

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT THE
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the MPH Program offered by the University of Illinois at Urbana-Champaign (UIUC). The report assesses the program's compliance with the *Accreditation Criteria for Programs of Public Health, amended June 2005*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation and a visit in November 2012 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study by reviewing materials provided on site in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study.

The university opened its doors to students in 1868 as the Illinois Industrial University. The university is chartered as an educational institution under the laws of Illinois and is governed by a 12-member Board of Trustees, which includes three student members.

The institution offers more than 150 undergraduate and more than 100 graduate and professional programs. In academic year 2011-2012, 31,540 undergraduate students and 12,322 graduate and professional students were enrolled at UIUC. The self-study notes that UIUC also operates an extension program that serves 2.7 million registrants per year around the state of Illinois and beyond.

UIUC is made up of 12 colleges: (1) agricultural, consumer and environmental sciences; (2) applied health sciences; (3) business; (4) education; (5) engineering; (6) fine and applied arts; (7) graduate; (8) law; (9) liberal arts and sciences; (10) media; (11) medicine; and (12) veterinary medicine. UIUC also contains three schools: (1) labor and employment relations; (2) library and information science; and (3) social work, as well as the Institute of Aviation and the Division of General Studies.

The university offered a CEPH-accredited MPH program from 1983-2000. After a voluntary withdrawal from accreditation and a period of dormancy, the program was reactivated several years later.

The reconstituted MPH degree program admitted its inaugural class of six students in fall 2009. A year later, the second class of nine students was admitted. The self-study notes that as of August 2012, 48 students were enrolled in the MPH program.

This is the program's initial review for accreditation in its current configuration.

Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.**
- b. The program and its faculty shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.**
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.**
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.**
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the program shall offer the Master of Public Health (MPH) degree.**
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.**

These characteristics are evident in the UIUC MPH program. UIUC has been continuously accredited by the North Central Association of Colleges and Schools since 1913. The MPH degree program provides an ecological perspective of public health in its triad of instruction, research and service. The program's emphasis on prevention of chronic illness and reduction of health disparities reflects its aims to promote collaboration and foster seven professional public health values. The program's funding consists of tuition and student fees, subsidized with support and loans from the College of Allied Health Sciences. The program continues to develop and implement new evaluation methods to ensure the professional preparation of its graduates. The program faculty and UIUC leadership emphasize the synergy between the MPH program and Department of Kinesiology and Community Health, the interaction between the MPH program and community organizations and the transfer of knowledge and development of ideas to improve public health between the program faculty, students, alumni and community members.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The program shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The UIUC MPH program has a mission statement that includes instruction, research and service. The mission statement of the MPH program is:

To promote health, prevent chronic illness and reduce disparities in health through education and training of public health practitioners, research excellence and service to communities locally, nationally and internationally.

The program has three goals for 2009-2014 that directly relate to the program's mission and, specifically, to instruction, research and service. The program has ten measurable objectives that relate to each program goal for 2009-2014.

The program describes the process for developing the mission, goals and objectives. The drafting began in the first academic year of the MPH program (AY 2009-2010), followed by strategic planning for the MPH program during the second academic year (AY 2010-2011). In the third academic year (AY 2011-2012) the program sought input from MPH students, public health and other faculty, the associate dean for academic affairs, CEPH and the MPH Advisory Committee. Based on this input and additional feedback from other stakeholders, the program released the final version in January 2012 and immediately made all statements available to MPH students and faculty, as well as the public, via the MPH web site. All program web and print materials contain the mission, goals and objectives. The program acknowledges that the MPH Advisory Committee and constituents were not involved as early in the process of providing input as originally planned.

The MPH program plans to review its objectives annually and will use processes already in place to allow for comments about the program objectives and how they might be improved. Strategic planning every three to five years provides an opportunity to consider a revision of the mission and goals.

The UIUC MPH program lists seven value statements that guide and influence how it meets its mission and goals. The value statements are:

1. Accountability – The MPH program is accountable to community constituents to conduct research relevant to community health issues and to train practitioners with skills for improving community health.
2. Dedication – The MPH program activities embody the dedication, passion and enthusiasm required to work with communities on addressing today's complex health problems.

3. Excellence – The MPH program is committed to excellence in teaching, research and service.
4. Inclusivity – The MPH program values the input and participation of its stakeholders, including underrepresented and underserved populations.
5. Relevance – The MPH program engages in projects and activities that support both the academic mission of the University of Illinois and efforts to improve the health of communities.
6. Integrity – The MPH program follows principles of ethics in research, practice, instructional and administrative activities.
7. Self-awareness – The MPH program fosters personal growth and genuine understanding of community concerns by encouraging introspection of personal attitudes, beliefs and biases.

The self-study gives examples of how each of the seven values aligns to specific program objectives (ie how they are operationalized). Of particular note is a statement that the value of relevance guided the MPH program to participate in Vision 2020: Illinois Interdisciplinary Health Sciences Initiative. The MPH program director and head of the Department of Kinesiology and Community Health (KCH) were members of the Health Vision Team that was charged with creating a plan for how the UIUC campus trains researchers and health professionals to increase translation of educational, clinical and research programs for the university and community.

1.2 Evaluation and Planning.

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

This criterion is met with commentary. The MPH program is located within the Department of KCH, which is located within the College of Applied Health Sciences (AHS). As such, many of the evaluation and monitoring processes used by the program are evolving within departmental and college procedures and structures. The MPH program director meets biweekly with the KCH department head and seeks input from the AHS dean as needed. The KCH department has an advisory committee consisting of six elected KCH faculty who provide advice and consent to the department head and to the MPH program. The KCH department holds a major faculty meeting each semester to discuss major issues that affect faculty and students, including the MPH program. Of recent note was a discussion regarding the requirement that BS-MPH students take the graduate record examinations (GRE).

As the MPH program started to increase in size and began its self-study process, it formed its own MPH Advisory Committee consisting of eight to ten community members. This committee meets semiannually, and members correspond by e-mail throughout the year. In 2011-2012, the MPH Advisory Committee provided feedback on the evaluation objectives and indicators and reviewed the data collected on these indicators. This committee reviewed the recommendations of the CEPH self-study, as well. One position on the MPH Advisory Committee has been designated for a recent MPH graduate.

The ten primary and other public health faculty meet approximately eight times per year. These meetings cover topics, such as curriculum development, recruitment, admissions, research and service. Student input into the MPH program operation also occurs through participation on an anonymous survey regarding their opinion on course work, research, advising, competencies, MPH policies and procedures and preparation for careers. In all faculty searches, a student representative serves on the committee.

The MPH program leadership and faculty have begun to incorporate more of the input from planning and evaluation into their activities. In their first year, most of the decisions were made by the core faculty with informal input from other faculty and students. As the program grew, the decision making process was expanded to include input from other faculty, the MPH Advisory Committee and the MPH student organization. This input included the development of student and alumni surveys. These initial surveys will be followed up with revised versions with subsequent cohorts of students. As a result, the faculty made a number of changes to the curriculum, most notably to the BS-MPH. Other changes include hiring a full-time MPH coordinator, initiating lunch and learn MPH seminars, initiating practicum poster and capstone presentations, beginning a separate MPH graduation ceremony, starting a MPH student organization, opening a MPH student lounge and adjusting class sizes. In addition, many of these of these data were useful in preparing the 2012 CEPH self-study.

The MPH program faculty have developed 43 outcome measures/indicators with estimated targets spanning three academic years. Based upon the strategic planning processes that began in 2009 and ended in January 2012 with identified goals and objectives, the MPH program began setting indicators to track progress on meeting the objectives. In addition, the MPH Accreditation Working Group set targets for other indicators and vetted their work with the faculty and the MPH Advisory Committee. The outcome measures were presented throughout the 2012 self-study and were used as indicators of progress or areas of needed improvement. Several of these objectives were prioritized and others were recognized as objectives for outlying years.

The commentary relates to the MPH program's need for an integrated data management system for tracking their 43 measures/indicators. The program notes that measuring its objectives requires a number of different data sources, and some of these data sources exist at the university level and are not under the control of the program, department or college. This will continue to make data collection and analyses time-consuming and laborious.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. UIUC is accredited by the North Central Association of Colleges and Schools. The university has been accredited since 1913. The university completed its most recent re-accreditation in

2010, with its next reaffirmation in 2019-2020. The university traces its origins to 1867 when it was chartered as the Illinois Industrial University. It was renamed the University of Illinois in 1885 and is one of the original 37 public land-grant institutions created after President Abraham Lincoln signed the Morrill Act in 1862. The university is chartered as an educational institution under the laws of Illinois and is governed by a 12-member Board of Trustees, which includes three student members.

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The chancellor is the chief executive officer of the UIUC campus. She is responsible for all aspects of the functioning of the university. She reports to and is evaluated by the president of the University of Illinois System and the Board of Trustees. The provost is the chief academic officer of the UIUC campus. He is responsible for all aspects of the academic functioning of the university. He reports to the chancellor.

The MPH program is located in the Department of KCH in the College of AHS. The program is headed by MPH director, who reports to the head of the department of KCH, who reports to the dean of the AHS, who reports to the provost. Both the department and college follow an open door policy, and the MPH director and faculty have ready access to the department head and dean of the AHS.

All graduate programs in the University of Illinois report to the Graduate College. The Graduate College administers all the policies and procedures that govern the operation of graduate programs at the university. The graduate college provides additional oversight of the activities of the MPH program. The dean of the Graduate College reports to the provost.

The basic academic unit of the University of Illinois is the college. Colleges have the prerogative to change their names with approval of the university; however, they do not have the prerogative to establish or change the system of job classification and titles.

The College of AHS is the budgetary unit responsible for the Department of KCH and its programs, which include the MPH program. The college dean submits an annual budget request to the Office of the Provost. Per the self-study the university uses a modified responsibility-centered budget management system to allocate resources: funds flow to the colleges consistent with the number of undergraduate and graduate majors, the number of students taking courses, grant and contract revenues, including indirect cost recovery (ICR), and gifts and other advancement bequeaths.

Every college submits an annual hiring plan to the Office of the Provost. The dean of the College of AHS consults with the department heads to develop a realistic hiring plan consistent with departmental needs and available funds. The MPH hiring plan was developed in consultation with the head of the KCH Department, KCH Advisory Committee, MPH director and public health faculty.

The MPH program follows campus-wide policies for the appointment and promotion of academic professionals and staff. This includes the use of search committees, annual faculty evaluations and promotion and tenure decisions by the college-level Promotion and Tenure Committee.

The Graduate College maintains the “programs of study,” which delineate the requirements for every graduate degree, including the MPH degree. All students follow the program and degree requirements in place at their term of admission; they are not obligated to adhere to changes in requirements made after they matriculate into a program of study. The Graduate College has the prerogative to propose new courses in the curriculum and restrict courses to students in specific degree programs and/or restrict to students who have taken specific prerequisite courses. New courses and certain changes in current courses are subject to possible review by the extensive policies of the University of Illinois, which includes nine levels of governance.

1.4 Organization and Administration.

The program shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the program’s constituents.

This criterion is met. The Department of KCH offers the following degrees kinesiology (BS, MS and PhD) and community health (BS, MS, MPH and PhD). The departmental faculty are divided into five faculty groups (faculty concentrations). The public health concentration faculty also participate in an undergraduate degree in public health. All MPH core faculty are members of the public health concentration. The MPH director also serves as the chair of the public health concentration. The MPH director is tasked with the administration and coordination of the MPH program. The MPH director selects members of the MPH Advisory Committee after consultation with the faculty and department head. He is also responsible for the implementation of the MPH curriculum, in consultation with the department head

and the associate head for graduate studies, and he chairs the MPH Admissions Committee, which includes all of the primary public health faculty members.

The department head is tasked with all aspects of the research, teaching and outreach functions of the department. He is assisted by three associate heads and by the MPH director.

The College of AHS demonstrates a strong commitment to interdisciplinary coordination and collaboration. MPH faculty appointments also support interdisciplinary collaboration, with faculty time that allows for collaboration in research, education and public engagement. MPH tenure-track faculty time is allocated to a formula of 40% research, 40% teaching and 20% service.

The self-study describes several different initiatives where public health faculty members collaborate with other areas of the university or with other organizations and/or agencies. One example of such collaboration is the Illinois Transdisciplinary Obesity Prevention Program (I-TOPP), which is a US Department of Agricultural-funded program that provides training to eight graduate students interested in childhood obesity to earn a joint PhD-MPH degree. The training for the I-TOPP students integrates material from six departments.

During the site visit, the team learned from senior university officials that UIUC recently identified health and wellness as part of its vision. This new campus-wide attention to health, inclusive of prevention, is sure to support the interdisciplinary efforts of the college and the MPH program.

The university ethics office develops and administers all mandatory ethics training, and all faculty members participate in annual ethics training and certification that the office coordinates. In addition to the university-wide training, the department provides training and discussion of ethics. Also, incoming KCH graduate students participate in a required orientation that covers a number of aspects of research ethics, including scientific misconduct and human subject protection. Graduate college and Department of KCH handbooks outline operational policies and procedures for personal, professional and academic conduct.

The program describes in detail the process in which student grievances are addressed, citing only one informal student grievance in the past three years. If a grievance cannot be handled informally, then the department follows the Graduate College policy and procedures on grievances by graduate students. These are stated on the Graduate College web site.

In summary, the UIUC MPH program has an organized structure, policies and procedures that facilitate teaching, interdisciplinary activities, ethical conduct and response to student grievances.

1.5 Governance.

The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.

This criterion is met with commentary. The governance of the MPH program follows a structure similar to other programs in the Department of KCH and the College of AHS. Decisions about the MPH program are made at the level of the department office (department head and associate department heads). The department consults with the college and with the university, as needed, via well-defined and established reporting lines. The university may require approval and oversight of departmental decisions, which follow university policies and laws of the State of Illinois. Students, faculty and constituents provide input into decisions affecting the MPH program via a committee structure and regular meetings.

At the MPH program level there are two standing committees and three ad-hoc committees that are responsible for examining various functions, recommending programmatic modifications and assisting in the implementation of initiatives. The standing committees include the following: Public Health Concentration/MPH Admissions and MPH Advisory (External) Committee.

The Public Health Concentration/MPH Admissions Committee provides MPH program policy development, MPH-specific academic standards development, curriculum development and review, input on other graduate programs (MS and PhD) in the department and assistance with student recruitment and admissions. It consists of faculty members who designate their primary teaching, service and research focus as public health. All committee members have voting privileges. The committee meets monthly.

The MPH Advisory (External) Committee provides an environment for input by the MPH constituents into the governance and operation of the MPH program. The committee may provide guidance and review on policies, procedures, curriculum and outreach. The committee members are recommended by the public health faculty and approved by the KCH Department Head. All members have voting privileges and meet once per semester.

Three ad-hoc committees include the following: MPH Strategic Planning Committee, MPH Accreditation Workgroup and ePortfolio Committee. The MPH Strategic Planning Committee forms when major tasks in strategic planning are required which include the review and updating of the MPH program mission, goals, values, objectives and competencies. The membership includes five faculty members and two MPH students. There is no standard number of times to meet, and decisions are consensus-based. The MPH Accreditation Workgroup forms when work is required to complete the self-study for CEPH accreditation. The workgroup contains five faculty members and one student. The workgroup met bi-

weekly in 2011-2012, and decisions are consensus-based. The ePortfolio Committee is a relatively new committee tasked with making recommendations on how the MPH program should develop and implement student portfolios of their work. The committee contains one faculty member and two students with consensus-based decision making. The committee met once per semester in 2011-2012.

There are seven departmental standing committees. There are two types of membership on departmental standing committees: elected and appointed. The Department of KCH standing committees are: Strategic Planning Committee, Faculty Advisory Committee, Promotion and Tenure Committee, Affirmative Action and Diversity Committee, Educational Policy Committee, Honors and Award Committee and Space Committee. Each of these departmental committees has responsibilities that relate to the MPH program's governance.

For example, the Promotion and Tenure Committee is tasked with implementing policies and procedures relative to promotion, tenure and other matters related to upgrading the professional status of the faculty. This committee contains five full professors elected for staggered three year terms of office and all have voting privileges. In 2011-2012 no public health faculty member served on this committee, since the MPH director is the only full professor of the public health faculty and he served on the College AHS Promotion and Tenure Committee. The Educational Policy Committee evaluates and makes recommendations for new and revised courses and curriculum change and development, recommends future pathways for departmental educational programs and studies and makes recommendations for all educational policy matters. Membership includes one faculty member from each of the department concentrations and the KCH associate heads serving as ex-officio members. The associate heads appoint one undergraduate and one graduate student from the department to serve a one-year term on the committee. The head of the department is the chairperson of the committee. Public health faculty have served on the committee in the last three years. All committee members have voting privileges.

All primary and other MPH program faculty are members of at least one committee at the department, college or university-wide level. It is practice within the MPH program that assistant professors serve on fewer committees. Faculty feel that they have appropriate roles in governance of the MPH program and that an environment of openness to new ideas and systems exists within the current committee structure.

Student perspectives of program functioning are provided through student representation on two of the adhoc committees, student evaluation of courses, faculty search committees, recruitment efforts to the MPH program, inclusion in the university-wide health and career fairs, annual surveys and informal discussions with faculty advisors and the program director. Students feel a sense of governance and belonging to the MPH program.

The Public Health Professionals (PHP) is the official student organization for public health, which was founded in September 2011. The organization does not currently follow a system of dues payment for its current membership, but instead receives monetary contributions from the department. The PHP currently does not have a constitution or by-laws but these documents will be developed and created sometime in the near future of the organization. There are two faculty liaisons for the organization, and all members having voting privileges. The organization meets twice monthly. The organization is tasked with organizing MPH student events and activities and provides input in the MPH program operations and policies. The current members of the student organization are highly energetic and possess strong organizational skills to organize and take part in public health activities. The organization also possesses a strong sense of inclusiveness of membership, which is collaborative in nature regarding leadership and project ideas.

The commentary relates to the fact that there is no student representation on the Public Health Concentration/MPH Admissions Committee. It would be beneficial to the MPH program to include student representation. Students would be able to provide input and insights on the Public Health Concentration Committee regarding curriculum development and implementation; representation will be especially important as MPH enrollment increases.

1.6 Resources.

The program shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met is met with commentary. UIUC operates under a decentralized budgetary model using the principles of responsibility-centered management. Academic units receive their core budgets based upon particular criteria, such as the number of majors in a program, the instructional units taught by faculty, tuition revenue generated and the supplemental general revenue provided by the state legislature. The annual budget is reviewed by the provost and then allocated to the college, which then in turn allocates a budget to the departmental level. The MPH budget is embedded in the overall department budget. As a working principle, the MPH program intends to operate on the revenue it generates from its tuition and student fees. This tuition calculation is determined by the campus Office of Budget and Planning. In its startup years, the MPH program has been subsidized through support and loans from the College of AHS.

MPH faculty members are on nine-month appointments. They can subsidize their summer months from extramural research funding. They can also negotiate other release time arrangements with the KCH department to conduct research during the academic year. KCH department and faculty receive some funds from indirect costs from grants. Faculty can use these funds for research-related activities and student assistantships. Departmental indirect cost returns are used for speaker fees, seed funding for research, laboratory and equipment upgrades. At this time the MPH program does not receive any designated return on indirect costs from extramural funding.

Table 1. MPH Program Sources of Funds and Expenditures by Major Category, Academic Fiscal Years 2009 to 2012.				
	2009-10	2010-11	2011-12	2012-13 ESTIMATED**
Source of Funds				
Tuition & Fees	50,098	170,349	413,223	426,136
State Appropriation	0	0	0	0
AHS College Funds**	515,732	228,903	14,309	0
Grants/Contracts**	0	0	0	0
Endowment & Gifts	0	0	0	0
Total Funds	565,830	399,252	427,532	426,136
Expenditures				
Core MPH Faculty Salaries & Benefits	326,815	326,815	290,777	296,593
Non-Core MPH Faculty Salaries & Benefits**	53,487	44,195	114,227	73,584
Staff Salaries & Benefits	15,000	15,000	15,000	15,000
Operations	160,627	3,038	2,728	3,000
Travel	0	0	0	0
Space	0	0	0	0
Student Support	9,901	10,204	4,800	0
Total Expenditures	565,830	399,252	427,532	388,177

** AHS **College Funds**: In 2009-10, 2010-11, and 2011-12, funds provided by AHS are calculated so that total expenditures match total source of funds, indicating AHS is subsidizing any costs of the MPH program not covered by tuition and fees.

** Grants/**Contracts**: No funds from research grants or contracts directly support the operation of the MPH program. Hence, research dollars per FTE are 0 and percent of extramural funding is 0%.

** **Non-Core MPH Faculty Salaries & Benefits**: Expenses related to teaching MPH courses and to administration of the MPH program

There are six full-time staff employed by the Department of KCH. These staff support all programs within the department, including the faculty in the MPH program. These staff include four administrative/secretarial and two accounting professionals. Additional staff support is provided by the college. These individuals provide services related to information technology, website development, business affairs with help in grant budget preparation, development and funding raising and academic affairs with five academic advisors.

The MPH program is located in 10,000 square feet of space in Huff Hall: the Khan Annex. The college controls the space in this building. The MPH program does have some dedicated classrooms, faculty offices, research labs and an MPH student lounge. Some of the instructional space is shared with other

college programs, including a conference room with video conferencing capability. Most classrooms are “smart classrooms” that allow faculty and students to use their personal laptops for instruction and presentations.

UIUC provides faculty, staff, and students six computing locations across the campus. Most of these are either open late in the evening or have 24-hour access. Computer labs have both Mac and PC computers. Many labs have access to statistical software, such as SPSS and STATA. Computers are linked to black and white and color printers. Students pay for these services via their student accounts. The UIUC library is the sixth largest library in the county with 12 million volumes and 22 items in multiple other formats. In addition, the colleges of AHS (with 20-30,000 volumes at any given time) and Agricultural, Consumer, and Environmental Sciences have their own libraries that contain many items of relevance to MPH students and faculty. In the case that particular items are not available on campus, UIUC participates in the I-Share program. This makes available any item in the state system of 76 libraries at no cost. The interlibrary loan process allows faculty and students to request items from around the world.

At the present time, the MPH program has no formal agreement with community partners in the Urbana-Champaign community. However, it benefits from the community resources nearby, including the Champaign-Urbana Public Health District, the Carle Foundation Hospital, Provena Covenant Medical Center, College of Medicine, Planned Parenthood, Campaign for Better Health Care, the Greater Community AIDS Project and community clinics. In addition, the Center for Prevention Research and Development (within the University of Illinois Institute for Government and Public Affairs) is located several blocks from Huff Hall and conducts a number of projects of relevance to the faculty and students in the MPH program. The MPH program is an institutional member of the Illinois Public Health Association.

The commentary relates to the budget for student support, which is zeroed out in 2012-2013. Although budgeting for this category is discretionary, the lack of funding to support students with unexpected direct and indirect educational expenses is worthy of attention. It would be beneficial both in the short and long terms that nominal funding for this category be restored to a level deemed appropriate by the MPH program and the department to ensure student retention.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree or an MPH with areas of specialization. The program, depending upon how it defines the unit of accreditation, may offer other degrees, professional and academic, if consistent with its mission and resources.

This criterion is met. The program currently offers one MPH concentration. Table 2 presents the program's degree offerings. Curricular requirements for the MPH degree include 24 credit hours of core public health courses, 12 credit hours of required concentration-specific courses, three or four credit hours of additional concentration-specific coursework from an approved list, three or four credit hours of elective coursework, four credit hours of practicum experience and two credit hours of culminating experience. A review of the curricular requirements shows a sufficient depth and level of required coursework in the concentration. The program offers eight joint degrees further described in Criterion 2.10.

Table 2. Degrees Offered		
	Academic	Professional
Masters Degrees		
Health Behavior and Promotion		MPH
Joint Degrees		
Department of Kinesiology and Community Health*		BS/MPH
Department of Urban and Regional Planning		MPH/MUP
Community Health		MPH/PhD
Kinesiology		MPH/PhD
Social Work		MPH/PhD
Human and Community Development		MPH/PhD
Division of Nutritional Sciences		MPH/PhD
Food Sciences and Human Nutrition		MPH/PhD

*Enrollment in the BS/MPH program is restricted to BS candidates in kinesiology, community health and interdisciplinary health.

2.2 Program Length.

An MPH degree program or equivalent professional master's degree must be at least 42 semester credit units in length.

This criterion is met. The program of study for the one concentration requires the completion of a minimum of 48 credit hours. The graduate college defines a contact hour as one 50-minute session. Most MPH courses are either three or four credit hours each.

Over the last three years, no MPH degrees were awarded for fewer than 42 credit hours of coursework.

The MPH program follows the Graduate College's guidelines for accepting transfer credits. All MPH students must obtain at least 36 credit hours directly through the UIUC MPH curriculum, and must be enrolled in the program for at least three consecutive semesters to meet MPH graduation requirements.

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met with commentary. All MPH students are required to complete six core courses. The core courses address the five core disciplines in public health and total 24 credit hours. The six core discipline courses are listed in Table 3.

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	CHLH 594 (pending as CHLH 573): Biostatistics	4
Epidemiology	CHLH 594 (pending as CHLH 572): Principles of Epidemiology	4
Environmental and Occupational Health	CHLH 469: Environmental Health	4
Behavioral Science and Health Education	CHLH 540: Health Behavior: Theory	4
Health Policy and Management	CHLH 550 Health Policy: United States	4
Public Health Practice*	CHLH 410: Public Health Practice	4

*This is not a core area of public health according to CEPH criteria, but this class introduces students to various topics (eg, structure and function of the public health system, legal basis of public health practice and public health advocacy.)

The commentary relates to the current duplicative course numbering of CHLH 410: Public Health Practice. Currently there are two separate sections of CHLH 410, one for undergraduate students and one for graduate students. Site visitors learned that this current situation has resulted in both undergraduate and graduate students registering and attending the incorrect section of the course. Site visitors also learned that this course numbering situation has led to students having a conflict of schedule in that the appropriate section of the course is not offered in an acceptable time for completion in their planned courses of study during a semester. It would be of great benefit to current students, prospective students and faculty if the MPH program could petition for an expedited process to establish permanent course numbers for all MPH courses. This accomplishment would decrease confusion regarding required courses, curricular explanations and number of credit hours. It also would decrease enrollment in incorrect classes that causes student frustration and potential missed opportunities to complete appropriate level coursework for both undergraduate and graduate level students.

2.4 Practical Skills.

All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

This criterion is met with commentary. The MPH program requires a field experience that places students in a practice-based situation. Sites for practicum experiences include: health departments, hospitals, health centers, state senators' offices, community organizations and private institutions. Field placement sites may be located in the state of Illinois or other states and may be paid or unpaid. Students, in consultation with the MPH practicum coordinator and the student's faculty advisor, are responsible for finding and arranging a practicum site. Students have several resources to locate a practicum site including MPH faculty members, other faculty members at UIUC, other MPH students, alumni and their own networking experience.

All MPH students are required to attend a series of pre-practicum seminars hosted by the MPH program. The seminars are scheduled during the fall and spring terms in the first year of MPH study and are facilitated by the MPH practicum coordinator. These seminars (1) assist students with understanding the practicum timeline, objectives and requirements; (2) aid students with developing practicum search and application skills and strategies; and (3) provide students with networking opportunities with alumni and fellow students regarding field placement opportunities, contacts and new opportunities for practica.

All students complete the practicum planning form with the MPH practicum coordinator and faculty advisor. This form is completed prior to locating a practicum site and project and assists students with thinking about their goals for the practicum and identifying a location for a field experience.

Once students locate a practicum site they are required to complete the practicum scope of work form in consultation with their practicum preceptor. This form outlines a practicum learning plan, description of the public health project(s) that will be completed during the practicum and the competencies on which the practicum experience will focus. The scope of work form and the practicum preceptor are approved by the MPH practicum coordinator. Before the practicum begins, the externship agreement, a required legal document, must be signed between the University of Illinois and the practicum site. This agreement process is facilitated by the College of AHS Contracts Office.

Working MPH students are encouraged to locate a field placement site outside of their primary place of employment. If their primary place of employment is their only option for a practicum experience, the field experience and project must be above and beyond their normal work duties and cannot include reporting to their regular supervisor. Students are required to discuss this placement option with the MPH practicum coordinator and faculty advisor, and approval must be given for this type of practicum to occur.

The practicum experience consists of a total of 200 hours of on-site practice placement hours. MPH students may begin their practicum experience following the successful completion of the six MPH core courses. All practicum experiences occur in the MPH program's one concentration area health behavior and promotion. The MPH program has not granted any practicum waivers in the past three years.

Practicum preceptors should possess the following: (1) extensive experience with the practicum site location; (2) extensive public health practice experience; (3) familiarity with students' projects and tasks; and (4) ability to assist students with the development of public health practice skills. These characteristics are verified by the MPH practicum coordinator.

The MPH practicum coordinator, preceptor and faculty advisor work closely to evaluate student performance. This evaluation process includes: (1) student practicum weekly reports; (2) preceptor final student evaluation form; (3) final practicum paper; and (4) practicum poster and presentation. The MPH practicum coordinator, in consultation with the preceptor assigns the final grade (A – F) for the practicum based on the reports, evaluation, paper and poster.

The first commentary relates to the lack of a post-practicum student evaluation of the practicum site and preceptor, which is paramount to informing future student placements. Also, this post-practicum student evaluation would assist students with self-assessment of competencies that were listed in the practicum scope of work form.

The secondary commentary relates to the completion of core and concentration-specific courses before students enroll in the practicum experience. Currently students may begin fieldwork with the completion of the six MPH core courses and do not need to complete concentration-specific courses before engaging in fieldwork. This class structure may prevent students from applying competencies, skills and knowledge in their fieldwork.

Preceptors spoke enthusiastically about student field experiences and the knowledge that students bring to their field experiences. Site visitors learned from alumni and students that their practice experiences reinforced their knowledge of public health and expanded their knowledge and abilities to work in the field of public health.

2.5 Culminating Experience.

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met with commentary. All MPH students are required to complete a culminating experience during their final semester for a total of two credits. The UIUC MPH program designates the culminating experience as the capstone experience. For students in the MPH/PhD joint degree program,

the capstone experience occurs in the term when the student completes all the MPH requirements for the joint degree.

Students have the option of completing a capstone experience that may be related or unrelated to their practicum experience. Students are required to address a public health issue or problem in their capstone experience by utilizing the knowledge and competencies gained in their MPH coursework, their practicum experience and own public health practice experience, if they are working professionals. Students complete a wide variety of capstone experiences which include projects related to research, program evaluation and community interventions to improve health. The capstone experience is student directed and students utilize advisors (eg, faculty and public health practitioners in the community) that they select.

The capstone experience consists of two elements: a paper and formal oral presentation. The paper is required to be a minimum of 20 pages in length. The presentation is given in front of MPH students, MPH faculty, staff, public health practitioners, capstone advisors and the MPH Advisory Committee. The presentation must include PowerPoint slides and be fifteen minutes in length with an additional ten minutes for questions and answers at the end of the presentation. Students are required to discuss how the capstone experience contributed to development of skill in at least seven competency areas. Students are evaluated by faculty using a written form on the extent to which the capstone experience project addresses competencies used by the MPH curriculum. Students are also evaluated on their ability to answer questions related to public health practice in the area of their capstone project. Students receive a letter grade for the capstone experience based on joint input from faculty members who attend the formal presentation.

The MPH/MUP joint degree requires a capstone experience for both degrees. Due to the fact that the capstone experience is designed to integrate and synthesize knowledge, the MPH and MUP programs have come to an agreement regarding student completion of the capstone experience for both degrees. Students who will enroll in this joint degree will be required to complete only one capstone experience. The MPH program will deem the MUP capstone experience meets the MPH requirements, as long as the capstone project integrates both public health and urban planning. Thus, the MPH program approves the capstone experience before the project is undertaken. Also, the MPH program will require that the capstone project include an advisor competent in the public health issues of the project. Students in the joint MPH/MUP will be required to do a formal capstone presentation at the MPH presentation event.

Site visitors reviewed several capstone projects, and they showed rigor, professionalism and creativity. Site visitors heard positive feedback from alumni regarding their culminating experiences, which were varied in topic.

The commentary relates to the need for the development and distribution of a Capstone Handbook or Capstone Guidelines. Currently this type of reference does not exist in the MPH program for faculty and student use. The self-study notes that students have had difficulty with understanding the purpose and nature of the MPH capstone experience. Students confirmed this difficulty in their meeting with the site visit team. It would be beneficial for both students and faculty if written guidance would be developed and distributed to MPH students and faculty which would aid in a clearer understanding of the capstone experience. Currently the MPH program utilizes a well-organized MPH Practicum Handbook which gives detailed information, steps to follow for the practicum and needed forms to complete. A handbook or guidelines following this format would aid both students and faculty in the successful completion of the capstone experience.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

This criterion is met. In spring 2011, the MPH program assembled a working group consisting of five faculty and one MPH student to develop the core and concentration competencies. The working group used the competency model produced by the Association of Schools of Public Health as their starting point. The working group developed an iterative process taking four months to continuously revise the competencies with input from MPH faculty, the KCH Department Head, the associate dean for academic affairs, I-TOPP faculty, university extension, an additional MPH student and the MPH Advisory Committee. The competencies were finalized in January 2012. The MPH program competency model consists of six core competencies and eight concentration competencies.

The final competencies were posted on the MPH website and were sent to the students via email. In March 2012, students were asked to rate themselves on the competencies. The competencies were included in MPH recruiting materials and course syllabi. Future plans include an annual review of the competencies during the next one to three years.

The MPH competency matrix crosswalks both the core and concentration competencies with the courses in the MPH curriculum. In addition, the matrix indicates the degree of intensity with which the competency is addressed in any particular course (either “addressed” or “emphasized”). Following the site visit, the MPH program identified required competencies for the two other required curricular components of the MPH program: the practicum or the capstone courses. These two experiences are distinct in nature and can be connected, but each now has its own distinct competencies.

Subsequent to the site visit, the newly developed core and concentration competencies have begun to be mapped more clearly to course curricula to define the expected level of competency attainment. Faculty

have begun the process of incorporating MPH competencies into core and concentration courses. In addition, in response to a concern raised by the site visit team, several 400-level courses that had been used for graduate students have been redesigned. In particular, a separate graduate section has been created for CHLH 469, Environmental Health. Similarly, a separate graduate section has been created for CHLH 410 Public Health Practice. In the case of CHLH 465, Social Marketing and Health Behavior, the course has been redesigned as a three-credit course for undergraduates and a four-credit course for graduate students. The syllabi clarify the MPH competencies addressed by the course and the additional requirements for the graduate section.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is met with commentary. The MPH program uses various methods of assessing student performance: exams, quizzes, presentations, research papers, practicum and capstone experience. All MPH students are expected to maintain a minimum overall grade point average of 3.0 on a four-point scale. Failure to maintain the required grade point average results in the student being placed on academic probation by the Graduate College. The MPH program also requires students to achieve a minimum grade of B- (2.7 on a four-point scale) in each of the six core MPH courses. Students that receive a grade below a B- in any of the core courses are required to take the course again for a grade replacement. Failure to achieve a B- or above on the second attempt of a core course may result in grounds for dismissal from the MPH program. Site visitors learned that in the last three years no students have been placed on academic probation, and no students were expelled from the program.

The program assesses student progress in achieving competencies: (1) during core and concentration coursework; (2) via an evaluation from the MPH practicum preceptor; (3) via student documentation of the competencies addressed in the MPH practicum; (4) via student documentation of the competencies addressed in the MPH capstone; (5) via faculty ratings at the practicum poster presentation; (6) via faculty ratings at the capstone oral presentation; (7) via student self-ratings of competency obtained by anonymous survey at graduation from the MPH program; and (8) via student self-ratings of competency obtained by anonymous survey of MPH alumni at about year post graduation.

The MPH program allows both full and part-time enrollment in the program; most MPH students enroll in the program full-time. Full-time students are expected to complete their degree requirements in two years, and all students are expected to complete all MPH degree requirements within five years of beginning the MPH curriculum. The self-study notes that in the first class of six MPH students, 100% graduated in two years. Of the second class of eight full-time MPH students, 100% graduated in two years. Of the first class of 16 BS-MPH students, 14 (88%) graduated by the end of the fifth year of study.

The self-study presents data on graduate employment for the years 2011 and 2012. The top four destinations for the MPH graduates during this time period were proprietary, university/research, healthcare and government.

At the time of the site visit, no students had taken any national examinations.

The MPH program assessed its eight alumni who graduated in either May or December 2011 via an electronic survey distributed in March 2012. As of April 15, 2012, four alumni had responded to the anonymous survey. Survey results showed favorable comments and feedback regarding the MPH program.

The commentary relates to the lack of the implementation of a systematic process for tracking employer assessments of MPH graduates. At the time of the site visit the MPH program had not developed nor implemented an employer survey due to the small number of graduates from the MPH program. The MPH program informally collected information from two employers of MPH graduates. Also, the MPH program utilized the MPH Advisory Committee to provide feedback on characteristics of successful MPH students in regard to the core and concentration competencies. This information assisted with the development of some of the MPH program performance measures and the development and implementation of improvements related to career development and career counseling. The MPH program has plans to develop and distribute an employer survey as the number of alumni increases and the occasion for employer feedback becomes available.

2.8 Academic Degrees.

If the program also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.9 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.10 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met with commentary. The program currently offers eight joint degrees. The University of Illinois defines a joint degree program as a university-approved program, where students pursue two degrees concurrently, and the degrees are conferred at the same time. The university allows the total time for a joint degree to be decreased (up to 12 credits) if a course required for one degree also meets

the requirement for another degree. Students in joint degree programs must be admitted separately to each program.

The BS/MPH degree allows undergraduate students in the interdisciplinary health (I-Health), kinesiology and community health programs to pursue both the undergraduate degree and the MPH degree in five years of study. Due to the five year time period, BS/MPH students take a heavier course load during their MPH coursework, which includes a summer term. Since the MPH program requires 48 credit hours, and a maximum of 12 credit hours of MPH coursework may be taken in the fourth year as a senior, BS/MPH students must earn at least 36 credit hours during the fifth year of study. BS/MPH students are allowed to count up to 12 credit hours of approved undergraduate course work toward the MPH degree. These shared credits are: CHLH 410 Public Health Practice and CHLH 469 Environmental Health (both MPH core courses), CHLH 465 Social Marketing and Health Behavior which is an approved fourth concentration course for the MPH program and CHLH 458 Health Administration an approved elective for the MPH program. With the changes and clarifications to coursework described in Criterion 2.6, it is clear that the program is not counting undergraduate-level coursework toward required or elective courses in the MPH degree.

The application process contains two differences compared to applicants applying for the two-year stand-alone MPH degree. First, applicants to the five-year program do not need to take the GRE, and second, the five-year program has different application deadlines. The total cost of the five year program is less than the two-year stand-alone MPH program. BS/MPH students pay undergraduate tuition for the fourth year, and then graduate tuition for fall, spring and summer terms in the fifth year. Students in the two-year MPH program pay graduate level tuition for three or four semesters plus one summer. Currently there are 15 students in the four year of study for the BS/MPH, and 13 students in their fifth year of study for a total of 28 students in this joint degree.

The Master of Urban Planning and Master of Public Health (MUP/MPH) degree was added as a joint degree option in fall 2012. Currently there are no students enrolled in this joint degree. This degree option allows students to complete the two degrees in a compressed timeframe. The MUP curriculum consists of a set of core courses, concentration courses, electives, applied workshops, a recommended internship and a capstone requirement.

The joint Master of Public Health and Doctor of Philosophy (MPH/PhD) joint degree option allows students to pursue an MPH and PhD. Students may attain a PhD in the following fields of study: (1) community health; (2) kinesiology; (3) food science and human nutrition; (4) human and community development; (5) social work and (6) nutritional science. Students are required to complete a total of 100 credits for both degrees. Currently there are eight students pursuing an MPH/PhD joint degree. Funding

for these eight joint degree students is via a training grant competitively funded by USDA, which created the Illinois Transdisciplinary Obesity Prevention Program (I-TOPP). The training of the I-TOPP students integrates material from the six departments listed above applied to childhood obesity. The breakdown of the fields of study for I-TOPP students is the following: one student in social work, two students in human and community development, one student in kinesiology, two students in community health, one student in nutritional sciences and one student in food science and human nutrition. The joint MPH/PhD degree will still be offered beyond this particular funded grant.

The commentary relates to the current system to review and approve the 12 shared credits between the joint degrees. In the current system, the MPH program director, in consultation with the MPH program coordinator, reviews each proposed plan of study for joint degree students and provides feedback. The MPH program coordinator communicates to the student whether course selection is appropriate to ensure competency alignment and attainment, proper counting of course credit and student interest in particular areas of public health and the joint degree area. Although this individualized review and approval process is currently functioning for enrolled students, it adds to the workload of both the MPH program director and MPH program coordinator who both already have extensive responsibilities for the MPH program. As student enrollment increases, the current review and approval process may be difficult to sustain and a more structured review and approval process may need to be developed and implemented that involves a set list of courses that may be shared between the MPH program and other joint degrees.

2.11 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

The criterion is met with commentary. UIUC is a research I university and ranks 75th in the nation for National Institutes of Health funding, and the Department of KCH is among the top five kinesiology programs in the country for research funding as determined by the National Academy of Kinesiology. The faculty in the MPH program made the decision to focus their research agenda on the reduction of health disparities. This is consistent with their faculty recruitment and curriculum foci, as well. The department expects faculty to spend 40% of their time in research activities. This includes the conduct of the research and the dissemination of their findings. The dissemination in the form of scholarly activity can include the following; published research manuscripts, abstracts, book chapters, presentations, conference proceedings, media interviews, invited and attended conferences presentations, grants submissions and other forms of media. Through the college there are funds available to help defray travel costs to professional meetings for faculty to present their scholarly work (\$1,000). The department has funds for travel in the amount of \$500. Assistant professors are required to meet with the department head three times per year to discuss their scholarly productivity. In addition, the Center for Health, Aging, and Disability (CHAD) in the college provide modest funds to support research projects. It also conducts seminars on topics related to research activities that can be helpful to faculty members who are attempting to start a research agenda. In addition, the Campus Research Board can provide seed money for pilot studies.

Faculty develop internal and external funding proposals for local, state and federal funding to support their research. These proposals are routed through the department head and the college dean for their approval. The proposals are routed through the University's Institutional Review Board (IRB) and the Office of Sponsored Programs and Research Administration (OSPRA). Post-award activities are managed at the college and departmental levels. The department recovers some of the indirect costs from research grants to use in support of research activities.

The MPH program defines community-based research as (1) taking place in a community setting and/or (2) involving partnerships with community agencies or community-based participatory research methods. Studies that are primarily epidemiology-based that collect community data for analysis only are not included as community-based research. The MPH program has a significant number of community-based research activities.

Students and faculty collaborate on research projects when there is mutual interest. Several faculty have made special efforts to publish with students in both peer reviewed journals and professional presentations. The department and MPH program generously supports these activities.

The commentary relates to the low number of MPH students involved in faculty research. Faculty have been more successful in incorporating the department's undergraduate students into their research programs. Discussions on site indicated that this is due to the BS/MPH degree option.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met with commentary. Service to communities locally, nationally and internationally, is explicitly cited in the program's mission and aligns with the program's goals and objectives. The self-study contains a chart that shows MPH faculty members' service activities for a variety of local, state, national and international organizations. The MPH program does not have formal contracts or agreements with external agencies. However, collaboration with certain public health organizations in Illinois is strategic and of high priority.

The department has policies that support service, including the expectation that faculty members have 20% time to pursue service and that service activities are part of their annual review. Also, the promotion and tenure requirements explicitly require the evaluation and consideration of service as part of decisions about promotion and tenure. The department's strategic plan also addresses faculty service activities.

The MPH programs uses three indicators by which to assess its faculty service activities, and it defines "substantial service" as an activity of eight hours or more. The indicators and their targets follow:

1. At least 50% of Public Health Concentration faculty will have a substantial service activity each year. (Met)
2. Over a three-year period, the MPH program will be able to identify at least three substantial service activities at the local, state, national and international level. (Met)
3. At least once per year, all MPH faculty shares research findings with community constituents. (Not met)

The MPH student organization is tasked to coordinate at least one community project per year that involves service, outreach and/or advocacy. This is also a program indicator, and the target for this objective was met in 2011-12 (the first year of the program).

The commentary relates to a lack of structure for both faculty members and students to identify and participate in service. Faculty and students have total flexibility in choosing services activities, but there do not appear to be strong practices in place through which the MPH program facilitates connection to such activities. The program also acknowledges that the visibility of and knowledge about the service activities in which faculty are engaged could be improved.

The site visit team reviewed results of the alumni spring 2012 MPH survey. Although the number of students surveyed was small (n = four respondents out of a possible eight), those who responded stated that students did not have many opportunities for MPH involvement outside of the classroom. The main approach to organized service is through a minimum of one community project coordinated by the MPH student organization.

The site visit team heard from the MPH Advisory Committee, students and alumni that Champaign and the surrounding communities are rich with opportunities for service. The committee identified several areas in which the contributions of MPH students could be useful, especially in light of increasing campus-wide support for health and wellness, in opportunities to link academia and practice in the community. Some of the areas mentioned were worksite wellness, a pending smoke-free policy for the campus, walkability and bikeability studies, rural health and the need for more farm-to-community practices. The fact that the university is a land-grant and large-scale research institution also fosters opportunities for student involvement.

The course on cultural competency involves a 15-hour student experience in which each student engages a diverse population in a community setting. Although it is not required, the instructor encourages students to perform service as part of the community-based portion of the course. Site visitors heard from students that some of the other courses also provided opportunities to gain practical experience in the community, though there do not appear to be any practices in place that prompt MPH students to regularly complete service as part of their other coursework.

3.3 Workforce Development.

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

This criterion is partially met. MPH faculty members are involved with several continuing education initiatives, including implementation of a course on physical activity and public health for practitioners, the involvement with the Mid-American Public Health Training Center and a series of continuing nursing education courses.

The program has a plan for increasing the number of faculty continuing education activities over time to be commensurate with the growth of the MPH program. Beginning in 2012-2013, the MPH program will sponsor one public health training event or initiative on an annual basis. The program has developed an indicator to track this and is beginning to work on a training event to meet the needs of constituents in the smaller cities of Illinois and in county health departments and districts.

The concern reflects the fact that the program currently does not offer any certificate, non-degree or formal continuing education programs, nor does it have formal collaborations with public health practice organizations to offer continuing education. Further, the MPH program has not yet developed or participated in a structured assessment to identify the strengths and gaps that exist regarding training for the public health workforce in Illinois. Currently, the program is using input from the MPH Advisory Committee and other collaborations to guide some initial activities in workforce development. However, a more structured needs assessment, possibly in conjunction with the Mid-American Public Health Training Center, would provide a strong foundation for identifying an appropriate scope of activities.

The program acknowledged that its self-defined indicator was not met for public health concentration faculty to participate in at least two activities each year that train and educate the public health workforce, so performance in this area could certainly be strengthened.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.

This criterion is met. Four faculty members support the MPH program. Each contributes at least 50% of their effort to the program for a total of 3.16 FTEs. One of the core faculty is tenured, and the other three are on the tenure track. Each has an earned doctoral degree with an academic background in the public health discipline related to his or her area of instruction and research interests. In the academic year 2012-2013, the core faculty will teach 24 of the required 48 credit hours for the MPH degree.

In addition to the core faculty, the MPH program is supported by eight other adjunct or part-time faculty (1.43 FTEs) and two additional faculty (0.4 FTEs) who add to the teaching program. All of these faculty have preparation in public health, and all but one have doctoral degrees. The latter two offer their services as an in-kind support for the program. One individual was hired as a clinical instructor to oversee the practicum and the capstone experience. Her background working in a community service agency provides her with the skills to guide students in locating practicum and capstones opportunities, designing these experiences and evaluating the outcomes of these experiences. In addition, many of the adjunct and/or part-time faculty serve on MPH committees and act as a bridge between the practice community and the academic instructional needs of the MPH program. As the site team learned on campus, there is high probability of a new faculty hire (biostatistician) for the department. This new hire will join the faculty in the public health concentration.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. UIUC maintains an academic hand book titled *The Academic Staff Handbook*, on a dedicated website. The handbook is produced by the Office of Academic Human Resources for use by members of the academic staff on the Urbana-Champaign campus of the University of Illinois. This document is for general information only and can be changed on a yearly basis. The department has developed its own handbook, *KCH Faculty and Staff Handbook*, that does not replace *The Academic Staff Handbook*; rather it makes more specific how to interpret university guidelines in the department. This department-specific document outlines many of the operational and governance procedures for the department, including those governing faculty titles, academic appointments, committee appointments and promotion and tenure procedures.

The College of ASC in collaboration with the Department of KCH hosts a Teaching Academy. The academy provides monthly seminars on topics related to teaching and research. These events are open to all faculty, instructors and teaching assistants. The intent of these sessions is to provide sessions that will engage faculty and others in topics related to foundational and/or emerging issues, such as advances in instructional design, academic integrity, mentoring and effective teaching practices. The department helps junior faculty adapt to the research environment by matching them with senior faculty to provide guidance and assistance in the academic research setting. There are departmental funds for research assistants in support of faculty projects.

CHAD is an endowed interdisciplinary research center in the college that supports research, education and outreach for college faculty. CHAD helps support research activities of faculty through providing seed money for research projects. CHAD sponsors an annual research symposium and “lunch and learn” seminars with guest presentations.

Both the college and the department have policies and procedures that outline both tenure track and non-tenure faculty reviews. The overarching policy requires that faculty are to be evaluated on an annual basis. Each May, faculty members submit a summary report outlining their accomplishments in scholarship/research, teaching/education and professional service and outreach. The department head and the departmental Advisory Committee review these submissions and rate each faculty member on research, teaching and service. Based upon these ratings, the department head writes an annual performance review letter followed by a conversation between the faculty member and the department head. Once these steps are completed, the department head forwards the letter to the dean of the college to be placed in the personnel file. If there are any disagreements regarding the performance

assessment, the faculty member can write a rebuttal letter to be included in the personnel file. Annual salary increases are based on the performance reviews.

The procedures of the college and the department require that non-tenured and tenure-track faculty members undergo a third year review by the KCH Promotion and Tenure Committee. These reviews are to assess progress toward tenure. The committee sends written reports to the department head who forwards them to the dean who places the report in the faculty members' personnel files.

The college and the department have placed a special emphasis on effective interaction with the students and the learning processes. The department uses a number of assessment techniques to review its faculty in teaching and learning interactions with students, including review of syllabi; review of specific course objectives and learning activities; review of evaluation procedures; review of reading assignments; observation of teaching; review of use of instructional technology; and conversations with current and former students. These findings are kept in the department head's office.

Faculty members have students complete Instructor and Course Evaluation System (ICES) forms at the end of each class. These forms are provided by the university. Once these forms are completed they are forwarded to the department head and the anonymous forms are returned to the faculty. As outlined in *Promotion and Tenure Office of the Provost Communication No. 9*, the evaluation of teaching is a required component of all promotion and tenure recommendations and the "teaching evaluations must include a summary of the ICES data (or, in the alternative, a summary developed through the use of a department instrument)..." This places high importance on the use of ICES along with the results from peer observations of teaching. With the exception of full professors, the teaching performance of KCH faculty is observed annually by another faculty member. These evaluations are conducted using a standardized form and the results of these observations are included in promotion and tenure decisions.

Faculty in the department and the college are expected to participate in service and public engagement. From a department perspective this would equal about 20% of an individual faculty member's effort with the remaining 80% devoted to teaching and research. These percentages do not often divide very cleanly.

4.3 Faculty and Staff Diversity.

The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The core MPH faculty consists of four faculty members: one male and three females. One is white, two are African Americans and one is a Latina. The clinical instructor, who is not listed in the core faculty because she does not have a terminal degree, is female and white. The other

nine supporting faculty in the program consists of five females and four males. Seven are white, one is Asian and one is Latina.

Staff of the department that houses the MPH program consists of six individuals that are all female: four are white, one is African American and one is Asian. As the MPH program hires new faculty, the recruitment priorities will continue to attend to their research and curricular foci which are reduction of health disparities.

UIUC has equal opportunity policies for faculty searches to ensure that every effort is made to seek a diverse applicant pool. Equal Employment Opportunity Officers (EEO) provide oversight for faculty searches, affirmative action and fairness and consistency. At the university level, funds are available for recruitment/hiring of underrepresented groups, spousal hires and retention of faculty who might be recruited to another institution.

The department and the college have set forth diversity goals that highlight the need for a number of diversity concerns for the campus. Notably, the department recognizes there is a need to rectify the lack of accessibility for people with disabilities within some of the campus buildings and the need for continuous due diligence on recruitment of both diverse faculty and students.

4.4 Student Recruitment and Admissions.

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

This criterion is met with commentary. The MPH program has several policies and procedures that address student recruitment. The program seeks primarily to recruit MPH students who are state residents or are already attending a college in the state. This includes a heavy recruitment of students at the UIUC working toward a BS degree who might be interested in pursuing the five-year BS-MPH program. The MPH program has developed a document of frequently asked questions and answers to support undergraduate advisors to ensure they understand how to advise students about the joint degree program. At the MPH level, the MPH coordinator is the point of contact for questions about the program and its application process.

Other ways of promoting the MPH program to potential applicants are open houses throughout the academic year, an MPH program web site and public health topical presentations to which all students are invited.

The MPH program follows the university's policies for the admission of graduate students. The MPH program has not added any additional components to the admissions process beyond what is required by the Graduate College or by the Department of KCH. The self-study lists the required parts of the application and describes how applications are reviewed. The application and review processes are designed to accept students into the program who should be qualified and capable of taking advantage of the program's various learning activities.

The MPH course of study is presented on the Graduate College's web site. The Department of KCH web site links to the MPH program web site, which provides information about the program and application process.

The self-study shows quantitative information about the number of applicants, acceptances and enrollment for each of the last three years. Approximately half of students who were accepted into the program actually enrolled, and the numbers across the board have increased each subsequent year as the program continues to grow. A total of 23 students enrolled in 2011, compared to six in 2009. The self-study details students enrolled in the program by headcounts of full- and part-time status. Nearly all students are full time.

The program uses six indicators and targets to measure success in enrolling a qualified student body for the past three years. Five of the indicators are quantitative measures; they account for a required average GPA, minimum scores on different parts of the GRE and a prerequisite for at least one college-level course in certain subjects. Only one of the indicators is more qualitative in nature. It states that "At least 50% of students who matriculate into the MPH program will have an undergraduate internship experience and/or work experience in a community health agency or organization." The program is almost assured to meet this indicator, in large part because the BS degree in Community Health requires a major 320-hour internship, and 15 of the 23 students admitted were undergraduate majors in community health. The program does not provide information for how students not enrolled in the BS-MPH degree program would likely have prior community health work experience.

The commentary relates to a need for the program to develop a comprehensive recruitment strategy that expands MPH student recruitment beyond the college. Site visitors learned that the university, college and department offer a variety of assistantships to students for teaching, research and work on campus. The MPH program should highlight these opportunities and the uniqueness of Champaign (eg, its focus on rural health) in its recruitment strategy. The program also could establish or locate scholarship funds and create partnerships with external organizations that already reach prospective students, especially those of various ethnicities and cultures.

Social media is another powerful tool for reaching numerous groups of people and the MPH program should leverage this readily accessible, widely used and inexpensive resource to increase its student recruitment with the objective of diversity.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The MPH program strives to achieve a diverse student population by using a variety of policies, procedures and plans. The hiring of an MPH program coordinator has assisted these efforts, and the decision to offer a joint BS-MPH degree has enabled the program to draw from an already diverse group of students the undergraduate major in community health.

MPH Program Objective #1 is to have at least one recruitment event each year that targets underrepresented students, which the program identifies as non-white, from low-income families and/or from rural areas. The program has met its indicator for this objective.

The program has implemented some new recruiting strategies and has seen the demographic diversity of its student body increase in each of the last three years (2009-2012). The program also has an indicator related to student ethnic diversity that states the percent of non-white US MPH students will be equal to or higher than the percent of non-white US students at the UIUC campus. The target for this indicator was met in 2011, with 59% minority US students in the MPH program compared to 30% campus wide.

The department is committed to recruiting minority students to campus, and the MPH program is fortunate to be able to draw from the diverse student population that typically comprises the community health program.

The program uses a variety of policies, procedures and plans for attracting a diverse group of students, and it equitably applies application and admission requirements. Surveying applicants and/or enrollees about which recruitment strategies were impactful would be helpful.

4.6 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met with commentary. The Graduate College Career Services Office provides career planning resources and job search support to graduate and postdoctoral students. Students in the MPH program also have access to faculty for the program, typically during office hours. As the MPH program has evolved, so has its advising activities. For example, the program expanded the MPH web site in its

second year to include an MPH career page. The following year, the program hired the MPH coordinator to assist with career counseling and advising; it facilitated the development of the MPH student organization and brought in external speakers to talk about public health careers.

The Public Health Professionals group (MPH student-led organization) is open to all MPH students and has two faculty advisors. Participation in this group is a way for students to be involved in informal peer mentoring.

The MPH Student Handbook briefly addresses advising and states that the MPH coordinator is the default academic advisor for all MPH students.

If students have concerns about how procedures regarding advising and career counseling are publicized, they may provide informal feedback to program faculty or instigate a formal grievance via the university grievance process. In 2011-2012, the MPH program developed several additional ways for students to express concern or input about advising. One way is through a survey and the other is through the new MPH student organization.

The survey contains two statements to assess students' satisfaction with career counseling and advising. Initial ratings for these statements indicated a lack of focus by the program on career counseling. These data led the MPH program to institute several practices (eg, posting job opportunities in the MPH student lounge and including them in a weekly email to students).

The commentary relates to a need for the program to improve its advising and counseling to students. The site visit team learned that the program has assigned each student to a public health concentration faculty advisor and has communicated these assignments to faculty. However, the MPH program is delaying implementation of its new advising plan to avoid potential duplication of new universal advising procedures currently under development by the Graduate College. Therefore, the program has not yet assigned students to their faculty advisors but hopes to be able to do so by the spring of 2013.

The program is making progress to improve academic advising and career counseling by asking students about their satisfaction with those services via a survey. The program has already initiated some steps in response to the students' feedback and should continue to identify other opportunities to provide dedicated and individual counseling that would address each student's specific interests in a career path in public health.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

University of Illinois at Urbana-Champaign MPH Program

November 12 - 13, 2012

Monday, November 12, 2012

- 8:00 am Site Visit Team Pick-Up from Hotel
Wojtek Chodzko-Zajko
- 8:30 am Site Visit Team Request for Additional Documents
Lena Hann
- 9:00 am Team Resource File Review
- 9:30 am Break
- 9:45 am Meeting with Program and Department Administration
Wojtek Chodzko-Zajko
Steven Petruzzello
Lena Hann
- 11:15 am Break
- 11:30 am Meeting with Faculty Related to Curriculum and Degree Programs
Flavia Andrade
Angela Black
Susan Farner
Diana Grigsby-Toussaint
Lena Hann
Stephen Notaro
Karin Rosenblatt
- 12:30 pm Break
- 12:45 pm Lunch with Students
Ina Patterson
Christopher Komisarz
Adam Kriska
Sarah Price
Sarah Sommer
Zahia Zayed
Jaci Saltzman
Amrita Raghuraman
Jose Espinoza
Grace Kyung
Nell Haslett-Brousse
Deborah Kemmerer
Katie Paige
- 1:30 pm Break
- 1:45 pm Meeting with Faculty Related to Research, Service, Faculty Issues
Flavia Andrade
Angela Black
Wojtek Chodzko-Zajko
Susan Farner
Diana Grigsby-Toussaint
Lena Hann
Stephen Notaro
Karin Rosenblatt
- 2:30 pm Break

2:45 pm Meeting with Institutional Academic Leadership/University Officials
Tanya Gallagher
Ilesanmi Adesida
Barbara Wilson

3:30 pm Break

3:45 pm Meeting with Community Representatives and Preceptors
Lynne Barnes
Mike Benner
Michele Guerra
Robert Porter
Rick Reigner
David Remmert
Bridget Cameron Winkler

4:45 pm Resource File Review and Executive Session

5:30 pm Adjourn

Tuesday, November 13, 2012

8:00 am Site Visit Team Pick-Up from Hotel
Wojtek Chodzko-Zajko

8:30 am Meeting with Alumni
Bridget Cameron Winkler
Danielle Brown Pierce
Chelsey Banks
Bonnie Hemrick
Andrew Kim
Kevin Lamovec

9:15 am Break

9:30 am Executive Session and Report Preparation

11:30 am Working Lunch, Executive Session and Report Preparation

12:30 pm Exit Interview
Wojtek Chodzko-Zajko
Steven Petruzzello
Lena Hann