the "MPH graduate assistant" and "MPH student representative" serve as members of both the UIS MPH Curriculum Committee and the Resources Committee, which has been one of the student engagement methods. Only the graduate assistant was present during the Site Visit Student Session.	The Council appreciates the program's update.
Students engaged as members on decision-making bodies, where appropriate		<p>Within the Curriculum Committee, students can contribute to curriculum review and requests for course additions, revision, and deletion from the program curriculum.</p> <p>Student representatives are voted for by peers in the Public Health Student Association to serve on the committees.</p> <p>The commentary relates to limited student engagement on decision-making bodies, where appropriate. Students who met with site visitors were unfamiliar with the program committees described in Criterion A1; however, one student indicated that they were a part of a self-study working group. Reviewers determined that the program is minimally compliant with this criterion given that students who met with site visitors noted that the program has many methods to consider student input. For example, the student survey solicits suggestions for career development topics, and these topics were presented to the department chair for inclusion in future career service events.</p>	<p>Although one of the site visit student participants unintentionally forgot the committee roles during the Site Visit Student Sessions, this student and MPH student representative have been actively attending faculty meetings to participate in policy-making and decision-making at the program level since the inception of their roles at Fall 2022. For example, the graduate assistant compiled</p>	

			<p>MPH student suggestions and used her role as a Resources Committee member to make recommendations for the department chair to submit a student funding proposal to the Dean. The main purpose of the fund is related to facilitating students' contribution to MPH program promotion and students' extramural services in the 2022 Illinois Environmental Health Association (IEHA) Annual Conference (see attachment A). In addition, the student representative discussed his thoughts and other students' perspectives on course delivery methods during the Covid-19 pandemic (on-campus vs. HyFlex) with the MPH faculty.</p> <p>To address the commentary of Criterion A3 from the site visit team, the department chair/program director held an educational workshop for the MPH graduate assistant and student representative (see attachment B) to strengthen their understanding of their roles as active departmental committee members and related their accomplishment of program-level decision making to their roles on March 9th, 2023. After this educational workshop, they both</p>	
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			<p>enhanced their knowledge of their duties/assigned tasks and wrote a memorandum to demonstrate the learning outcomes from the workshop (see attachments C &amp; D).</p> <p>To maximize the potential positive impact of students' engagement in program policy-making and decision-making, the department chair built a new Student Advisory Committee (SAC) on April 11th, 2023, to ensure a diverse group of student participants that can offer suggestions to program governance. The SAC comprises a mix of online students and on-campus students, who are responsible for gathering student voices and opinions from MPH students to improve the program (see attachment E).</p> <p>Finally, our MPH program would like to address one of the student policy/decision-making engagement methods that were not stated in the Self-Study Criteria A3. The MPH program has been using the Student Exit Survey (with over 90% response rates) in Spring and Fall semesters to incorporate students' thoughts about program governance. Again, this approach was not previously addressed in the Self-Study in</p>	
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			<p>Criteria or Site Visit, which fits one of the CEPH's guidelines on what types of things the program might include in the substantive response. This student engagement method (Criterion A3) method uses the results of multiple Student Exit Surveys to discuss students' responses in MPH faculty meetings and Advisory Council meetings. Then, our program takes proper action according to the students' suggestions. To further improve general program operations, the end-of-course and biannual focus groups are also conducted to solicit ideas from students. The insights and inputs gathered from these groups are then reviewed and discussed by the faculty and advisory council to determine programmatic advancements. For instance, the most recent survey and focus group included requests for feedback on the newly developed orientation materials and faculty advising training.</p>	
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The program's vision is "Enhancing health among diverse communities in Springfield, Illinois and beyond." The mission is "to promote public health in the communities through professional education, public health scholarship, and community services."</p> <p>The guiding statements address instruction, scholarship, and service and define three goals to accomplish the mission:</p> <ol style="list-style-type: none"> <li>1. Provide professional education built on public health competencies for students.</li> <li>2. Engage in scholarly activities and research that advance public health knowledge.</li> <li>3. Participate in diverse community engagement through service, outreach, and partnership</li> </ol> <p>Seven values guide the program's efforts: student-focused teaching and learning, civic engagement, strategic thinking, inquiry, diversity, integrity, and accountability.</p>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<p>The program’s guiding statements reflect aspirations and respond to the needs of the intended service area. The priority areas for the program are understanding the impact of the social determinants of health within communities. The guiding statements are sufficiently aligned to these priorities, and program courses reflect this orientation. For example, MPH 541: Social Determinants of Health is a required course.</p> <p>Taken as a whole, the program’s guiding statements focus on preparing students with an education built on public health competencies and an emphasis on community engagement. For example, the program faculty described the Graduate Public Service Internship, which provides opportunities for students to have a paid internship within the public sector. Through this program, students have interned at the Illinois Department of Public Health and conducted various projects that delve into the impacts of social determinants of health among a priority population.</p>		
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**B2. EVALUATION AND QUALITY IMPROVEMENT**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Collects & reviews all measures in Appendix 1		The program’s evaluation plan offers a list of measures, data sources, methods of analysis, and timelines to demonstrate effectiveness in advancing the mission and goals.	Click here to enter text.	
Measures mission & goals & addresses unit’s unique context				
Reviews & discusses data				
Makes data-driven quality improvements		The self-study notes that multiple measures track progress in achieving the instructional, research, and service goals:		

<p>Consistently implements evaluation plan(s) over time</p>		<p>goal 1 has 18 measures; goal 2 has four measures; and goal 3 has eight measures. One measure that the program uses to evaluate goal 1 is the percent of students who are satisfied with the education they received. Data for this measure are collected from the exit survey and analyzed by the program director. The Curriculum Committee presents the results to faculty at an annual meeting.</p> <p>Evaluation of the program's goals occurs through identification of unique indicators and collection and analysis of data from various sources, including comprehensive exam results; student course evaluations; student enrollment data; ideas/suggestions from the Advisory Council; personal communication; the alumni survey; and the exit survey.</p> <p>Supporting documentation with the self-study clearly defines the methodology of administering the exit survey. The program director is responsible for collecting, aggregating, and analyzing data in a summary report.</p> <p>The evaluation plan measures student success and progress in advancing public health. The plan also indicates the responsible parties and review process as well as the methods to discuss and consider data.</p> <p>The program provided clear evidence about the implications of evaluation activities. Clear and relevant minutes (e.g., from faculty meetings) were included to showcase these discussions. For example, a concern about ratios for academic advising was raised at a faculty meeting. In response to the concern, the program developed a more streamlined admissions process and worked with ITS to create a customized</p>		
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		admissions/enrollment data inquiry system. Another example is when students commented on the need to improve the quality of academic advising in the 2021 MPH exit survey. In response, the program director now sends welcome emails exactly one week before classes start to ensure that each student knows their advisor. The email has advisor information as well as specific courses offered in certain semesters.		
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**B3. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program allows students six years to graduate. The first three cohorts presented in the self-study (2016-17, 2017-18, and 2018-19), report final graduation rates of 76%, 55%, and 71%, and all students have withdrawn or graduated.</p> <p>The low graduation rate for the 2017-18 cohort was due to students' unexpected loss of funding and financial aid due to the Illinois Budget Impasse, and site visitors determined that this was an anomalous year.</p> <p>All subsequent cohorts are on track to meet this criterion's threshold by the maximum allowable time to graduate.</p>	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

**B4. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
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	Met		
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program reports post-graduation outcomes for cohorts graduating between 2019 and 2021. Data indicate 85% positive placement with zero unknown outcomes for 2019 graduates, 85% positive placement with two unknowns for 2020 graduates, and 89% positive placement with zero unknowns for 2021 graduates.</p> <p>The program sends out an alumni survey to MPH students 12 months after graduation to collect employment data. The program also uses university data and interaction on social media sites such as Facebook and LinkedIn to monitor graduates.</p>	Click here to enter text.
Chooses methods explicitly designed to minimize number of students with unknown outcomes			
Achieves rates of at least 80% employment or enrollment in further education for each public health degree			

**B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program has collected alumni feedback information through the MPH alumni survey and through semi-structured interviews conducted by the program director in 2022.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data		The last alumni survey was administered in fall 2021. Out of 18 alumni, 14 completed the survey, which indicates a response rate of 72%. Ninety-three percent of alumni who responded said that the MPH program adequately prepared them to work in public health or health-related fields. Alumni were asked to rate the program’s curricular effectiveness, specifically the ability to retain foundational competencies.		
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		The program also held semi-structured interviews with 10 alumni in February 2022. The participants were asked about the most useful competencies, competencies in which they felt well-prepared after graduation, and any improvements the program should implement. Most participants reported that selecting communication strategies for different audiences and communicating audience-appropriate public health content were most useful in post-graduation destinations. Participants felt well-prepared in selecting quantitative and qualitative methods appropriate for a given public health context, and slightly more than half of participants felt well prepared in interpreting results of data analysis.		

		During the site visit, alumni stated that skills they found most useful after graduation were analytic thinking, data collection, software skills, and program planning and evaluation. Alumni also reported wanting more training in statistical software usage and the financial aspects of public health.		
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**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has adequate financial resources to support its mission, goals, and degree offerings. All faculty are funded from a state appropriation by the University of Illinois System, and tuition does not fund any faculty salaries. The program director requests additional faculty and staff when the program expands, adds a new major, or when enrollment increases. The dean makes the request to university administrators for additional personnel on behalf of the program.	We would like to express our sincere gratitude to the Site Visit Team and CEPH for their unwavering support of our program, especially during these challenging times when our budget has decreased. Our program is fortunate to have received valuable feedback from the Dean of Public Affairs and Administration, who is also an active Administrative Representative of the UIS Campus Senate.	The Council appreciates the program's update.
Financial support appears sufficiently stable at time of site visit		Included among operational expenses are office supplies, minor equipment repairs and maintenance, professional dues, registration fees, and accreditation fees. Operational costs are funded directly by the college.  The Provost's Office and the college provide funding to support student conference travel, scholarships, and student activities. For example, the MPH program has one graduate assistant whose salary and tuition waiver are funded by the Provost's Office. In addition, one student received \$1,000 to fund a presentation at the APHA	The campus senate has acknowledged the decline in state appropriations, which has impacted the Master of Public Health program. To address this, the Senate has proposed an increase in UIS state appropriation of 1 to 1.5% to	

		<p>Annual Meeting. Other financial support to students includes scholarships, paid internship opportunities, and loans.</p> <p>The university provides each faculty member with \$1,000 per academic year for faculty development. Other competitive funding is available for university research and scholarship activities.</p> <p>If a request for additional funds is a one-time immediate need, the program director makes the request directly to the college dean. If the request is ongoing, the request for additional funds is made in the annual budget.</p> <p>Tuition and fees are combined with other revenues and state appropriations and distributed to the program based on a formula that considers previous year funding, existing and projected enrollment, program initiatives and growth, personnel projections, and demonstrated program and student needs.</p> <p>UIS policies dictate that colleges and departments receive 30% of the estimated indirect funds generated on an annual basis. Fifty percent are distributed to the administrative unit that generated the indirect funds and 50% to the faculty member who is the project director.</p> <p>The commentary relates to the program’s decreasing budget. State appropriations have declined by almost 25% from FY17 to FY21 due to state-mandated budget rescissions. During the site visit, the dean of public affairs and education explained that UIS has experienced “difficulties in weathering recent fiscal constraints” but expressed that the current funding allocation system has</p>	<p>the University of Illinois Board of Trustees.</p> <p>Dr. Molly Lamb, an MPH adjunct faculty/alumna &amp; Executive Director of the UIS Center for State Policy and Leadership (CSPL), has offered to lead the MPH faculty in writing public health education enhancement grants, which could potentially increase the MPH budget and resources.</p> <p>We also plan to expand our funding sources by increasing and strengthening alumni engagement with the program. This could include reaching out to typical MPH Program donors, such as the Evelyn Zimmermann Fund, and potentially increasing funds up to \$50,000 - \$100,000.</p> <p>Additionally, both two final candidates for the incoming dean of the College of Health, Science, and Technology have expressed their success in fundraising, and they plan to apply successful strategies in our college. These strategies would include expanding relationships with the Memorial Hospital System, the Illinois Department of Public Health (located in Springfield, IL), and the</p>	
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		maintained faculty while allowing the MPH program to continue to support faculty research needs and faculty development. The new interim dean of the College of Health, Science and Technology told site visitors that he is looking at enrollment trends and recognizes that “public health enrollment is growing and needs additional or reallocated funding to accommodate this demand.”	Illinois Public Health Association, in order to attract more funds.  Once again, we appreciate the continued support of the Site Visit Team and CEPH, and we remain committed to finding creative solutions to maintain the quality and effectiveness of our program.	
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program has six PIF and four non-PIF for its two MPH degree offerings, which exceeds the minimum requirements.  FTE allocations for tenured and tenure-track PIF are nine-month appointments consisting of a 3:3 schedule in which faculty teach three courses in the spring, summer, and fall for 100% FTE. Faculty are also responsible for research and service within this effort. FTE allocations for non-tenure-track faculty are 12-month appointments consisting of a 3:3 schedule in which faculty teach three courses in the spring, summer, and fall for 100% FTE. Adjunct appointments are per semester with 25% FTE for four credits or 50% FTE for eight credits.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		<p>For general advising and career advising, the self-study reports that faculty have, on average, 14 MPH students, with a minimum of 10 and a maximum of 18. For the ILE, the self-study reports that advisors have, on average, 12 MPH students, with a minimum of six and a maximum of 19.</p> <p>The program collects quantitative and qualitative data on class size and faculty availability from its exit survey, which was most recently administered in fall 2022. Out of 18 participants, 94% were satisfied or very satisfied with class size as it relates to learning. The survey also asked students about faculty availability and responsiveness. Eighty-seven percent of students were either satisfied or highly satisfied with faculty availability, and 100% of students were either satisfied or highly satisfied with faculty responsiveness.</p> <p>Qualitative feedback also demonstrates students' satisfaction with class sizes and faculty availability. Students who met with site visitors praised faculty on their availability and responsiveness. Students were also satisfied with class sizes stating, "class sizes are perfect."</p>		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has three administrative assistants (0.25 FTE for each) who are shared with units outside the unit of accreditation. There is also a shared instructional designer (0.25 FTE). The program has a graduate assistant (0.50 FTE) and an administrative position (0.25 FTE). Finally, the self-study lists a shared program coordinator (0.50 FTE) slated to begin work in January 2023. However, at the time of the site visit (in January 2023), the position remained unfilled, and site visitors learned that the search was still in its early days.	We appreciate the Site Visit team’s kindness and efforts to help the program secure sufficient staff support and other personnel resources. As a result, several wonderful improvements of Criterion C3 need to be reported to the Site Visit Team and CEPH accreditation reviewers.	The Council appreciates the school’s response. Based on information in the self-study, team’s report, and response, the Council concluded that the program meets this criterion. The Council acted to change the team’s finding of partially met to a finding of met.
Staff & other personnel resources appear sufficiently stable		The concern relates to the program’s in-process effort to hire a program coordinator. The interim dean of the college assured site visitors that the search for a program coordinator was underway at the time of the visit. He also reported to site visitors that the college plans to reallocate several administrative support positions from other departments in the College of Health, Science, and Technology to the Department of Public Health.	First, the conclusions at the Exit Briefing (with our Chancellor’s presence) help tremendously expedite the job post and search for the program coordinator. We identified three strong final candidates on April 11th and invited them for the final on-campus in-personal interviews. Because these three final candidates are selected from double-digit qualified candidates, we have strong confidence that we will hire a highly qualified individual to fill the MPH program coordinator position soon (see attachment F). The program coordinator is expected to start the position in the Summer of 2023.	

			<p>Furthermore, the statements at the Exit Briefing also facilitate the reassurance from the new Provost to provide three non-instructional assignments (NIAs) in each academic year for the department chair/MPH program director to devote the time to CEPH accreditation-related work and program operations. These three NIAs are equivalent to the workload of teaching three graduate-level courses, which is also equal to 0.3 FTE of the PIF Faculty's annual salary. Additionally, the university invests an extra summer stipend for the program director to work on CEPH's accreditation annual evaluation-related projects and reports. Full implementation of the aforementioned approaches enables the program to acquire sufficient staff and other personnel resources and support (see attachment G).</p>	
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**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Physical resources adequate to fulfill mission & goals & support degree programs		<p>The program's physical spaces and resources are stable and adequate to fulfill the mission and goals and to support the existing degree programs. Each faculty member has a fully equipped office in the UIS Public Affairs Center (PAC) Building. Staff members have access to physical space in the College of Health, Science, and Technology in the UIS Brookens Library Building. The MPH graduate assistant shares office space with two other graduate assistants and a student worker in the UIS PAC building. Classrooms are primarily located in the PAC building, and faculty may request classrooms in other campus buildings. Classrooms are organized by different learning space styles, and faculty can request classrooms that fit their teaching style. UIS has a new student union building that offers space and meeting rooms to accommodate student educational and social needs. The PAC building also has a few spaces available for student meetings, study, and collaborations.</p> <p>The dean of the College of Health, Science, and Technology told site visitors that the university meets all the physical space needs of the MPH program and responds positively to all requests for additional space for research projects.</p>	Click here to enter text.	
Physical resources appear sufficiently stable				

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The library and IT resources are stable and adequate for students and faculty. The Brookens Library has 750,000 books, serials, and reference materials and access to over	Click here to enter text.	

Adequate IT resources, including tech assistance for students & faculty		130 libraries in the state. Students, faculty, and staff have chat support with a librarian as well as a designated librarian liaison for the MPH program.		
Library & IT resources appear sufficiently stable		<p>Students have access to a computing facility, including an open-access computer lab in the University Hall Building and the media lab in Brookens Library. Students may also use teaching computer labs when available. In addition, students have access to software applications through the UIS webstore and access to a virtual computer that runs all software for which UIS has licensing at no cost.</p> <p>Faculty have computers and printers and access to 10 teaching computer labs. Faculty may request additional hardware by emailing ITS Client Service. Faculty receive a new computer every four years. All faculty have access to the collection of software applications through the UIS webstore. ITS supports technology equipment and provides a helpdesk on campus and remote services for students, faculty, and staff.</p> <p>During the site visit, the program director stated that ITS had worked with the program to improve advising and student data. In addition, the UIS Center for Online Learning, Research, and Service (COLRS) helps faculty integrate technology into the classroom experience. COLRS recently helped faculty develop welcome videos for all new classes, and faculty told site visitors that COLRS is always available to provide one-on-one assistance when requested.</p>		

**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students are grounded in foundational public health knowledge. The program maps the 12 foundational learning objectives to six courses: Introduction to Public Health, Biostatistics, Epidemiology, Research Methods in Public Health, Introduction to Environmental Health, and Public Health Education.</p> <p>The curriculum provides grounding through a combination of lectures and readings. Reviewers' findings are summarized in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program provides appropriate didactic preparation and assessment opportunities for the 22 foundational competencies. The competencies are mapped to seven courses, including the six courses listed in D1. The additional course is Public Health Policy. Joint degree students take the same seven courses as standalone MPH students.</p> <p>Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include weekly homework assignments, exams, quizzes, policy reviews, discussion posts, research papers, and final projects. For example, to assess competency 15, students are required to read a real-world scenario that includes detailed information on specific health policies and must evaluate the policies based on the lecture notes and required readings. The D2 worksheet summarizes reviewers' findings.</p>	Click here to enter text.	

D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program presents five competencies for each concentration, and each concentration has a set of five to seven courses. Students are assessed on concentration competencies through written assignments, final projects, evaluation plans, risk assessments, special topic projects, and discussion posts. Joint degree students have the same competencies and take the same courses as MPH generalist students.  The team's assessment of each competency statement and assessment opportunity is presented in the D4 worksheet.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)				

D4 Worksheet

MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze data to prioritize public health and social issues and make decisions through social determinants of health.	Yes	Yes
2. Create a multilevel framework to generate social determinants of health intervention strategies for targeted populations.	Yes	Yes
3. Integrate concepts and methods in social epidemiology to assess differences between population and individual health.	Yes	Yes
4. Propose an epidemiologic study design to address a public health research question and critique the strengths and limitations.	Yes	Yes
5. Design an impact evaluation plan on a health policy related to a public health program or practice.	Yes	Yes

<b>MPH Environmental Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Evaluate chemical, biological, and radiological sources of concern to human health and identify methods to reduce exposure.	Yes	Yes
2. Integrate the principles of risk analysis and risk communication into communication strategies for diverse target audiences.	Yes	Yes
3. Develop information materials (e.g., brochure of fact sheets, technical report) for risk communication based on a risk analysis.	Yes	Yes
4. Construct components of an environmental risk assessment that meets established federal guidelines.	Yes	Yes
5. Assess an environmental risk through the lens of environmental justice and social determinants of health.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All MPH students complete the APE requirement through the four-credit MPH 581 internship course. Most students complete 200 contact hours for each credit hour. However, MPH/HMS joint degree students must complete a total of 400 contact hours. The APE can be a block of concentrated time, or it can be completed over several semesters, depending on the needs of the student and the host site.  The program provided a list of 30 recent APE host sites. The list included 17 sites in Illinois and 13 sites outside the state and nation. International sites included Pakistan and Mexico. Sites included the Illinois Department of Public Health, Illinois Department of Correction, Illinois Environmental Protection Agency, Illinois Public Health Association, Community Medicine Department, and Medi SERV Pharmacy.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		<p>All MPH students must consult with the internship coordinator in advance to begin planning the APE. Students are required to develop an acceptable internship learning agreement as well as work with the internship coordinator and preceptor to create a list of competencies to be demonstrated. All MPH students must produce two work products that are meaningful to the APE worksite and reflect the selected competencies. Work products can include items such as a report, a white paper, learning tool, video clip, podcast, or presentation.</p> <p>The self-study presents five examples of student work products for the MPH generalist concentration and five examples of student work products for the MPH in environmental health concentration. Student portfolios included a report detailing information requirements for an alert protocol, a presentation on notification procedures, a presentation on HIV trends, and an infographic. Site visitors confirmed that each student addressed at least five competencies, at least three of which were foundational competencies.</p> <p>The internship coordinator reviews all work products using a grading rubric that includes attainment of selected competencies, accuracy, professionalism, composition, and student reflection demonstrating competency attainment. Students must also post a summary of how their deliverables reflect the competencies and a confirmation from their host agency that their deliverables benefit the agency.</p> <p>During the site visit, students, alumni, and faculty all described the APE as positive and beneficial to both the student and the host site. Faculty noted that about 90% of</p>		
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		on-campus students and 10% of online students receive paid GPSI internships. Students told site visitors that the availability of paid internships was one of the reasons they chose UIS.		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		As of spring 2022, the program uses a take-home comprehensive exam for students to demonstrate synthesis of foundational and concentration competencies. The comprehensive exam consists of three sections. The program director serves as the faculty lead for the comprehensive exam and assigns a faculty member to construct a public health case scenario.  The first portion of the comprehensive exam provides students with opportunities to integrate CEPH-defined competencies with a concentration competency. For example, in the first portion, faculty ask MPH generalist students to create a well-written policy brief that evaluates a specific competency. For environmental health students, faculty asks students to draw a systems thinking diagram based on a public health topic.	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>The second portion of the comprehensive exam (UIS closure exam requirement) is graded by one faculty member who designs questions specifically for assessment of CEPH foundational competencies. It combines public health competencies and knowledge components addressed across MPH courses. Faculty develop questions to evaluate multiple CEPH foundational competencies to reflect proper weights.</p> <p>Students must submit the exam as a high-quality written report. The ILE exam is administered over a 10-day period, and students have up to three attempts to pass. Materials such as policy briefs and risk communications, created in the first portion, are part of the high-written quality product that students include in the report.</p>		
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D13. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH requires a total of 48 semester credits for graduation. Each MPH course is worth four credits, and one credit equals one hour of instruction time plus two hours of out-of-class work. Joint degree students must obtain 74-76 credit hours for graduation, and 42 of those hours are for the MPH degree.	Click here to enter text.	

**D14. DRPH PROGRAM LENGTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D15. BACHELOR'S DEGREE PROGRAM LENGTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D18. ALL REMAINING DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D19. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The program developed its online offerings to enhance health among diverse communities in Springfield and beyond. The online program is designed to serve students who do not live locally and are place-bound or time-restricted.</p> <p>UIS delivers online courses asynchronously using Canvas as its learning management system. Emails, bulletin boards, and online and on-campus course facilitation all are integrated into Canvas. The MPH faculty defines course objectives and develops learning and assessment activities with the support of instructional designers at COLRS. Course faculty review courses for quality control and provide further comments for revisions during and after a course is offered. Course instructors are selected for their professional and educational knowledge related to the course topics and are encouraged to incorporate</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				

Ongoing effort to evaluate academic effectiveness & make program improvements		<p>their backgrounds and practical experience into their interactions with students. Moreover, instructors typically post weekly announcements on Canvas with personalized content, including important updates, learning tips for the week's content, assignment due dates, general class feedback on the previous week's assignments, and relevant trends or resources from the field.</p>		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>The university provides students and faculty access to several advising and retention tools that can be accessed online such as a Degree Audit System, which outlines plans of study for each student and Student Self-Service, which provides students access to their personal and academic information.</p> <p>UIS ITS provides support for all online students and is available 24/7. In addition to ITS services, the university also offers extensive student support for online students such as the UIS Learning HUB, which provides free academic support services to currently enrolled students.</p> <p>The MPH program pursues internal evaluations for both its distance- and place-based programs. Internal evaluations are conducted as part of formative efforts of quality control and continuous improvement. For example, the university requires a program review on a seven-year cycle based on the Illinois Board of Higher Education guidelines. COLRS can provide each program with a quantitative and qualitative assessment of its online programs, which can help the program leader make improvements or revisions to procedures, curriculum, etc. All data described in Criterion B2 address both distance- and place-based students and classes.</p>		

		<p>The MPH program has processes in place to confirm student identity and to notify students of privacy rights and of any projected charges associated with identity verification. Upon admission, students receive a unique user ID (NetID) and a unique token to activate their user-determined passwords to access UIS online courses and services. UIS integrates with university authentication services to ensure appropriate and secure student access to courses and other student information systems. The faculty self-service system (i.e., UIS Enterprise System) and attendance app provide instructors access to class rosters that include student names, NetIDs, major information, and/or photos. With Canvas, students also have the option to upload photos associated with their accounts. Instructors also have the option of requiring that they secure a proctor for exams.</p> <p>During the site visit, distance-based students expressed high satisfaction with the MPH program. Students stated that they love the time flexibility and that instructors are always helpful and responsive. Online students also spoke highly of the program's inclusivity.</p>		
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**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		PIF hold terminal degrees in areas related to their course topic areas: PhD in epidemiology, PhD in community health, PhD in toxicology, EdD in environmental education, PhD in health behavior with a minor in statistics science, and Doctor of Public Administration. All	Click here to enter text.	

Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>PIF contribute at least 50% of their time and effort to the program through instructional, research, and service activities. Among the PIF are three tenured associate professors, two tenure-track assistant professors, and one non-tenure-track clinical assistant professor. Three of the four non-PIF hold doctoral degrees, and all are active in the field of public health.</p> <p>During the site visit, faculty outlined how PIF education and experience complement the degree level. Some PIF are active in APHA at the state and/or national level. Others serve as reviewers or on a review board for journals. One PIF is a Certified Health Education Specialist.</p>		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program has primary and non-primary faculty with experience in public health practice. The department encourages ongoing practice links with public health agencies and encourages faculty to document these links in their annual professional development plans. One PIF served as manager of the Illinois Department of Labor Safety and two other PIF have extensive practitioner experience in toxicology and food safety. One non-PIF was formerly the deputy director of the Illinois Department of Public Health and another non-PIF leads community-driven health improvement projects.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation		During the site visit, the dean of the College of Public Affairs and Administration provided examples of ongoing		

		<p>practice links, pointing out that the state health commissioner had requested program faculty assistance in dealing with the recent pandemic. Site visitors also learned that one faculty member served on a county-level COVID-19 task force.</p> <p>MPH 541: Social Determinants of Health, MPH 561: Public Health Education, and MPH 511: Epidemiology include several guest lecturers who have extensive experience as public health practitioners.</p>		
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**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program has a defined process to assess and support faculty currency, including student course evaluations, annual performance evaluations, and the annual faculty survey. PIF are assessed by the university's Criteria for Tenure and Promotion in the UIS Faculty Personnel Policy. Course evaluation summaries and other documentation of instructional effectiveness and strategies are addressed in faculty annual reviews.</p> <p>The dean evaluates faculty across various activities: attendance at pedagogical workshops and/or conferences; publications; continuing education; involvement in all forms of public health service and professional engagement; participation in professional meetings and webinars; and faculty research and scholarship.</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>The self- study indicates that the program director and a faculty member from the environmental health concentration review MPH program course material for currency at least once a year.</p> <p>Pedagogical methods for non-PIF are assessed by the program director and dean. A course design rubric is used to score non-PIF on a variety of criteria, including instructional materials, course layout, course overview and information, and assessment of learning. Comments on performance, strengths, and weaknesses are given to the non-PIF at the end of the semester.</p> <p>The university provides a variety of institutional resources in support of faculty development through services and resources provided by the Faculty Development Resource Office, Center for Faculty Excellence, COLRS, and ITS.</p> <p>PIF and non-PIF attend development workshops, teaching-related conferences, and professional development within their respective areas of practice including training modules, coaching on teaching practices, ITS workshops, and LMS training workshops.</p> <p>Public health faculty recently attended an instructional development workshop offered by COLRS, and one instructor obtained a certificate on effectively teaching online courses.</p> <p>To assess faculty instructional effectiveness, the program internally reviews syllabi to ensure currency of readings, topics, and methods. The program also tracks participation in professional development related to instruction and has exceeded its target of 80% in each of</p>		
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		<p>the past three years. In addition, the program tracks student satisfaction with instructional quality, and it has exceeded its target of 70% over the past three years.</p> <p>For program-level outcomes, the program reviews courses for the integration of technology in innovative ways to enhance learning. The program has integrated new technology into several courses in the last three years. Finally, the program tracks the number of courses that employ active learning techniques, and it has exceeded its target of 80% of courses over the past three years.</p>		
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**E4. FACULTY SCHOLARSHIP**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>Program faculty engage in scholarship as required by the university and college. Faculty scholarship is an important component for promotion and tenure, and faculty members must provide evidence of a consistent peer-reviewed publication track record.</p> <p>The university and college support faculty involvement in scholarly activities through access to a variety of resources and research opportunities. At the university level, the Office of Research and Sponsored Programs provides grant writing support, Institutional Review Board resources, and internal funding opportunities. The college offers an annual travel and training stipend and other professional development funds.</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>The program integrates research into the classroom where possible. One faculty member conducts secondary data analysis and integrates their advanced statistical expertise in MPH 503: Biostatistics through visualization techniques. Another faculty member whose research addresses environmental pollution of waterways uses their scholarship to influence course delivery of MPH 521: Introduction to Environmental Health.</p> <p>The program also provides students with opportunities to participate in faculty scholarly activities. As a part of the faculty-led Global Health Research Project, two MPH students presented research findings on assessment of water quality in Ghana at the UIS Student Technology, Arts &amp; Research Symposium in 2018. Under the guidance of faculty, another student presented their work at the Illinois Public Health Association in 2019 on socioeconomic status and how unhealthy behaviors lead to adverse health outcomes.</p> <p>The program lists three research outcome measures and presents data to show its progress over the last three years. The percent of primary faculty participating in research activities each year has exceeded the 90% target over the last three years. The program also has met its goal of four publications for the number of articles published in peer-reviewed journals each year. Additionally, the program has exceeded its target of four presentations at professional meetings each year during the last three years.</p> <p>During the site visit, more recent examples of student involvement in faculty research and scholarly activities were given. For example, one instructor involved students</p>		
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		in the development of a research proposal in 2022 and plans to involve students in research beginning in 2023.		
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**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The university, college, and program encourage all faculty to engage in activities that benefit professional associations and external communities at the local, state, regional, national, and international levels. The university regularly informs faculty of opportunities for extramural service. The MPH program encourages faculty to participate and serve in leadership roles in extramural service activities and provides travel support and development funds.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The program provided five examples of faculty extramural service involving three PIF. One faculty member is a member of a county-level public health committee, a reviewer for numerous public health journals, and serves as a statistical consultant for several county public health departments. This faculty member incorporates these experiences into his biostatistical teaching materials. Another PIF works on community health projects on Hepatitis B and breast cancer and shares her work in her classes.</p> <p>The program has three measures for faculty extramural service. One is the expectation that 80% of primary faculty will participate in extramural service. In all three years measured, 100% of primary faculty engaged in extramural</p>		

		<p>service. The second measure is that faculty will have been involved in at least three public/private or cross-sector partnerships each calendar year, and this measure was also exceeded all three years. The final measure is that faculty will have engaged in three community-based projects each year. This measure was also exceeded in each of the three years.</p> <p>During the site visit, both faculty and students provided examples of faculty extramural service projects that were of mutual benefit. In one example, students assisted a faculty member with a risk assessment on a conservation corridor and completed four chapters of the risk assessment program summary. Another student described assisting a faculty member in developing and distributing health education materials for a breast cancer education project.</p>		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses the MPH Advisory Council to collect constituent input. This council is composed of community public health professionals, community stakeholders, internship field advisors, MPH alumni, and members of other academic institutions with a program or school of public health. The purpose of the Advisory Council is to provide insight and guidance on all aspects of the MPH program, make recommendations for program enhancement, advocate for public health, and increase the visibility of health-related initiatives.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> </ul>				

<ul style="list-style-type: none"> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		<p>The Advisory Council gives the program feedback regarding curriculum planning, program strength and weakness, and the CEPH accreditation process. These discussions occur at annual meetings. During the site visit, community partners reported giving feedback on the overall planning process and guiding statements during these meetings.</p> <p>The program uses an employer survey to monitor student outcomes. The program sends out the survey annually. During the most recent survey administered in 2022, 11 out of 16 employers responded. Eighty-one percent of respondents reported that they are extremely likely to hire UIS graduates. All respondents reported that UIS graduates demonstrated great problem-solving skills and analytical skills. Ninety-one percent reported that graduates demonstrated great written and oral communications skills. Areas for improvement included reading and reiterating government material and leadership skills.</p>		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students in the MPH program are introduced to community engagement and professional development through classroom and internship experiences and event	Click here to enter text.	

<p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &amp;/or the importance of learning &amp; contributing to professional advancement of the field</p>		<p>announcements through the MPH program’s listserv. Students also have opportunities through outlets including the UIS Center for Academic Success, the Volunteer and Civic Engagement Center, and student organizations such as the UIS Public Health Student Organization. Students also hear about opportunities through the program’s social media pages, newsletters, and e-magazines.</p> <p>The self-study reports numerous examples of professional and community service performed by students. In fall 2022, the program director and an MPH student provided professional service in program evaluation for the University of Illinois System Response, Evaluation, and Crisis Help (REACH) initiative. MPH students have also participated in the annual UIS Health and Wellness Fair to facilitate a public health station promoting health and prevention, designed specifically for the Springfield community.</p> <p>During the site visit, students discussed various community and professional service opportunities. One student mentioned doing a risk assessment for an abandoned railroad right-of-way. Another student stated that they were invited to speak at APHA about work done with the Illinois Department of Health.</p>		
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**F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Provides activities that address professional development needs of the current public health workforce		<p>The MPH program provides activities that address professional development needs of the current public health workforce.</p> <p>In 2022, the program hosted the New Food Code and Advanced Food Safety Training and On-site Education in which the program director provided training for health inspectors at the Sangamon County Department of Public Health and at the 2022 Illinois Environmental Health South Chapter Annual Conference. Thirteen participants attended the training at the county health department, and 78 attended the training at the annual conference.</p> <p>The MPH program also offers several graduate certificates such as community health education, emergency preparedness and homeland security, environmental health, and epidemiology. Thirty-three working professionals who are not in the MPH program enrolled in a certificate program between 2019 and 2022.</p>	Click here to enter text.	
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program defines its under-represented priority populations as students of color and international/non-resident aliens. The program also includes faculty of color in its definition of under-represented priority populations.	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies		The program's goals to support its priority populations are as follows:		

regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				
		<ol style="list-style-type: none"> <li>1. Increase efforts on recruiting and retaining diverse faculty members and students</li> <li>2. Provide learning opportunities for students to develop cultural competence awareness and skills</li> <li>3. Raise awareness about the value of diversity among prospective and admitted students</li> </ol> <p>The program has strategies to meet the three goals for diversity. The program advertises and conducts outreach for prospective students in locations where there are increased numbers of racial/ethnic minorities.</p> <p>Students' perception of diversity and cultural competence in the program is measured through an exit survey. In the 2022 survey, 89% of the 18 respondents strongly agreed or agreed that they felt comfortable overall with the climate in the MPH program. All respondents strongly agreed or agreed that the program has a diverse faculty. Ninety-five percent of students indicated that they felt comfortable with the climate in program classrooms.</p> <p>The data indicate a decrease in percentage of students of color from 2018 to 2021 with a six percent drop. Some strategies executed to address this decrease include adding financial aid resource information in the welcome email, discontinuing standardized test score requirements, and continuous participation in recruitment events by the university's Office of Diversity and Inclusion.</p> <p>During the site visit, faculty and students spoke highly of the culture and climate within the program. Students also expressed satisfaction with how faculty integrate cultural competence within the curriculum.</p>		

**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		Information related to advising is made available in the student handbook, and all graduate students are assigned a faculty advisor at the time of admission to the program.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		The assignment of an advisor is made in consideration with the student's educational and career goals. Students may change their advisor at any time by emailing the program director. Academic advising includes developing an education plan for the student and monitoring the student course load to ensure that the student is taking between four and 12 credits of academic work each semester. Academic advisors are primary faculty, and their advising load is approximately 15 advisees each.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty		Advising materials include the university catalog, the education plan, and the MPH student handbook.		
Orientation, including written guidance, is provided to all entering students		Each student receives orientation from both the university and the department. International students are required to attend a mandatory orientation a week before the first day of every semester. The graduate orientation manual is mailed to all domestic students accepted for admission. In addition, MPH students receive several communications from the department concerning advising, admission status, orientation, and registration. The program also provides a virtual orientation on YouTube that has been viewed hundreds of times by incoming students.		

		<p>The program surveys exiting students each year. In 2022, 80% of students were satisfied or somewhat satisfied with academic advising. In the most recent survey administered in 2022, 84% of students (n=18) said that they felt comfortable asking their academic advisor questions and felt that their academic advisor was both knowledgeable and available.</p> <p>Students told site visitors that they have continuous communication with their advisors. One student pointed to the value of the education plan, which they must share with their advisor at the beginning of each semester as an extra step that advisors take to ensure student success.</p>		
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**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>The program and university provide MPH students and alumni with career advising services in a variety of formats. Faculty and adjuncts provide their practical experiences to help students with job searching, professional development, and career advising. Faculty share job opportunities with students and alumni on the MPH program email listserv. Faculty are also available to write letters of recommendation.</p> <p>The MPH program encourages students and alumni to become involved in professional public health organizations. Currently, 11 students and 14 alumni are members of the Illinois Public Health Association.</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>UIS has a Career Development Center to assist with job/internship searches. Services include building interview skills, career counseling, career coaching, and resume building/writing. Students have access to resources such as Optimal/Resume, O*NET Online, Handshake, and Going Global. In-person and online services for alumni are available with simple fee options.</p> <p>All faculty provide career advising to students based on their professional expertise, teaching, and research interests. Junior faculty receive an orientation to university resources and are mentored by the program director, internship coordinator, and senior faculty. The Career Development Center hires staff with expertise in career advising, higher education, and public health.</p> <p>The program provided two examples of career advising to alumni and another example of career advising to students. One faculty member provides career advising in his classes and to alumni that resulted in one student getting a public health program supervisor job and an alum transitioning from an entry-level epidemiologist to a program coordinator. This same faculty member also hosted an Alumni Career Talk Zoom seminar. In addition, from 2019 to 2021, the UIS Career Development Center provided career counseling services to 17 MPH students and eight alumni. Also, during these same three years, the Career Development Center provided career coaching services to 25 MPH students.</p> <p>Using exit surveys, the program collected outcome data on two measures of student satisfaction with career advising from 2019 through 2022. For the first two years, survey response rates ranged from 69% (year 1) to 100%</p>		
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		<p>(years 3 and 4). The first question asked whether career advising services were “helpful to my career and professional development,” and slightly over 50% of the survey respondents agreed in each of the four years. The second question asked whether the student was aware of job postings from the MPH faculty, and the results ranged from 36% in year 1 to 60% or more in all subsequent years. The program held focus groups in the spring and fall semesters of 2022 to try and understand the low student satisfaction numbers with career advising services and learned that most students already hold full-time positions and do not require or seek career advising; students are not well-informed of career service availability; and the UIS Career Development Center is not well-known by students.</p> <p>During the site visit, students and alumni provided several examples of advisors and faculty assisting them in finding internship sites and career opportunities. One alum of the program lauded the efforts of the Career Development Center in helping her prepare for interviewing and landing a public health position in state government.</p>		
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**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The UIS website contains detailed policies and procedures governing student complaints and grievances. The university and the MPH program encourage students to resolve complaints and grievances informally through	Click here to enter text.	

Procedures are clearly articulated & communicated to students		discussion among affected parties. If the matter cannot be resolved informally, or if the student chooses to forego informal resolution, the formal grievance policy is followed.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		The initial formal grievance must be filed with the vice-chancellor for student affairs within 20 class days of the contested infringement or of the date when informal resolution ended. The vice-chancellor forwards the grievance to the chair of the Executive Panel of the Student Hearing Board by the next working day. If the grievance involves the vice-chancellor, then the grievance is submitted to the chancellor. In the case of a hearing, within five working days of the completed hearing, the panel chair submits a recommendation to the grievant and the respondent. Any appeal must be filed within 10 working days of the panel decision, or the panel decision will be considered final.		
Designated administrators are charged with reviewing & resolving formal complaints		There have been no formal complaints or grievances filed in the last three years. All complaints have been resolved informally.		
All complaints are processed & documented		During the site visit, students did not express any concerns about the complaint process. Several students said that the student complaint and grievance process is explained at the beginning of each class.		

**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The MPH program has adequate policies and procedures designed to locate and select qualified students. In summer 2022, the MPH program website was redesigned to include policies and procedures and a link to application forms. From 2020 to 2022, the program has used a Google tool that hosts an MPH program welcome webpage. This webpage includes basic welcome information and three videos with current students and can be viewed on any electronic device. To improve accessibility of admission materials, the MPH webpage contents are being migrated into PDF documents that include frequently asked questions by prospective and newly admitted MPH students. In addition, the official UIS Facebook page has been assigned three account managers to attract more views.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program has also created advertising flyers that are distributed at public health conferences and events. These events include the Illinois Public Health Association Annual Meeting and the 2022 Illinois Environmental Health Association Education Conference. In addition, past and current department chairs have conducted recruiting activities in Nigeria, India, Taiwan, Ghana, and Gambia.</p> <p>Students completing a bachelor’s degree from a regionally accredited college or university are eligible to apply for admission to the UIS MPH program. Applicants are requested to apply three months before the desired</p>		

		<p>semester starts, and applications can be submitted online. The department chair reviews applications using a standardized evaluation rubric. Full admission is offered to applicants with a baccalaureate degree and a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale; applicants must also submit a required essay and three letters of recommendation. Students applying to the environmental health concentration must also have a minimum of 30 undergraduate semester hours in the natural sciences. Conditional admissions may be offered to applicants who fall short of the admissions requirements. These applicants can be admitted on a conditional basis and must complete the first three MPH courses with a B grade or better.</p> <p>UIS' Office of Admissions provides the MPH program with administrative support for managing the admissions process. The program maintains the power to determine its admission criteria and works closely with staff to admit students who meet those criteria.</p> <p>The program selected three outcome measures for recruitment and admissions, with 60% as the target for each measure. The first measure is the percentage of environmental health accepted students choosing to enroll. This target measure was exceeded for all three years (65% in 2018-19, 77% in 2019-20, and 94% in 2020-21). The second measure is the percentage of generalist accepted students choosing to enroll. This target was also exceeded for all three years (86% in 2018-19, 83% in 2019-20, and 98% in 2020-21). Finally, the program measures the percentage of under-represented students accepting offers of admission. This target was met, but the upward trend found in the other two</p>		
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		<p>measures was not sustained (78% in 2018-19, 80% in 2019-20, 70% in 2020-21).</p> <p>Students and alumni who met with site visitors expressed their appreciation for the diversity of the student experience at UIS. Several students told site visitors that the program was attractive because of the quality of the faculty and the success stories they had heard from alumni.</p>		
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**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		All resources used to describe the educational offerings are publicly available on the UIS website. Students can access information on MPH resources including admissions policies, degree requirements, and degree costs. Academic integrity standards and grading policies are included among other policies easily accessible in the UIS official catalog and student handbook. All resources provide accurate information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

## AGENDA

**Thursday, January 26, 2023**

8:00 am            **Site Visit Team Hotel Pickup**

8:20 am            **Team Setup on Campus**

8:30 am            **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<i>Cheng-Chia (Brian) Chen, PhD – Assoc. Professor &amp; Chair of Dept. of Public Health/Master of Public Health Program</i> <i>Lenore Killam, DPA – Clinical Asst. Professor</i> <i>Junu Shrestha, EdD – Asst. Professor</i> <i>Yu-Sheng Lee, PhD – Asst. Professor</i> <i>Mark Anderson, PhD – Interim Dean, College of Health, Science and Technology</i> <i>Robert Smith, PhD – Dean, College of Public Affairs and Administration</i>	<i>Guiding statements – process of development and review? (Criterion B1)</i> <i>Evaluation processes – how does program collect and use input/data? (Criterion B2)</i> <i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i> <i>Budget – who develops and makes decisions? (Criterion C1)</i>
<b>Total participants: 6</b>	

9:30 am            **Break**

9:45 am            **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>Brian Chen, PhD – Assoc. Professor &amp; Chair of Dept. of Public Health/MPH Program</i> <i>Junu Shrestha, EdD – Asst. Professor</i> <i>Yu-Sheng Lee, PhD – Asst. Professor</i> <i>Lenore Killam, DPA – Clinical Asst. Professor</i>	<i>Foundational knowledge (Criterion D1)</i> <i>Foundational competencies – didactic coverage and assessment (Criteria D2 &amp; D3)</i> <i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i>
<b>Total participants: 4</b>	

11:00 am          **Break**

11:15 am Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
<i>Brian Chen, PhD – Assoc. Professor &amp; Chair of Dept. of Public Health/MPH Program</i> <i>Lenore Killam, DPA – Clinical Asst. Professor</i> <i>Junu Shrestha, EdD – Asst. Professor</i> <i>Yu-Sheng Lee, PhD – Asst. Professor</i> <i>Emily Boles – eLearning Specialist, Center for Online Learning, Research &amp; Service</i>	<i>Applied practice experiences (Criteria D5)</i> <i>Integrative learning experiences (Criteria D7)</i> <i>Distance education (Criterion D19)</i>
<b>Total participants: 5</b>	

12:15 pm Break & Lunch in Executive Session

1:00 pm Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
<i>Robert Smith, PhD – Dean, College of Public Affairs and Administration</i> <i>Brian Chen, PhD – Assoc. Professor &amp; Chair of Dept. of Public Health/MPH Program</i> <i>Lenore Killam, DPA – Clinical Asst. Professor</i> <i>Junu Shrestha, EdD – Asst. Professor</i> <i>Yu-Sheng Lee, PhD – Asst. Professor</i>	<i>Currency in areas of instruction &amp; pedagogical methods (Criteria E1 &amp; E3)</i> <i>Scholarship and integration in instruction (Criteria E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F3)</i>
<b>Total participants: 5</b>	

2:00 pm Break

2:15 pm Transport to Hotel

3:00 pm Students via Zoom

Participants	Topics on which participants are prepared to answer team questions
<i>Damilola Williams, 1st-year on-campus student (MPH-EH) and MPH GA</i> <i>Esther Adewusi, 2nd-year on-campus student (MPH-EH) and GPSI Intern</i> <i>Jon Murphy, 2nd-year online student (MPH-General) and GPSI Intern</i> <i>Rebecca Crumrine, 1st-year online student (MPH-General)</i> <i>Nancy Rayas, 2nd-year online student (MPH-General)</i>	<i>Student engagement in program operations (Criterion A3)</i> <i>Curriculum (Criterion D)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criteria E4, E5, F2)</i> <i>Academic and career advising (Criteria H1 &amp; H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i>
<b>Total participants: 5</b>	

4:00 pm Break

4:15 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p><b>External Stakeholders:</b>  <i>Colleen Kelly (Advisory Board Committee, Employer, and Preceptor)</i>  <i>Jeffery Erdman (Employer and Preceptor)</i>  <i>Julie Pryde (Advisory Board Committee, Employer, and Alumni)</i>  <i>Molly Lamb (Advisory Board Committee, interim GPSI Director, and Alumni)</i></p> <p><b>Alumni:</b>  <i>Alexandra Madden (MPH-General, SP19)</i>  <i>Crystal Dudas (MPH—General, SP19)</i>  <i>Ololade Akinsanya (MPH-General, FA19)</i>  <i>Kelci Osborn (MPH-General, SP20)</i>  <i>Ashley Ray (MPH/MPA Joint Degree, FA20)</i>  <i>Benjamin Fletcher (MPH-EH, FA21)</i>  <i>Waheed Ogunwhale (MPH-EH, SP 22)</i></p>	<p><i>Involvement in program evaluation &amp; assessment (Criterion F1)</i>  <i>Perceptions of current students &amp; school graduates (Criteria D5, F1)</i>  <i>Alumni perceptions of curricular effectiveness (Criterion B5)</i>  <i>Applied practice experiences (Criteria D5)</i>  <i>Integration of practice perspectives (Criterion E2)</i>  <i>Program delivery of professional development opportunities (Criterion F3)</i></p>
<b>Total participants: 11</b>	

5:15 pm **Site Visit Team Executive Session 3**

6:00 pm **Adjourn**

**Friday, January 27, 2023**

8:30 am **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Janet Gooch, PhD – Chancellor</i>  <i>Linda Delene, PhD – Interim Vice Chancellor for Academic Affairs and Provost</i>  <i>Mark Anderson, PhD – Interim Dean, College of Health, Science and Technology</i>  <i>Robert Smith, PhD – Dean, College of Public Affairs and Administration</i></p>	<p><i>Program’s position within larger institution (Criterion A1)</i>  <i>Provision of program-level resources (Criterion C)</i>  <i>Institutional priorities</i></p>
<b>Total participants: 4</b>	

9:00 am **Break & Check Out of Hotel**

9:30 am **Site Visit Team Hotel Pickup: Transport to Campus**

10:00 am **Site Visit Team Executive Session 4**

12:00 pm **Exit Briefing**