

## Criterion IX – Students

### Criterion IX.A

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

#### Expected Documentation

1. Description of the school's recruitment policies and procedures.
2. Statement of admissions policies and procedures.
3. Examples of recruitment materials and other publications and advertising that describe, at minimum, academic calendars, grading and the academic offerings of the school. The most recent catalog must be included. References to Web site addresses may be included.
4. Quantitative information on the number of applicants, acceptances and admissions, by program area over the last three years.
5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A, including a headcount of full-time and part-time students and a full-time equivalent conversion, over the last three years.
6. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures over the last three years.
7. Assessment of the extent to which this criterion is met.

## Criterion IX.A – Student Recruitment and Admissions

### 1. Recruitment Policies and Procedures

The policy of UIC SPH is to recruit students from a diverse pool of individuals who can contribute to the advancement of scientific knowledge, public health practice and policy, and service to the community and public health profession. Recruitment activities for all degrees at UIC SPH involve the dissemination of information and the education of prospective students on variety of service, research and academic and career opportunities within public health and health-related industries.

Recruitment is conducted both centrally within the Office of the Dean (Office of Urban Health and Diversity Programs and Office of Student Affairs) and at the division or program level. Playing an essential role in the recruitment activities are faculty/staff, alumni, public health agency partners and students.

In the 2004-2005 academic year, the Committee on Admissions and Recruitment Policies developed, and presented to the SPH Executive Committee, a revised/refined recruitment strategy highlighting goals and policies for SPH. The overarching goal is: **to increase the quality and diversity of the student body across UIC/SPH with special emphasis on Latino, African-American, and Native American populations.**

Process goals related to this overarching goal include:

- Increase the number and quality of contacts with and presentations to salient and diverse target populations.
- Improve the timeliness and adequacy of data needed to support, assess and continuously refine strategies.
- Improve coordination between centralized and division recruitment activities.
- Improve coordination between admissions and recruitment processes and staff.
- Obtain adequate ancillary (staff, travel, etc.) funding both within the Dean's Office and within the divisions.

Materials used in providing information on graduate education and career opportunities in public health include: information on the UIC SPH Web site ([www.uic.edu/sph](http://www.uic.edu/sph)); a list of faculty research endeavors in a variety of disciplines (also see faculty profiles on the Web site); publications by the Association of Schools of Public Health ([www.asph.org](http://www.asph.org)); a catalog of the UIC School of Public Health (see Appendix V.A.2); pamphlets developed specifically for each division of UIC SPH; materials on special opportunities for pre/post-doctoral fellowships in public health; Healthviews, an annual magazine published by UIC SPH; and Urban Health Program materials that target special population groups (see Appendix IX.A.1) ([www.uic.edu/sph/diversity](http://www.uic.edu/sph/diversity)).

**Focus**—Persons involved in recruitment will emphasize the following attributes of UIC SPH:

- **Values** (You can take pride in your profession.) We want students to understand that we think becoming a public health professional is the right thing to do, that it serves values like “community” and “justice.” We will emphasize the school’s Statement of Values, the work that we do in the community, the kinds of people we help, and our commitment to and our success in achieving diversity.
- **Quality** (You can take pride in the quality of your degree.) UIC SPH is a place where quality work is produced and appreciated. Our students and faculty receive numerous awards. The teaching and research we do is high quality; the quality of the journals in which we publish, the quality of the people with whom we collaborate, and the quality of our community partnerships is high.
- **Chicago** (You can work in the country’s best city for public health.) UIC SPH is in a thriving metropolitan area, with vast cultural diversity and amenities, but is still very livable. We are also home to many of the nation’s top health organizations and a center of industrial, commercial and academic excellence.
- **Support** (And we’ll help you do it.) In addition to excellent teaching and advising, an outstanding career development program, alumni networking and a city full of opportunities, most qualified students at the school receive a research or teaching assistant position, which provides a full tuition waiver and a stipend.

### **Market identification**

- With significant and ongoing input from the divisions and in conjunction with CARP, the Dean’s Office will identify market segments. Accurate and timely data on the current and historical composition of the student body plus the most recent admissions cohort need to be available within one month of the start of the current academic year to support this effort. We also need timely and accurate data on an ongoing basis about the composition of student bodies at other schools of public health. Additional ongoing data from graduates also would help to inform recruitment efforts. We should formally review the recruitment plan every year in order to sharpen our understanding of our markets. Many of the typical target populations and recruitment sites are listed below.

The following provides an outline of our target population sites and strategies we use in recruitment.

### **Target Populations**

- Individuals in human services and health-care related agencies, applied sciences, engineering and municipal agencies
- Midcareer-level individuals at a variety of settings
- Academic institutions (in order of priority)

1. Undergraduate schools (4+-year colleges and 2-year colleges)
  2. Graduate and professional schools; residency and internship programs
- Elementary and secondary schools (pipeline work)

### **Sites and Strategies**

- **Seminars by Dean's Office.** Building on current recruitment efforts, we propose that the associate deans and their staff be asked to give a certain number of recruiting talks throughout the year in venues such as:
  1. Professional/Academic meetings (national, statewide and local)
  2. Special research presentations
  3. Community agencies
  4. Organized graduate college recruitment fairs
  5. Visit to college campuses
    - a. By special invitation
    - b. Reunion events
    - c. Homecoming events
  6. Community-sponsored events
  7. Organized on-campus conferences
  8. Urban Health Program-HCOP-sponsored conferences
- **Regional Sites and Strategies**

#### Illinois

1. UI Campuses—including Honors College, UIC
2. Partnership (e.g., City Colleges of Chicago funded by NIH)
3. CIC member institutions
4. Articulation conferences
5. Lower and upper division colleges

#### Midwest Regional Recruitment (Illinois, Indiana, Michigan, Ohio and Wisconsin)

1. CIC member universities
  - a. On campus
  - b. Orientation
  - c. Open house
2. Conferences
  - a. Public health-related associations
  - b. Educational-related agencies
  - c. Counseling/advising-related associations
  - d. Organizations
  - e. Student affairs
3. Colleges/Organized Recruitment Fairs
  - a. Public health-related associations
  - b. Educational-related agencies
  - c. Counseling/advising-related associations
  - d. Organizations

- e. Student affairs
- 4. Career Fairs

- **National Recruitment**

- Conferences

- 1. Public health related associations
    - 2. Educational related agencies
    - 3. Counseling/Advising related associations
    - 4. Colleges/organized recruitment fairs
    - 5. Organizations
    - 6. Student Affairs

- **Advertising**

- 1. Year Book
  - 2. Program books devoted to specific functions

**Procedures for Recruitment**

Recruitment efforts generally begin via one of the following:

**Invitations to participate in Planned Activities**

- Colleges, student organizations, professional organizations, public/private agencies
- Organizers of graduate/professional days, faculty colleagues at other institutions
- Organizers of career fairs, special population groups and employment fairs

In responding to the invitation, the Office of Urban Health and Diversity Programs works out the details of the recruitment activity with the host and ascertains the number of prospective students as well as their level of exposure to education in public health. Packages of materials then are developed based on the expected number of attendees and their background. Special attention is provided to a variety of population groups deemed to be present. Priority is given in the following order:

- Professional groups, recent college graduates, academic institutions without public health programs, UI systems, four year colleges/universities, two-year colleges, elementary or high schools (UHP and Public Health Pipeline).

**Special Articulation Conferences on/off UIC Campuses**

These are targeted visits initiated by UIC SPH recruitment staff to colleges to educate:

- Individuals with baccalaureate degrees who are changing professions or working in health care and human services industries.
- Undergraduate students within UIC and other academic institutions on career opportunities in public health. Invitations and announcements for articulation

conferences go to student organizations, faculty and health related offices, student affairs offices and science and business clubs.

### **Planned Office Visits of Prospective Students**

At the request of prospective MPH students, appointments are made to discuss public health admission criteria, deadlines, application process and career opportunities in public health. Because many students do not have a specific area of public health interest, this meeting helps to clarify offerings of the school and appropriate degree options that are available. Applicants are offered the opportunity to participate in campus tours with the help of the responsible individual for recruitment or his designee.

For applicants to other degrees, the meetings provide an avenue to explore areas of interest to the prospective applicant. Upon identification of the area and the academic degree of interest, the student (especially if he/she is interested in an MS, DrPH or PhD) then is linked with a faculty member or division director in the division of interest for continued dialogue and specification of interest.

### **Open Houses for Recruitment**

Host schoolwide open house in the fall of each year (beginning fall 2006) and collaborate with other UIC and UIUC colleges during their open houses for recruitment. Collaborating colleges (especially via Urban Health Program) include: medicine, dentistry, pharmacy, nursing, business administration, and honors. The open house enables staff to describe public health opportunities to students at various levels of their training.

### **Conducting special star or talent search.**

- The Locator Service of the Educational Testing Service provides a quarterly review of the Graduate Record Examination (GRE) results. Through this service, the office identifies all GRE takers with a combined score of 1400 in V and Q that express an interest in public health sciences and public health related areas. These individuals are contacted via letters together with recruitment materials.
- Graduate Student Biomedical Research Meetings are special off-campus seminars, organized by NIH, CDC or others, that are attended by graduate and undergraduate students.

### **Special Meetings with/Presentations to College Counselors**

College counselors are provided information about the field of public health and the kind of opportunities for their graduates. They are then encouraged to share the information with their students.

### **Summer Residential Enrichment Programs**

This program provides opportunities and stipends for over 20 students to immerse themselves in public health. Participants are undergraduate students, usually juniors, who would have gone through an application process to this program, been interviewed and recommended by

an advisor or his/her faculty. Over eight weeks, students are introduced to public health in an organized fashion. The program includes one week of quantitative and verbal skills development and enhancement, assessment of weaknesses and strengths, and a luncheon with deans/faculty/staff. During the next six weeks, the students spend three days with public health mentors (one mentor per student) in the field and two days with volunteer faculty at UIC SPH. The last week is spent working on a special project derived from contacts with mentors. On the last day of the program, students present their work at a public gathering. Abstracts of their work are also published in a booklet.

### **Secondary Recruitment**

Secondary recruitment attempts to ensure that the maximum numbers of highly qualified students who apply to the school and are accepted actually enroll. These targets are admitted applicants who apply to one or more other SPHs in addition to UIC. Sometimes this strategy is triggered by an admitted student not expressing his/her desire to enroll by paying the required deposit by the deadline date. It involves: making direct phone, e-mail or face-to-face contact with the admitted student and/or collaboration with prospective advisor, the division's academic coordinator) development of a package of support, including financial aid for the student.

Much of the secondary recruitment must be done by the Divisions. It is important in these instances, that division and recruitment staff communicate and coordinate their respective activities.

### **DIVERSITY RECRUITMENT–Policy**

A primary goal of UIC SPH is to increase substantially the number of under-represented minorities (URM), especially Blacks, Latinos and Native Americans, who are accepted, enrolled, retained and graduated - with a special focus, but not limited to, Doctor of Philosophy in public health sciences. The Urban Health Program (UHP), a program mandated by state legislation at UIC, is an essential part of diversity recruitment.

This process is facilitated by: 1) developing partnerships with academic institutions that serve predominantly minority students, minority-based organizations locally, statewide and nationally, and public health agencies, locally, statewide and nationally; 2) pursuing funding opportunities for enrolled students and prospective students; 3) aggressive recruiting locally, statewide and nationally; 4) facilitating the entry of students; 5) conducting preliminary education of identified URM's; 6) conducting extensive retention activities; 7) providing financial assistance; and 8) conducting pipeline work with elementary and high schools, public health assemblies and public health clubs. Currently, approximately 2,000 local students have been recruited to this pipeline.

In addition to continuing these programs, we need to significantly increase the share of campus Urban Health Program funds that go to the School. This increase can be achieved by documenting our current efforts and communicating their successes to the campus.

### **Diversity Recruitment Activities**

- Identify and disseminate information
- Organize all-day conferences during Black History Month and Hispanic/Native American Heritage Month.
- Visit college campus' and health-related organizations and agencies.
- Facilitate alumni mentoring of prospective applicants.
- Present at elementary and high school assemblies.

### **Facilitating Entry.**

This involves providing opportunities for students to learn about what we do in public health. The following strategies are used:

- Counseling.
- Eight-week paid Summer Residential Program (SREP) to 25 disadvantaged African-American and Hispanic college juniors and seniors.
- Pre-Application/Admission Program (PAP). The PAP is comprised of the following segments:
  1. Diagnostic testing and GRE pre/post testing provided three times a year.
  2. Academic resources exposure workshops in: interpersonal management, test taking strategies, financial aid and admissions application preparation.

### **Preliminary Education.**

This includes academic enrichment curriculum and three-week pre-matriculation program

### **Retention**

Students are provided with academic and non-academic support through study groups, UIC Academic Center of Excellence and support for conferences.

### **Financial Aid**

All minority students who take more than eight semester hours and are in need of financial assistance generally receive support. There are many opportunities for increasing the amount of student support available to the school. These include fellowships, traineeships, training grants, etc. It is not clear how best to secure this funding.

### **Proposed Division Specific Recruitment Functions**

#### **Training Faculty**

Recruitment should be shared by faculty as part of their divisional effort. Both faculty and division support staff will need to be trained, particularly regarding secondary recruitment, marshaling of RAs and TAs, using alumni contacts for recruitment and giving recruitment seminars.

### **Lead Person and Staff**

Each division will be asked to identify one person to lead its recruitment efforts. Presumably, this person will be one of the division's representatives on CARP. The other representative could focus on admissions. In addition, the divisions would be encouraged to use their share of tuition differential to fund division recruitment staff.

### **Identifying Market Segments**

The divisions need to specify their recruitment goals. Are they trying to increase the number of applicants or the quality of applicants or both? Are they looking for a particular type of student (e.g., midcareer, health professional, math undergraduate, engineer, etc.)? This identification process will require each division to specify its recruitment goals (qualitative and quantitative) and thereby identify the markets that must be tapped to meet those goals.

### **Seminars or Other Proposed Activity**

The Dean's Office will support faculty travel that involves the presentation of recruitment seminars. Or, if a division would rather use the money in another way, they may propose an alternative.

### **Secondary Recruitment**

As specified above, divisions will be asked to followup with outstanding admitted applicants who have not committed yet to enrollment.

### **Reaching Out to Alumni**

Alumni could be a significant source of recruitment. The divisions are the most logical groups to reach out to these alumni, although this effort will need to be coordinated with the Dean's Office alumni efforts.

### **Financial Support**

One of the most significant messages that we can give to all candidates is the strong likelihood of receiving financial support if they attend SPH. The divisions and the Dean's Office will need to work together to marshal student support opportunities, make sure no one falls through the cracks and provide interim funding for those who do not receive an RA immediately or whose RA/position ends.

### **Select Division/Program-Specific Strategies**

### **MCH and MCH Epidemiology Program Recruitment Activities**

- Create and distribute flyers at national meetings (e.g., APHA)
- Send information on MCH program to various listservs (e.g., ASPH, ATMCH, etc.)
- Include link to MCH Program on MCH Leadership Conference Web site.
- Advertise MCH program in various publications/conferences (e.g., Adbook for Illinois Maternal and Child Health Coalition, Nation's Health, etc.)
- Send program announcement to advisory committee members for posting to listserves.
- Send program announcement to alumni for posting.
- Ask for alumni/AC member volunteers to distribute brochures/flyers.
- Send program information to already developed list of contacts at HBCUs/HSIs
- Send program information to Illinois Schools.
- Send program information to UIC Send program information to Associated Colleges of the Midwest.
- Send program information to Community Partners
- Send program information/develop relationship with public-health related professional organizations focused on people of color: (e.g. National Black Nurses Association, National Medical Association).
- MCH Recruitment Open House every year at UIC.

**Environmental and Occupational Health Sciences Division:**

EOHS participates in a variety of outreach efforts for recruitment, including:

- Wisconsin Autumn Safety and Health Conference Exposition
- American Industrial Hygiene Conference
- Central States Occupational Medicine
- Occupational Health Nurses Conference
- UIC-East Campus-Study Abroad Conference
- UIC-East Campus Wellness Fair
- UIC-Health Fair

- American Public Health Association

EOHS also targets professionals by offering several online certificate programs: Environmental Health Informatics and Chemistry for Environmental Professionals. EOHS offers archived online lectures in introduction to environmental statistics for the USEPA. EOHS also has collaboration with universities such as the Chicago State University Bridge to Doctorate program.

### **Health Policy and Administration Division**

For the last three years, division staff actively has been recruiting applicants to the HPA program. One of the tasks of the recently appointed associate division director is to oversee student recruitment. In this academic year, HPA has hired a new academic professional to act as our coordinator of recruitment, career services and alumni affairs. Part of the job description for this position is to assist the faculty in developing and implementing recruitment policies and strategies. These policies and strategies are underdevelopment, but our coordinator has designed marketing and communications tools for the division, attended APHA and will attend ACHE, and communicate with prospective students or applicants. The Coordinator's work with alumni also is intended to be synergistic with the division's recruitment efforts.

## **2. Student Admission Requirements and Procedures**

Schoolwide admissions policies and procedures for each degree are described below. As the SPH admissions process is decentralized, the policies and procedures for each division also are included.

### **MPH Admission Requirements**

A baccalaureate degree from an accredited school is the minimum requirement for admission to the MPH degree program; a master's or doctoral degree in an area relevant to public health is preferred.

Graduate Record Examination (GRE) scores are required for all but the following:

- Applicants with a graduate or professional degree at the doctoral level (e.g., PhD, ScD, MD, DDS, DO, DVM, JD) or a prior master's degree (e.g., MBA, MSW, MS, MA) from an accredited U.S. or Canadian school, provided the prior training is relevant to the basic field of the area of concentration; applicants with the above-stated degrees from foreign schools whose applications are sponsored by an accepted referral service, such as AMIDEAST; or physicians who have been accepted into either of the joint occupational medicine residency programs.
- The admissions process is highly competitive. Although exceptions may be made, admitted students typically have a combined undergraduate/graduate grade point average of 3.00 (A=4.0) and a combined Graduate Record Examination (GRE) score of at least 1,000 (verbal plus quantitative). Additional requirements may be specified by the student's academic division. Public health, management or social leadership experience

is considered in cases where applicants are otherwise equivalent.

### **DrPH Admission Requirements**

Applicants must have a master's degree from an accredited school of public health or public health training program and three or more years of full-time, paid, professional experience in public health in a leadership position, or in mid- to senior-level management positions that demonstrate progressive responsibility and evidence of leadership potential. Applicants meeting the experience requirements but with a master's or higher degree outside the field of public health will be considered but will be required to make up deficiencies in content equivalent to the MPH core courses. Students are admitted to the School of Public Health rather than to a particular division within the School.

### **MHA Admission Requirements**

An applicant must have a baccalaureate degree, an undergraduate grade point average of at least 3.00 (A=4.00) for the final 60 semester (90 quarter) hours of study and for all cumulative graduate work previously taken. All MHA applicants must submit Graduate Record Examination (GRE) verbal and quantitative or Graduate Management Admission Test (GMAT) scores taken within five years. GRE or GMAT scores typically should be 70<sup>th</sup> percentile or better. Applicants can use a demonstrated record of success in management in a health services organization to compensate for somewhat lower scores on the GRE or GMAT. Applicants with advanced professional degrees may have this requirement waived. All international applicants must submit TOEFL scores taken within five years. 585 – 600 paper-based plus Test of Written English scores in the range of 5 – 6 or 230 – 240 computer-based, no Test of Written English scores required. All applicants are required to submit three letters of recommendation, preferably from instructors or employers using Graduate College forms, and, finally, all students must submit a Personal Statement addressing the applicant's goals for graduate study and career development.

### **MS Admission Requirements**

An applicant must have a baccalaureate degree, preferably with a major in the biological, physical or social sciences; an undergraduate grade point average of at least 3.00 (A=4.00); and a combined Graduate Record Examination (GRE) score of 1,000 (verbal plus quantitative). Applicants should demonstrate a strong interest in research. Although exceptions may be made, admitted students usually have qualifications in excess of these minimum standards. The academic divisions may have additional admission requirements.

### **PhD Admission Requirements**

- An applicant must have a baccalaureate and master's degree, at least one of which is in the biological, physical or social sciences; a combined undergraduate/graduate grade point average of at least 3.00 (A=4.00); and a combined Graduate Record Examination (GRE) score of 1,000 (verbal plus quantitative). Although exceptions may be made, admitted students usually have qualifications in excess of these minimum standards.
- The applicant's potential for making a contribution to the advancement of public

health science also is considered. Applicants strongly are encouraged to contact faculty prior to the application process to discuss areas of mutual research interest. Prior experience is used to assess leadership, concern for public welfare and research potential. The primary requirement is a demonstrated ability to plan and complete significant health-related research. The applicant's MS or MA thesis is used to evaluate this requirement. A formal research paper or other evidence may be accepted in unique cases.

- Promising applicants without a master's degree may enter the MS program as the route into the PhD program. The time required to earn the PhD is not necessarily lengthened. However, successful completion of the master's degree does not guarantee admission to the PhD program.
- Applicants with an MPH or a post-baccalaureate education in a health or related science and MS students who have completed 32 semester hours and have demonstrated potential for conducting independent research also may be considered for admission.

### **MPH/DrPH Application Process**

Applications are considered for fall enrollment only. SPH application forms must be used. Applicants must follow all instructions and submit academic transcripts, three letters of recommendation, a career goal statement, resume and GRE scores. Applicants educated primarily outside of a country where English is the primary language must submit TOEFL scores. MPH applicants must indicate the academic division to which they are applying. An interview may be required.

### **MHA Application Process**

Applications are considered for fall enrollment only. Application to the MHA program is completed through the UIC Graduate College online application. Supplemental materials are required and include: original academic transcripts, three letters of recommendation, a personal statement describing the applicant's career goals and reasons for pursuing the MHA degree, a resume, and GRE scores. GMAT or MAT scores will be accepted in lieu of GRE scores. Those with an earned doctorate need not include test scores.

### **MS/ PhD Application Process**

Applications for the MS and PhD degree are considered for fall enrollment only. The Graduate College application forms must be used. Applicants must submit academic transcripts, Graduate Record Examination (GRE) scores, three letters of recommendation and a career-goal statement including reason for pursuing the MS at UIC in the chosen area of concentration and career goals and intended research.

## **3. Recruitment Materials**

The UIC SPH Catalog is available in the resource file and also on the website

<http://www.uic.edu/depts/oaa/oaahome.html>. Additional information regarding academic calendars, grading and academic offerings of the school can be found at [www.uic.edu](http://www.uic.edu) and [www.uic.edu/sph](http://www.uic.edu/sph) respectively.

#### 4. Quantitative Information on Applicants

Although there are occasional exceptions, all new students are admitted in the fall semester. Table IX.A.4.1 presents data on applications, admissions and new enrollments for the fall semester for academic years 2003/2004, 2004/2005, and 2005/2006. The number of applications to the school increased steadily over this time period. Admissions were comparable over the first two years shown but increased considerably in fall 2005/2006. The acceptance ratio (admissions/applications) over this time period ranged between 44% and 52% and about one-half of those admitted matriculated, although this matriculation rate declined in 2005. We feel the reduction in the matriculation rate and the increase in the acceptance ratio is an indication of the increased competitiveness of our applicants. For the first two years of this observation period, approximately 63% of the new enrollees are in the MPH degree program. In fall 2005, that percentage dropped to approximately 52%, reflecting the addition of the MHA and the rather large increase in CND students, which reflects the number of students in our certificate programs. Further, the last two academic years have seen a doubling in the number of new PhD students.

**Table IX.A.4.1**  
**Applications, Admissions and New Enrollments**

	Fall 03/04	Fall 04/05	Fall 05/06
Applications	817	840	908
Admissions	362	377	476
New Enrollments	208	209	237
MPH	138	130	124
MS	13	17	18
MHA	NA	NA	11
DrPH	5	4	4
PhD	12	24	22
CND*	40	34	58

\*Credit Non-degree

Patterns in applications, admissions and enrollment by degree program for fall 2003-2005 are shown in Table IX.A.4.2. Particularly noteworthy is the increase in the number of new enrollees in the EOHS division over the last two years. This reflects more targeted recruiting, better applicants and a desire to grow the program. Recent declines in the ratio of enrollees/admissions in CHS and Epidemiology warrant observation and evaluation if declines continue.

**Table IX.A.4.2**  
**Applications, Admissions and New Enrollments by Program Area**  
**Fall 2003-2005**

<b>Fall 2003</b>	<b>Applications</b>	<b>Admits</b>	<b>New Enrollment</b>
Biostatistics	69	19	13
Community Health Sciences	238	134	55
Environ. & Occupatnl. Hlth. Sci.	63	20	15
Epidemiology	201	62	30
Health Policy & Administration	207	91	55
Credit Nondegree	39	36	40
<b>Total</b>	<b>817</b>	<b>362</b>	<b>208</b>
<b>Fall 2004</b>			
Biostatistics	83	21	13
Community Health Sciences	221	83	37
Environ. & Occupatnl. Hlth. Sci.	76	49	37
Epidemiology	201	76	36
Health Policy & Administration	189	95	58
Credit Nondegree	70	53	28
<b>Total</b>	<b>840</b>	<b>377</b>	<b>209</b>
<b>Fall 2005</b>			
Biostatistics	73	27	15
Community Health Sciences	223	113	33
Environ. & Occupatnl. Hlth. Sci.	66	45	30
Epidemiology	224	98	38
Health Policy & Administration	201	105	59
DRPH Public Health	36	7	4
Credit Nondegree	85	81	58
<b>Total</b>	<b>908</b>	<b>476</b>	<b>237</b>

## 5. Enrollment by Degree Program

The enrollment figures from fall 2003 through fall 2005 are shown in Table IX.A.5.1. Throughout the first two years of this time period, approximately 58% of the degree students were part-time (registered for less than 12 semester hours during the fall semester). In fall 2005, however, this percentage dropped to 45%. Since the last self-study, when the percent of our degree-seeking students who were part-time was approximately 65%, there has been an increase in students coming to SPH directly from undergraduate programs, and these students are more likely to be full-time students. The change in 2005 may reflect more students choosing to pursue a graduate education in slower economic times or more opportunities for financial assistance, allowing a student to attend full rather than part time.

Approximately 55% of the students for the first three years of the observation period were enrolled in the MPH program, however, in fall 2005 this enrollment percentage dropped to 48%. During this time period, approximately 7% to 10% of the enrollees were in the MS program, 3.5% were in the DrPH program, and between 17% and 22% were in the PhD program (with a steady but small increase in the last three years). Between 11% and 16% of

the enrollees were in the credit nondegree program. Finally, in fall 2005 the first MHA class was enrolled, representing a little less than 3% of the total enrollment.

**Table IX.A.5.1**  
**Enrollment by Degree Program and Full time/Part Time Status**

Fall	Degree	Full Time	Part Time	Total Enrolled	FTE	Total Credit Hrs
2003	MPH	141	197	338	255.83	3070
	MS	38	18	56	51.92	623
	DRPH	4	17	21	11.92	143
	PHD	30	72	102	62.00	744
	CND	1	62	63	23.67	284
	<b>Total</b>		<b>214</b>	<b>366</b>	<b>580</b>	<b>405.34</b>
2004	MPH	120	193	313	230.58	2767
	MS	35	13	48	42.83	514
	DRPH	5	15	20	11.83	142
	PHD	42	79	121	77.33	928
	CND	4	59	63	24.58	295
	<b>Total</b>		<b>206</b>	<b>359</b>	<b>565</b>	<b>387.15</b>
2005	MPH	147	142	289	217.00	2604
	MS	38	8	46	44.25	531
	DRPH	12	12	24	13.00	156
	PHD	71	64	135	92.00	1104
	MHA	14	2	16	15.33	184
	CND	13	84	97	41.17	494
<b>Total</b>		<b>295</b>	<b>312</b>	<b>607</b>	<b>422.75</b>	<b>5073</b>

\* FTE Based on Full-Time Status >= 12 Credit hours

## 6. Outcome Measures

The school evaluates its success in enrolling a qualified student body with both qualitative and quantitative measures. Qualitative measures, such as personal statements, recommendations, and prior work experience, are usually excellent predictors of success and are invaluable in making admissions decisions. However, outcome measures highlighted here are the quantitative measures, such as: the undergraduate GPA and scores on standardized tests, e.g. GRE which are also critical in making admissions decisions and more easily lend themselves to systematic data collection.

- **Demonstrated academic ability:** The mean GPA and the mean GRE scores for accepted students over the last three academic years are shown in Table IX.A.6.1. The calculation of the undergraduate GPA for applicants has not been operationalized in a systematic manner either at the campus level or the school level. Data presented below are for a limited number of new enrollees. Although the sample size is small, the trend towards

increasing GPA is evident, indicating increasingly academically competitive new students. The GRE data are presented for those accepted students who took this exam. Many students submit comparable examination scores (e.g., MCAT, GMAT or LSAT) or are not required to submit scores at all by virtue of having a previous professional or master's degree. We believe the GRE scores, well above our minimum of 1000 for verbal and quantitative sections, provide more evidence of academically qualified new students.

**Table IX.A.6.1**

***Mean Grade Point Averages and Graduate Record Examination Scores  
for New Enrollees, AY2003/2004-AY2005/2006***

	2003/2004		2004/2005		2005/2006	
	Mean	N	Mean	N	Mean	N
GPA	N/A		3.18	31	3.30	21
GRE-V	496	95	498	99	499	124
GRE-Q	605	95	609	99	625	124

## **7. Assessment**

The School, through the activities of the Committee on Admissions and Recruitment Policies, the Office of Urban Health and Diversity Programs, the Office of Student Affairs and the academic divisions has developed recruitment and admissions policies that reflect our mission. As is often the case, new ideas about recruitment approaches are often discussed and implemented. Select areas in the School currently have, or are planning, recruitment open houses to attract new students. There will be the first schoolwide recruitment open house in Fall, 2006. The School has been successful in admitting interesting, committed and diverse students with excellent academic and practice qualifications. Our enrollment has increased since our last self-study from 442 to 607 students in line with our increased target enrollments. This criterion is met.