Public Health

ILLINOIS
SPRINGFIELD

Self-Study
Public Health Program

Submitted to:
Council on Education for Public Health
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Introduction

1) Describe the institutional environment, which includes the following:

a. year institution was established and its type (e.g., private, public, land-grant, etc.)

The University of Illinois Springfield (UIS) is a public land-grant university located in the Illinois State Capital in Springfield. It was originally known as Sangamon State University (SSU) which was founded in 1969. SSU became part of the University of Illinois System in 1995, taking the name of the University of Illinois Springfield. UIS is located in Springfield, the capital city of Illinois, the hometown and final resting place of Abraham Lincoln whose legacy is still strong in the community. UIS' spacious, wooded campus is just minutes from the Illinois General Assembly Building and near the shoreline of Lake Springfield.

b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

UIS has four colleges: College of Business and Management, College of Education and Human Services, College of Liberal Arts and Sciences, and College of Public Affairs and Administration. It offers a range of academic and professional programs, including 49 bachelor's degrees, 51 master's degrees, one doctoral program, and 46 graduate certificates.

c. number of university faculty, staff, and students

In Fall 2022 the total census included:

- *Total student enrollment: 4,198*
- *Undergraduate students: 2,393*
- *Graduate students: 1,755*
- *Full-time faculty: 201, Part-time faculty: 30*
- *Full-time staff: 500, Part-time: 11 - Academic professionals: 190; Civil service: 310*
- *Part-time employees: 11*
- *Student employees: 416*
- *Graduate Student Interns/Assistants: 242*

Source - https://www.uis.edu/about/facts/

d. brief statement of distinguishing university facts and characteristics

UIS has received several awards for affordability, accessibility, and quality of instruction. For example, US News and World Report ranked UIS the Top 1 public regional university in Illinois and No. 4 in the Midwest (2020, 2021, 2022). UIS also celebrates its diversity with a campus comprised of students and faculty of various ages, backgrounds, and races/ethnicities. Sports are also a part of student life. On August 1, 2010, the UIS athletic program became a member of the NCAA Division II.

The UIS' new Student Union building was honored with an excellence in design award by the American Institute of Architects (AIA) during the Prairie Chapter Design Meeting and Awards Program in Bloomington, Illinois on November 1, 2018. The building was designed by Workshop Architects of Milwaukee, Wisconsin & Dewberry of Peoria, Illinois to LEED® Gold guidelines, with sustainable features which include a green roof, energy-efficient lighting, rainwater reclamation system, and radiant flooring in select areas. The two-story, 50,000 square-foot student union anchors the south quad of the campus, providing UIS dining services, a Starbucks coffee shop, a ballroom with seating for up to 450 people, and a Student Leadership Center that houses student government, volunteer offices, and workspaces for more than 80 student organizations.

The "US News and World Report" has ranked UIS among the top fifteen public regional universities in the Midwest for each of the past eleven years. UIS College of Business and Management is

accredited by the Association to Advance Collegiate Schools of Business (AACSB), a distinction earned by less than 5% of business schools worldwide. UIS alums comprise 28% of the college-educated workforce residing in Springfield, Illinois. UIS and its students and alumni add $176 million to the local economy annually. Additionally, UIS attracts approximately $7 million annually in research funding.

e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

The University of Illinois Springfield (UIS) is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. UIS received its initial accreditation in 1975. UIS was re-accredited for the 2018-2025 time period. In addition to our institutional accreditation by the Higher Learning Commission, the academic departments/programs listed below have also achieved specialized accreditation.

- *Bachelor of Social Work: Council on Social Work Education (CSWE), 8-year Cycle, accredited through 2028.*
- *College of Business and Management: Association to Advance Collegiate Schools of Business (AACSB International), 5-year Cycle, Accredited through 2022.*
- *Clinical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 10-year cycle, Accredited through 2026.*
- *Educational Leadership: Principal, Chief School Business Officials, and Superintendent, Approved Annually by the Illinois State Board of Education (ISBE); Technology Support Specialist, Learning Behavioral Specialist I (LBS1), and English as a Second Language (ESL) are additional endorsement areas, Approved Annually by ISBE.*
- *Human Development Counseling: Council for Accreditation of Counseling and Related Educational Programs (CACREP) in three concentrations: Community Counseling; School Counseling; and Marital, Couple, and Family Counseling. The School Counseling program is approved annually by the Illinois State Board of Education (ISBE). CACREP has an 8-year cycle, and it has been accredited through 2025.*
- *Human Services, Alcohol, and Substance Abuse concentration: Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA), 2-year cycle. The Human Services Program chair has been preparing the self-study that is due in June 2023.*
- *Master of Public Administration: Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 8-year cycle, accredited through 2023.*
- *Master of Public Health with a concentration in Environmental Health: National Environmental Health Science and Protection Accreditation Council (EHAC) Six-year cycle. Accredited through 2024.*
- *Teacher Education Preparation: Elementary (Grades 1-6) and Secondary (Grades 9-12) (history, sociology/anthropology, political science, chemistry, biology, English, and math.) These programs are approved annually by the Illinois State Board of Education (ISBE).*
- *UIS Chemistry Program (Undergraduate): American Chemistry Society, accredited through 2023.*

f. brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

The UIS Department of Public Health began in the fall of 1991. The original new academic program request envisioned a Master of Public Health degree with an additional emphasis on Environmental Health. The department teamed with the Departments of Human Services (HMS) and Public Administration (MPA) to offer joint degrees, MPH-HMS and MPH-MPA respectively. In the Fall of 2007, the department added an MPH with an Environmental Health concentration (MPH-EH). The UIS MPH-EH concentration has been offered on-campus and online since its inception.

Beginning in the Fall of 2011, the MPH-General degree also is offered on campus and online. On-campus students are allowed to take online courses. On the contrary, online students are not allowed to take on-campus courses except special agreements are made between the instructor and student. In addition to the two MPH degrees (i.e., MPH-General & MPH-EH) and the two joint degrees, the department started to offer five graduate certificates on campus and online. These five graduate certificates include Epidemiology, Community Health, Environmental Health, Environmental Risk Assessment, as well as Emergency Preparedness, and Homeland Security in 2007. Beginning in the fall of 2011, the department also began offering an undergraduate minor in public health.

As the department has grown, so has the faculty. The original department's full-time faculty and adjuncts were less than five persons. As of Spring 2022, the faculty complement included five full-time tenured or tenure-track faculty, one full-time clinical assistant professor, and four adjunct faculty. Through the years, the curriculum has grown and changed, reflecting greater maturity in the field of environmental and public health. Curricular modifications were made to equip our students with the knowledge and experience they need to meet the new challenges inherent in public health as well as meet accreditation requirements. These curricular modifications have necessitated mapping our competencies to course learning objectives and the development and implementation of a robust and regular assessment plan.

The MPH Program with Environmental Health (EH) concentration was originally accredited through the National Environmental Health Science and Protection Accreditation Council (EHAC) in June 2006 and it was housed in the Department of Environmental Studies (ENS). In June 2007, in anticipation of the move of the curricular home from ENS to the Department of Public Health (DPH) and revision of the curriculum consistent with a sound foundation in public health, the DPH petitioned and received approval to maintain accreditation for the revised curriculum as an MPH-EH concentration.

The DPH's request to re-classify its MPH-EH concentration as a stand-alone MPH-EH degree was approved in the Fall of 2018. The Illinois Board of Higher Education approved effective immediately the establishment of the MPH–EH degree with a new Classification of Instructional Programs (CIP) Code 51.2202, which made the MPH-EH a STEM (Sciences, Technology, Engineering, and Mathematics) Master's degree in the United States. This approach was developed as a part of the marketing effort for international student recruitment because graduates from a STEM Master's program in the United States can apply for a 6-month extension of their optional practical training (OPT), which opens international graduates' opportunities to work legally for 18 months in the US after graduation. The MPH Program is the only degree program in the Department of Public Health, but some faculty also teach courses for a public health undergraduate minor.

2) Organizational charts that clearly depict the following related to the program:

a. the program's internal organization, including the reporting lines to the dean/director

Our MPH Program is housed in the Department of Public Health (DPH) in the College of Public Affairs and Administration (CPAA). There is only one program in DPH with two concentrations (MPH-General and MPH-Environmental Health) in the DPH. The Department Chair assumes primary administrative responsibility for curriculum development, admission standards, and faculty selection and retention. The Department Chair reports directly to the CPAA Dean.

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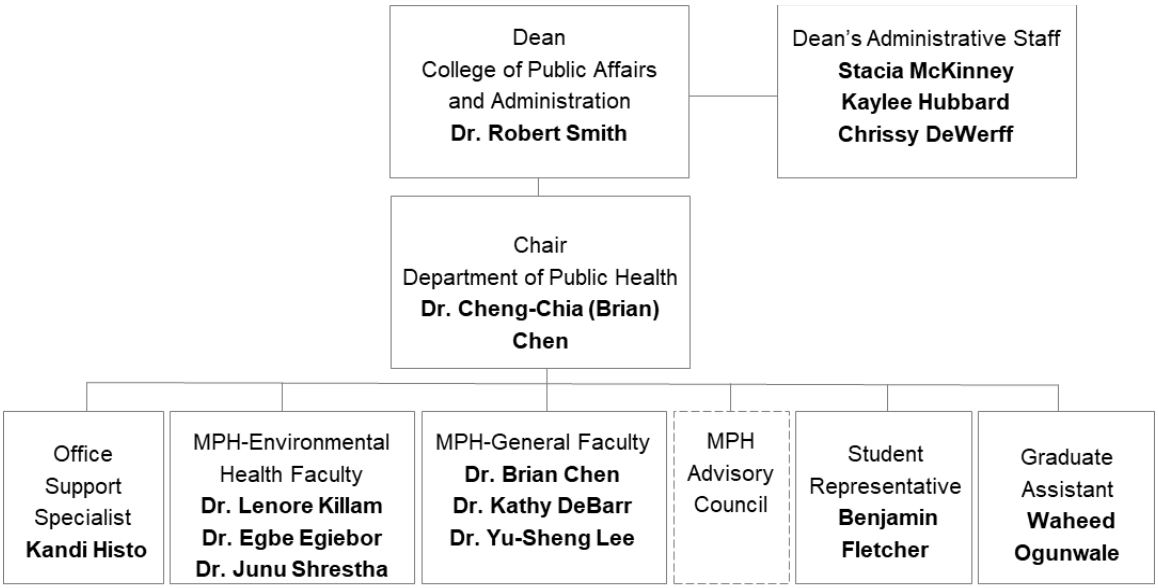
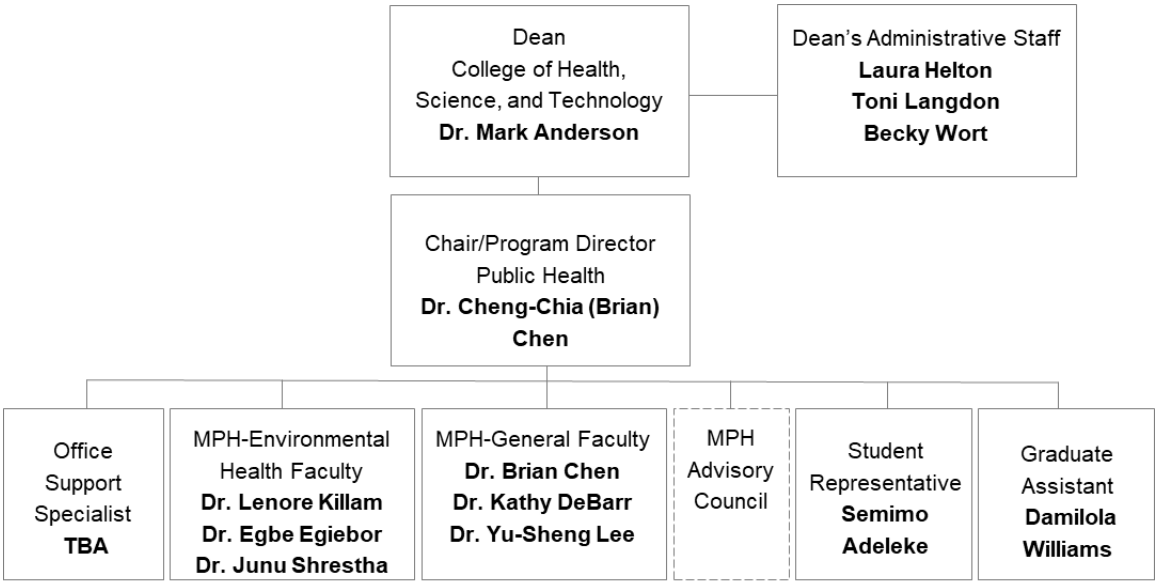


The DPH has been merged into a new school (i.e., School of Integrated Sciences, Sustainability, and Public Health [School of ISP]) under a new college (i.e., College of Health, Science, and Technology [CHST]). The chair of DPH becomes the MPH Program Director in the School of ISP after the entire campus reorganization process is officially initiated in Fall 2022. It may take up to one year to complete all relevant work.

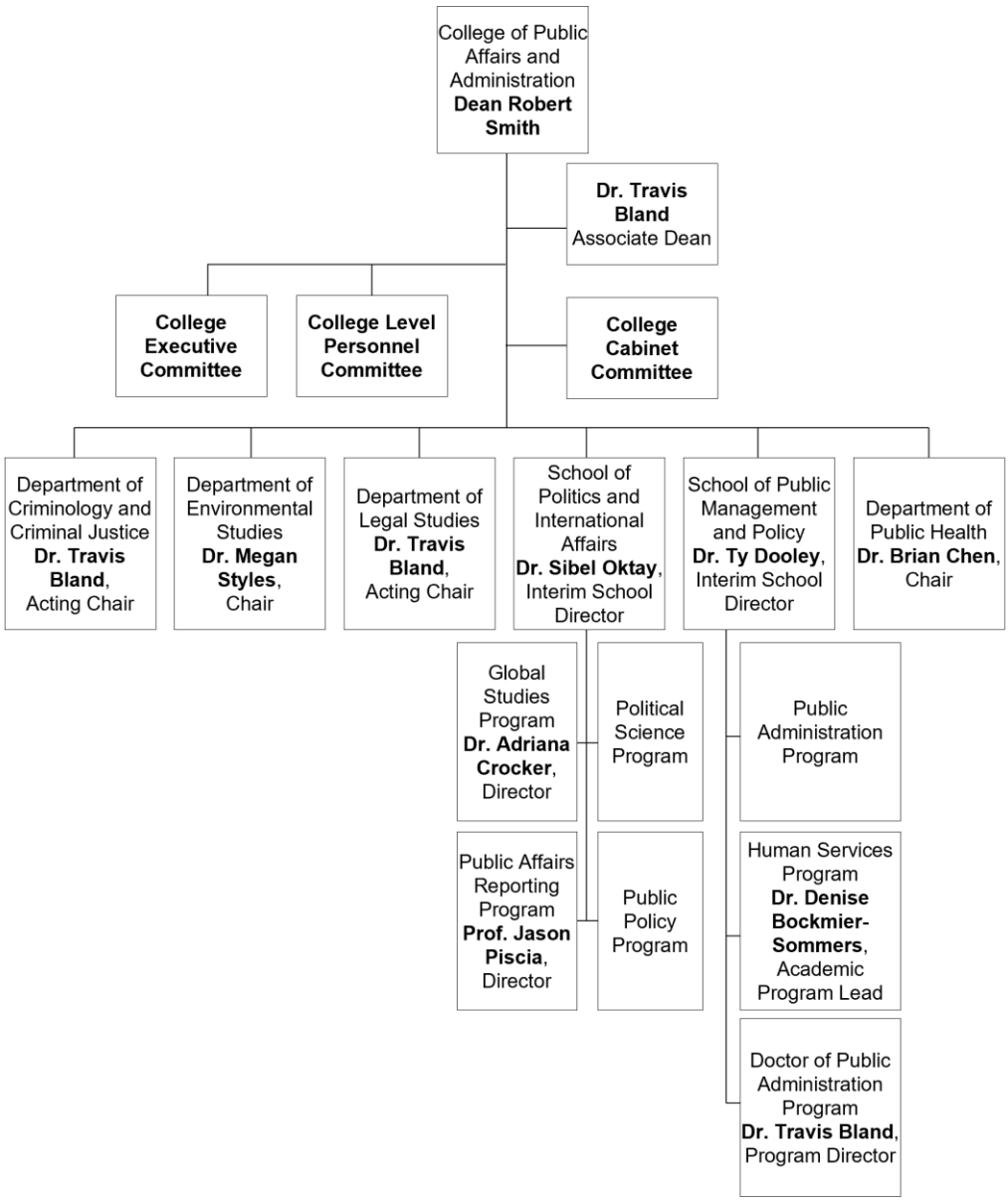
Since it takes relatively a long time to make changes (e.g., documents, catalog, and website content related to organizational structures, department names, and college names) during the campus-wide organization process (Summer 2022 – Summer 2024), the UIS MPH Program uses some terms interchangeably in our program's preliminary Self-Study. The "Department of Public Health" is equivalent to the "MPH Program" and the "Chair of the Department of Public Health" is equivalent to the "MPH Program Director." Most importantly, although the MPH Program will be moved to the new School of ISP, the MPH Program's course and degree offerings, the number of faculty members (including PIF and non-PIF), and budget/resources will remain the same.



b. the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines

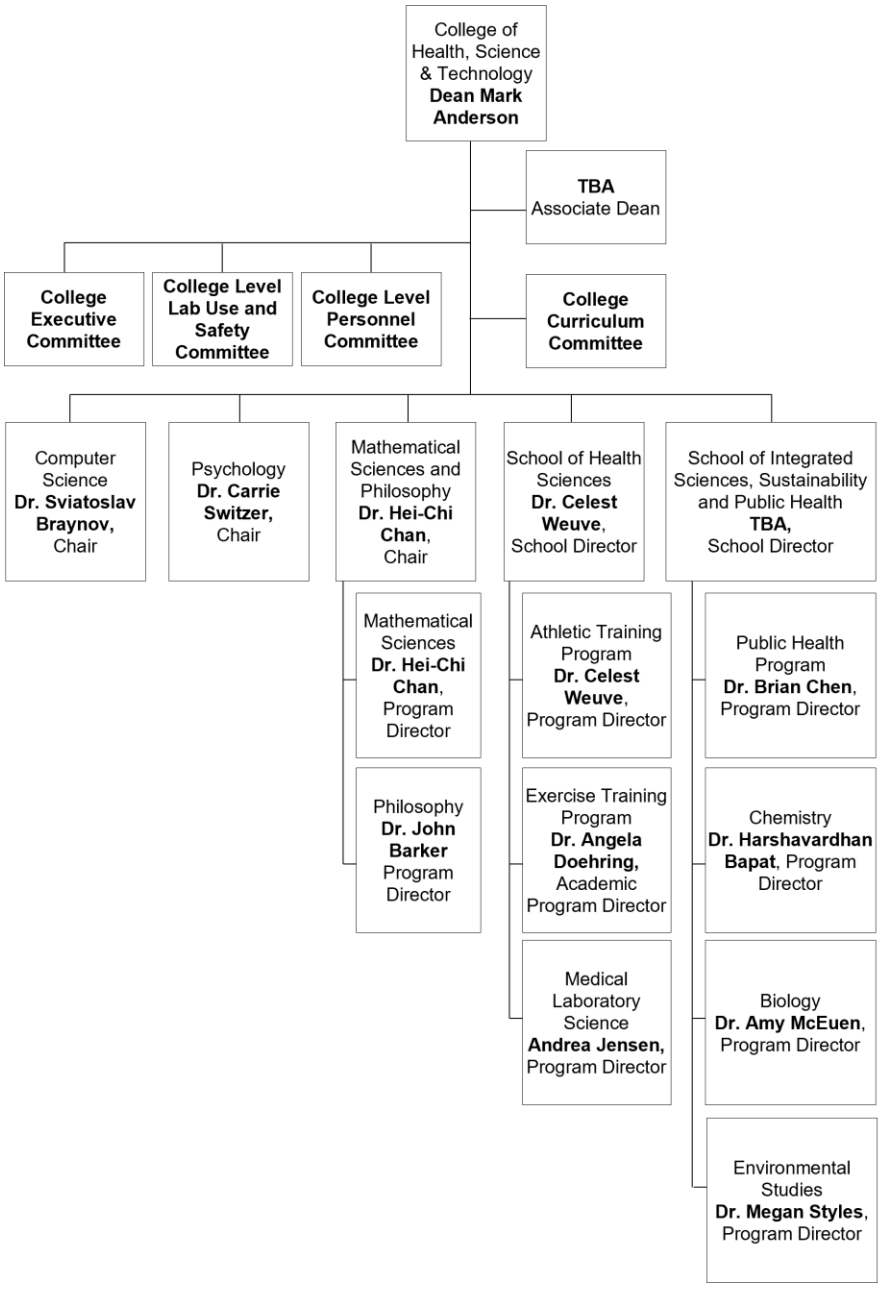
As we describe above, our MPH Program is contained in the Department of Public Health under the College of Public Affairs and Administration (CPAA). In addition to reporting to the CPAA dean, our public health program works with the Office of Graduate Education to provide student resources such as research and scholarship. The Office of Graduate Education is also the supervising authority for minimum program length (number of credit hours) and minimum admission requirements for the UIS Catalog. Within the CPAA, Public Health Program faculty work with other academic units on college-level and university-level committees.

The College where the MPH Program is located currently contains two schools with seven academic programs and four departments. There are three committees including College Executive Committee, College Level Personnel Committee, and College Cabinet Committee. See the chart below for lines of the relationship between the program and other academic units within the college.



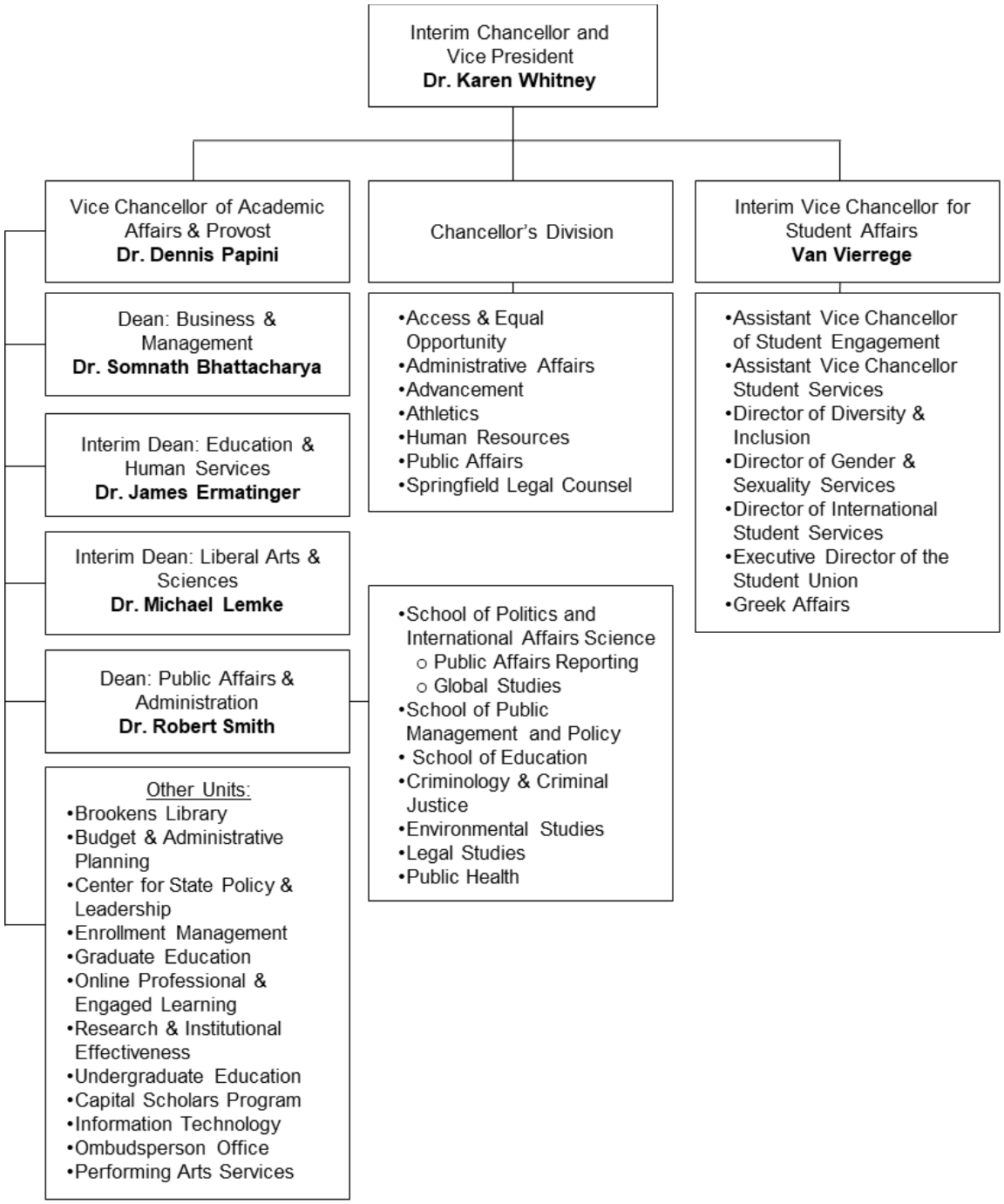
In Fall 2022, our MPH Program is contained in the School of Integrated Sciences, Sustainability, and Public Health under the College of Health, Science, and Technology (CHST). In addition to reporting to the CHST dean, our public health program works with the Office of Graduate Education to provide student resources such as research and scholarship. The Office of Graduate Education is also the supervising authority for minimum program length (number of credit hours) and minimum admission requirements for the UIS Catalog. Within the CHST, Public Health Program faculty work with other academic units on college-level and university-level committees.

The College where the MPH Program is located currently contains two schools with seven academic programs and three departments. There are four committees including College Executive Committee, College Level Personnel Committee, College Level lab Use and Safety Committee, and College Level Curriculum Committee. See the chart below for lines of the relationship between the program and other academic units within the college.

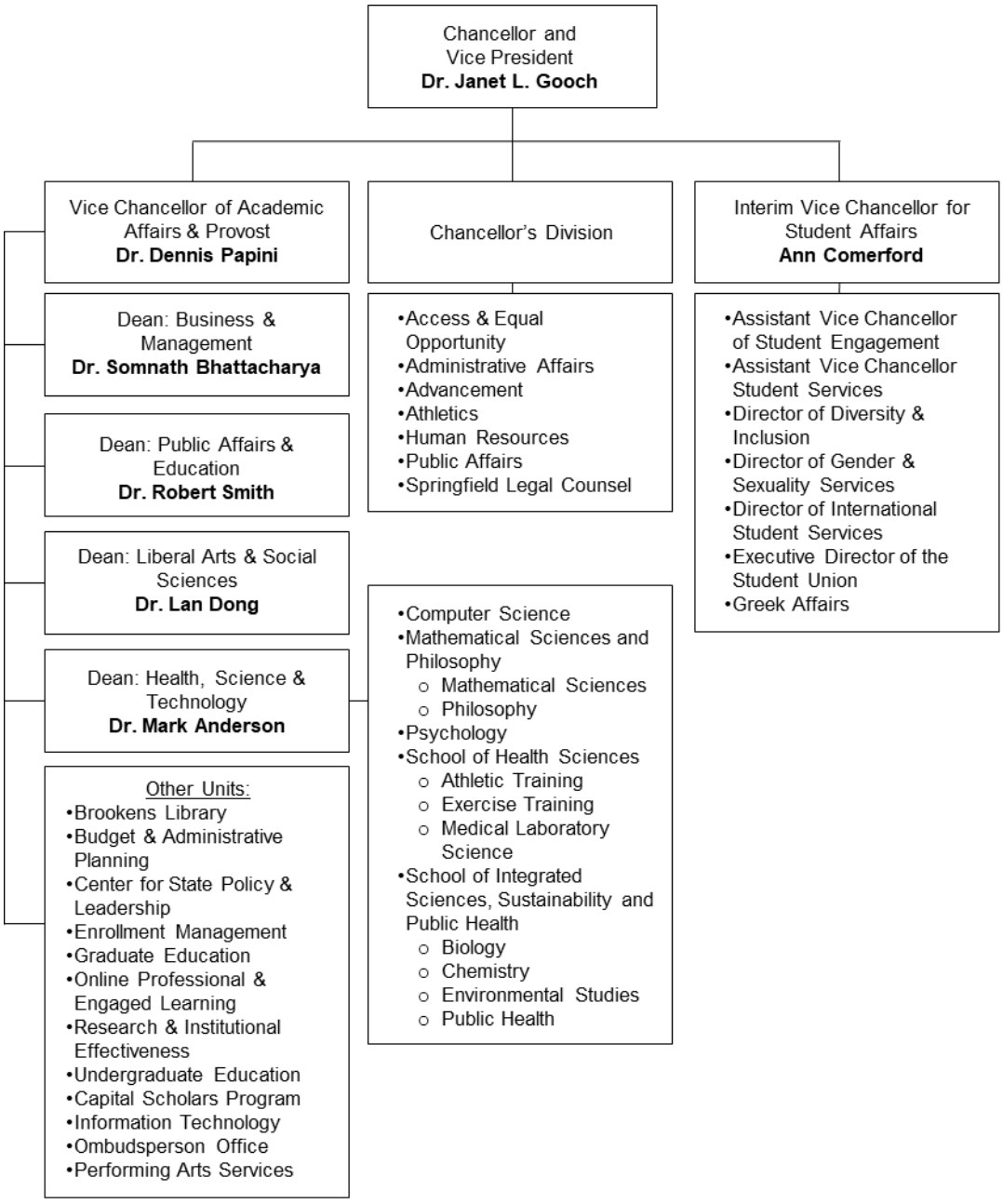


c. the lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost)

See the chart below for lines of authority from the College Dean to the University Chancellor.



In the Fall of 2022, the campus re-organization project kept moving forward. Here is the organizational chart of the UIS.



d. for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable.

3) An instructional matrix presenting all of the program's degree programs and concentrations including bachelor's, master's and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

TEMPLATE INTRO-1

Instructional Matrix – Degrees & Concentrations					
				Campus based	**Distance based**
Master's Degrees		**Academic**	**Professional**		
MPH-General			MPH	MPH	MPH
MPH-Environmental Health			MPH	MPH	MPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**		
2nd Degree Area	**Public Health Concentration**				
Human Services	MPH-General		MPH-HMS	MPH	MPH
Public Administration	MPH-General		MPH-MPA	MPH	MPH

4) Enrollment data for all of the program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

TEMPLATE INTRO-2

Degree		**Current Enrollment (on-campus)**	**Current Enrollment (online)**
Master's			
	MPH-General	*13*	*23*
	MPH-Environmental Health	*19*	*8*
	MPH/HMS	*0*	*1*
	MPH/MPA	*3*	*1*

Note. This layout to include enrollment in both on-campus and online settings is guided by the CEPH Deputy Director, Mollie Mulvanity during the Half-Day Consultation session on May 5, 2022.

Template Intro-2 shows current enrollment as of Fall 2022. These numbers represent the registrar's count and they are collected by the MPH program. The official institutional data can not include MPH/MPA students because the MPA degree is listed as the primary curriculum and joint degree students can not be double-counted. Therefore, the MPH program has been monitoring the most complete internal data with assistance from the Information Technology Services.

A1. Organization and Administrative Processes

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program specific curriculum development and oversight).

1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

UIS MPH Program's Standing Committees are the Executive Committee and other departmental committees (i.e., Admissions Committee, Curriculum Committee, and Resource Committee) that engage faculty and student members to make decisions and suggestions on program operations and advancement of the program's goals. In general, the department chair/program director serves as a three-year term chair for the Executive Committee and other departmental committees. In some cases (e.g., on sabbatical leave), the committee chairs can be appointed by the department chair.

Executive Committee	
Chair	*Kathy DeBarr (faculty, health education)*
Members	*Cheng-Chia (Brian) Chen (faculty, health behavior; applied statistics)* *Egbe Egiebor (faculty, toxicology)* *Junu Shrestha (faculty, environmental health)* *Yu-Sheng Lee (faculty, epidemiology)*
Charge	*The Executive Committee, acting as the Personnel Committee, makes recommendations to the Dean and other appropriate higher-level committees regarding the appointment, re-appointment, tenure, promotion, merit review, and sabbatical leave. It also advises and assists the chair in governance and decision as well as provides leadership toward achieving excellence in teaching, research, and service activities.*
Formula for Membership	*The Executive Committee consists of the chair, who serves as the committee chair, along with the tenured and tenure-track faculty within the MPH Program with the rank of Assistant Professor, Associate Professor, or Full Professor with at least a 50% appointment.*

Departmental Committees

The department bylaws require there to be three departmental committees that are primarily responsible for determining policy regarding academic scheduling, academic standards, and curriculum. The departmental committees also serve as the committee structure for the following committees: Admissions Committee, Curriculum Committee, and Resource Committee. The departmental committees are generally composed of UIS-tenured, tenure-track, and non-tenure-track faculty who have at least a 50%-time academic appointment in the MPH Program, one MPH student representative, and the graduate assistant. The MPH representative and graduate assistant are not members of the Admissions Committee and only faculty members of the departmental committees with a full-time appointment at UIS are considered voting members.

Admissions Committee	
Chair	*Cheng-Chia (Brian) Chen (faculty, health behavior; applied statistics)*

Members	*Kathy DeBarr (faculty, health education)* *Lenore Killam (faculty, environmental studies, public administration)* *Egbe Egiebor (faculty, toxicology)* *Junu Shrestha (faculty, allied health recreation, and community services)* *Yu-Sheng Lee (faculty, epidemiology)*
Charge	*The Department Committee acting as the Admissions Committee shall be responsible for student admissions. The committee shall serve to set department policy on admissions and adjudicate complicated admission cases.*
Formula for Membership	*All faculty members including tenured, tenure-track, and non-tenure-track within the MPH Program*

Curriculum Committee	
Chair	*Cheng-Chia (Brian) Chen (faculty, health behavior; applied statistics)*
Members	*Kathy DeBarr (faculty, health education)* *Lenore Killam (faculty, environmental studies, public administration)* *Egbe Egiebor (faculty, toxicology)* *Junu Shrestha (faculty, allied health recreation, and community services)* *Yu-Sheng Lee (faculty, epidemiology)* *Damilola Williams (Graduate Assistant)* *Semimo Adeleke (MPH Student Representative)*
Charge	*The committee shall serve to set department policy on the curriculum for the academic program within the department.*
Formula for Membership	*All faculty members including tenured, tenure-track, and non-tenure-track within the MPH Program, the MPH student representative, and the graduate assistant (an MPH student)*

Resource Committee	
Chair	*Cheng-Chia (Brian) Chen (faculty, health behavior; applied statistics)*
Members	*Kathy DeBarr (faculty, health education)* *Egbe Egiebor (faculty, toxicology)* *Junu Shrestha (faculty, environmental health)* *Lenore Killam (faculty, environmental health)* *Yu-Sheng Lee (faculty, epidemiology)* *Damilola Williams (Graduate Assistant)* *Semimo Adeleke (MPH Student Representative)*
Charge	*The Departmental Committee acting as the Resources Committee shall be responsible for determining policy regarding requests for resources for the department.*
Formula for Membership	*All faculty members including tenured, tenure-track, and non-tenure-track within the MPH Program, the MPH student representative, and the graduate assistant (an MPH student)*

2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

   a. degree requirements

      The Curriculum Committee works with UIS Academic Affairs Office to make changes to the existing curriculum or propose a new major. Any changes to the curriculum go through the university governance for approval. For example, our request to restructure the MPH program into two concentrations/tracks – MPH-General and MPH-Environmental Health (MPH-EH) was forwarded to the UIS College Curriculum Committee for approval, after which it was reviewed by the UIS Graduate Council. After their approval, the request was then forwarded to the

Faculty Senate. It was approved by the Senate and then forwarded to the Provost's Office, through the Vice Chancellor for Graduate Education, the University of Illinois Board of Trustee, and the Illinois Board of Higher Education for final approval.

b. curriculum design

As we have addressed in the above paragraph (Criterion A1.2(a)), the Department Curriculum Committee ensures that the curriculum addresses CEPH-defined competencies, MPH Program-defined concentration competencies, and student learning needs/outcomes and it also provides opportunities for students to demonstrate their learning in different ways.

c. student assessment policies and processes

At the Department level, the Curriculum Committee makes decisions concerning student assessment policies and procedures. The committee aligns its policies with the university. The University-wide decisions on UIS student assessment policies and processes are made by the UIS Campus Senate Committee on Assessment of Student Learning (CASL). CASL reviews the quality and effectiveness of a department's assessment activities and provides program-specific feedback and assistance to strengthen program assessment procedures. CASL makes reports and recommendations each academic year to the Senate, the Deans of degree-granting colleges, the Vice Chancellor for Student Affairs, and other units and officials of the campus and University.

d. admissions policies and/or decisions

As noted in the table above, the Admissions Committee is responsible for developing, monitoring, and evaluating educational policies and standards related to the admission and readmission of students to the MPH Program. The committee works closely with the Academic Affairs Office, the Office of Student Affairs, and the Office of Records and Registration, Admissions, Financial Assistance, International Student Services, and Enrollment Management to ensure a good outcome for students seeking admission to an MPH Program.

e. faculty recruitment and promotion

The decisions on faculty recruitment are initiated at the Department level. The decision to recruit a new faculty member is normally based on retirements, resignations, or program expansion. The department chair/program director submits the request for a new faculty hire and the request will be forwarded to the Dean of the college for approval. Once the approval has been granted, faculty searches are conducted through ad hoc search committees with members drawn from the executive committee and a Dean's representative from another department. Prior to the job search, the committee must forward a memo of justification for the position and the search plan to the Office of Access and Equal Opportunity. The search committee undergoes a one-day training that ensures that the committee conducts its search in a manner that is fair and devoid of bias. The University of Illinois is an affirmative action/equal opportunity employer with a strong institutional commitment to the recruitment and retention of a diverse and inclusive campus community.

Once the search committee has narrowed the field to three candidates, the finalists are invited to campus to meet with the MPH faculty, dean, and students and give a presentation of their teaching and research interests. The evaluation forms of the attendees provide significant input to the search committee's decision to recommend a candidate's hire.

Faculty seeking promotion must meet specific criteria as set on page 23 of the Faculty Personnel Policy. The individual faculty must submit a narrative and portfolio documenting evidence of excellence in teaching while at the University of Illinois Springfield and must demonstrate a cumulative record of high-quality scholarship and service. The Initial review of

the faculty dossier is conducted by the Executive Committee at the Department level. The committee forwards its recommendation to the College Personnel Committee. The College Personnel Committee forwards its recommendation to the Dean, which in turn makes a recommendation and forwards it to the Campus Tenure Review Committee (TRC). The Provost reviews all recommendations from the department level to the TRC level before recommending the individual faculty to the Chancellor for presentation to the Board of Trustees, which confers tenure and promotion.

f. research and service activities

At the department level, the Executive Committee oversees research and development by developing a strategic plan to promote the growth and productivity of research in the Department. The committee also develops special initiatives including collaborative research within and outside the UIS. Faculty engagement in service is an integral part of expectations for promotion. Faculty members are expected to demonstrate contributions to the university based on their discipline and the external community. Faculty engage in specific services within the university-based programs/departments or based on their individual preferences and interests. Additionally, the Office of Institutional Research (OIR) provides support to all academic units, particularly in evaluating existing research strategies. Each academic unit at the university is responsible for setting its own guidelines for research productivity and strategies for making sure that each faculty member understands their research expectations.

3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the program.

Please see A1.3 Bylaws-Policy documents of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion A1 **(folder)**
  - A1.3 Bylaws-Policy documents **(subfolder)**
    - *Bylaws.docx*
    - *Faculty Personnel Policy.docx*
    - *MPH Student Handbook (2021-2022).docx*
    - *MPH Student Handbook (2022-2023).docx*

4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

The MPH faculty contribute to decision-making at the university level. They hold membership on University Committees and thus contribute to decision-making activities in the broader institutional setting.

College of Public Affairs and Administration (CPAA) Cabinet	
Members	*Cheng-Chia (Brian) Chen (2020-2022)*
Purpose	*Includes all chairs and heads of the departments under the CPAA. The cabinet meets with the dean monthly to make decisions on policies that might affect the college as a whole.*
College of Public Affairs and Administration (CPAA) Executive Committee	
Members	*Cheng-Chia (Brian) Chen (2019-2022)*
Purpose	*The Executive Committee shall advise the Dean on the formulation and execution of college policies. The committee serves as the Program Review Committee of the College and the Curriculum Committee of the College for curriculum review following standards and criteria specified by the Campus Senate.*

College Personnel Committee	
Members	*Kathy DeBarr (2021-2022)*
Purpose	*The committee includes faculty members from each department in the college. The committee reviews the dossier of candidates who are due for tenure and reappointments.*
Academic Integrity Committee	
Member	*Lenore Killam (2019-present; Secretary 2020-present)*
Purpose	*This is a Senate-established committee that adopts and enforces policies for the promotion and protection of academic integrity at UIS.*
Campus Senate Committee on Student Discipline	
Members	*Lenore Killam (Committee Member 2018-2020; Chair, 2019-2020)*
Purpose	*Senior faculty member of the committee. The committee reviews grievances of non-academic student behavior*
University of Illinois Discovery Partners Institute (DPI) - Food and Agricultural Planning Working Group	
Members	*Cheng-Chia (Brian) Chen (UIS Institutional Lead, 2018-2022)*
Purpose	*The working group creates the operational vision for the area's contribution to the University of Illinois Discovery (DPI) curriculum; provides oversight of the research and development of activities and programs with students and with companies as potential partners; collaborates on the call for proposals for the whole DPI academic programming, and reports to the DPI Academic Executive Committee.*
College of Public Affairs and Administration (CPAA) Task Force	
Members	*Cheng-Chia (Brian) Chen (MPH Representative, 2018-2022)*
Purpose	*The task force helps determine the direction of the college. It also helps determine the focus area or niche for the college. The committee discusses and reiterates the college's strengths and provides strategies to enhance teaching, research, and service, as well as students' learning outcomes, career development, and connection to faculty and staff in the college.*

5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

In addition to monthly meetings that bring primary instructional faculty (PIF), staff, and student representatives (one graduate assistant and one designated student) together, other opportunities described below also provide consistent platforms for PIF and non-PIF to interact regularly. Moreover, non-PIF discuss pedagogical strategies through multiple email communications with other PIF or the department chair/program director to maintain good teaching quality and course organization. It is always challenging to get non-PIF to attend a faculty meeting. Some challenges came from unexpected cancelations of attendance or requests for an extra stipend to attend MPH faculty meetings and annual retreats; however, we continue to make a strong effort to motivate and engage them to participate in MPH Program activities.

Full-time & Part-time Faculty Interaction Opportunities: *Almost all full-time and part-time faculty members (PIF & Non-PIF) have been active participants in the self-study process via various communication methods. Emphasis has been placed on assuring direct interaction between regular and adjunct faculty during this process to strengthen interactions among our community of teacher-scholars. A specific example has been the regular participation of current and past adjunct faculty members in our MPH Advisory Council meetings. For example, Dr. Molly Lamb is an MPH adjunct faculty and Advisory Council meeting member. She has been helping with the review of the MPH curriculum and program evaluation. Another example is the adjunct mentorship led by the chair of the MPH program. The department chair/program director has been serving as the mentor for part-time adjunct faculty members. The chair often interacts with*

adjunct faculty members on teaching methods, content selections that meet the student and program needs, tool/design/organization of the course Learning Management System (i.e., Canvas), as well as evaluation of the MPH Program integrative learning experiences. For example, Dr. Amy Johnson is an adjunct faculty who interacted with the department chair/program director to develop comprehensive exam (i.e., MPH degree closure/graduation exam required by UIS) questions and helped with the grading process that follows the guidance from the department chair/program director.

Annual Retreat: *Our MPH Program conducts an annual retreat to reflect on the progress of the program and to review the strategic plans for the upcoming academic calendar. The purpose of the annual retreat is to share best practices, innovative ideas and approaches, and creative problem-solving to enhance MPH program quality, student recruitment/retention strategies, and learning outcomes. MPH Program evaluation data are also reviewed at this time, which allows faculty to make data-driven decisions on our academic program and curriculum. Additionally, one of the objectives of the annual retreats is to promote partnership within and beyond the department and program.*

Please see A1.5 Faculty interaction of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion A1 **(folder)**
  - A1.5 Faculty interaction **(subfolder)**
    - Faculty Meeting **(subfolder)**
      - *Minutes 01-26-2021.docx*
      - *Minutes 02-16-2021.docx*
      - *Minutes 02-22-2022.docx*
      - *Minutes 08-23-2022.docx*
      - *Minutes 11-02-2021.docx*
      - *Minutes 12-01-2020.docx*
    - PIF & Non-PIF Interaction **(subfolder)**
      - *2022 Faculty & Advisory Council Joint Meeting Attendee List.docx*
      - *Canvas Training Attendee List 08-13-2021.pdf*
      - *Comp Exam Discussion 01-25-2021.pdf*

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *There are opportunities for faculty and students to interact and participate in shared governance.*
- *A number of MPH students and our graduate assistants (MPH students) are represented on Governance and Standing Committees.*

Plans:

- *Beginning in Fall 2023, junior faculty members will be assigned to external mentors in addition to their current internal mentors.*
- *Part-time faculty and non-PIFs will be strongly encouraged by the College Dean to participate in more faculty meetings.*

A2. Multi-Partner Programs

Not applicable.

A3. Student Engagement

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.

   Program-Level Participation: *Students are involved in governance through committee participation and student organizations (e.g., UIS Public Health Student Association) that have faculty members as advisors for those organizations. Students participate in the Curriculum Committee and Resource Committee, Advisory Council meetings, as well as Search Committees. Students on those committees are elected by their respective peers during the annual Public Health Student Association election. The students must be in good academic standing. The term of office is usually one year.*

   Curriculum Committee: *Students participate in the reviews of the public health program curriculum, reviews of requests to add new courses, modifications, and deletion of existing courses. They are non-voting members. Below is the list of student members for the past three years.*

   - *Academic Year 2022 – 2023*
     Semimo Adeleke – MPH Student Representative
     Damilola Williams – Graduate Assistant (MPH Student)

   - *Academic Year 2021 – 2022*
     Benjamin Fletcher – MPH Student Representative
     Waheed Ogunwale – Graduate Assistant (MPH Student)

   - *Academic Year 2020 – 2021*
     Monique Williams – MPH Student Representative
     Waheed Ogunwale – Graduate Assistant (MPH Student)

   - *Academic Year 2019 – 2020*
     Monique Williams – MPH Student Representative
     Waheed Ogunwale – Graduate Assistant (MPH Student)

   Advisory Council: *Two selected student representatives have been MPH Advisory Council members and participated in policy-making and decision-making at the program level.*

   - *For AY 2022 – 2023, the two student representatives were Damilola Williams and Semimo Adeleke.*
   - *For AY 2021 – 2022, the two student representatives were Benjamin Fletcher and Waheed Ogunwale.*
   - *For AY 2020 – 2021, the two student representatives were Waheed Ogunwale and Monique Williams.*
   - *For AY 2019 – 2020, the two student representatives were Monique Williams and Waheed Ogunwale.*

   Campus-Wide Opportunities: *MPH students are also able to participate in the governance process of the university through a variety of campus organizations and committees. For example, some MPH students were the UIS student representatives on the University of Illinois Board of Trustees, CPAA College Personnel Committee, and treasurer of the Student Government Association.*

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Students have been participating in the decision-making at the program level. They also have the autonomy to initiate programming activities for which adequate funding is available.*

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

B1. Guiding Statements

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

1) The program's vision, mission, goals, and values.

   *The **Vision** of the UIS MPH Program is "Enhancing health among diverse communities in Springfield Illinois and beyond."*

   *Our **Mission** is to promote public health in the communities through professional education, public health scholarship, and community services.*

   ***Goals**: The program's goals that describe strategies to accomplish the defined mission are as follows:*
   1. *Provide professional education built on public health competencies for students.*
   2. *Engage in scholarly activities and research that advance public health knowledge.*
   3. *Participate in diverse community engagement through service, outreach, and partnerships.*

   *Our **Values** mirror the UIS university values and guide our mission:*
   - ***Student-focused Teaching and Learning**: We place student development – fostered through meaningful interactions among students, faculty, staff, and the community – at the core of all University activities. We also honor innovative teaching and evidence-based scholarship that promote academic excellence and knowledge discovery.*
   - ***Civic Engagement**: We build meaningful relationships that enable us to both learn from and contribute to our local and global communities. We promote collaboration within the campus and communities.*
   - ***Strategic Thinking**: We are a proactive learning organization committed to continuous improvement, evidence-based decision-making, and innovation.*
   - ***Inquiry**: We seek to understand the world around us through the mastery of core skills of excellence in evaluation, analysis, and expression; through the acquisition of knowledge; and through the pursuit of scholarship that is challenging and significant. We recognize sound public health science. We share and provide access to knowledge and skills.*
   - ***Diversity**: We hold diversity in high esteem and embrace diversity in ideas, disciplines, and people.*
   - ***Integrity**: We maintain integrity and exceptional ethical behaviors*
   - ***Accountability**: We translate intentions into actions via shared governance and fiscal stewardship, holding decision-makers responsible to our students, colleagues, and other stakeholders.*

2) If applicable, a program-specific strategic plan or other comparable document.

   Not applicable.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our mission and goals are built appropriately for the program to get accreditation for the first time, which serves as a good tool and guidance for us to make decisions and guide the allocation of resources.*

B2. Evaluation and Quality Improvement

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- **includes all measures listed in Appendix 1 in these Accreditation Criteria**
- **provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
    - **Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.**
- **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
- **allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
    a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
    b. a brief summary of the method of compiling or extracting information from the data source
    c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
    d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

TEMPLATE B2-1

Measures	**Criteria or Template**	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**Does it measure Goal 1?**	**Does it measure Goal 2?**	**Does it measure Goal 3?**
Student enrollment	Intro-2	**Data Source:** Student enrollment data from the Administrative Information Technology Services (AITS) **Method of analysis:** The Administrative Information Technology Services (AITS) updates a registrar-provided list every October (in each Fall Semester) and March (in each Spring Semester)	Admissions Committee	X		

		to ensure that it reflects the most accurate student registration data. **Timeline for review:** The Admissions Committee reviews the results at faculty meetings each semester.				
Unit-defined measure 1 Percent of students were satisfied with the education they received in the degree program	B2-1 (also reported in E3)	**Data Source:** Exit Survey **Method of analysis:** The student Exit Survey is sent to students each semester. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
Unit-defined measure 2 Percent of students who passed the MPH Comprehensive Exam (i.e., MPH Degree Closure Exam) at their first attempts	B2-1 (also reported in E3)	**Data Source:** Final scores of the Comprehensive Exams (i.e., MPH Degree Closure Exam) on Canvas **Method of Analysis:** The department chair/program director generates reports each semester from exam scores/records and shares them with all other faculty. **Timeline for review:** All faculty members discuss the results at the "MPH Comprehensive Exam (i.e., degree closure exam) Grading Discussion" meeting around Week 14 of each Fall and Spring semesters.	All PIFs	X		

Unit-defined measure 3 Number of students compared to the number of professors (student to faculty ratio)	B2-1 (also reported in E3)	**Data Source:** Student enrollment data from the Administrative Information Technology Services (AITS) **Method of Analysis:** Data will be collected and analyzed by the department chair/program director every calendar year (e.g., 2020 or 2021) to ensure that the collected data reflect the most accurate student enrollment numbers. **Timeline for review:** The Admissions Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Admissions Committee	X		
Unit-defined measure 4 Level of student agreement that PIF's overall presentation in class was well planned and organized	B2-1 (also reported in E3)	**Data Source:** Student Course Evaluation **Method of analysis:** The Faculty Files Custodian compiles relevant evaluation data and shares them with the department chair/program director. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
Unit-defined measure 5 Percent of courses that employ active learning techniques	B2-1 (also reported in E3)	**Data Source:** MPH Course Design Review (e.g., Course LMS [Canvas] and Syllabi Evaluation) **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report.	Curriculum Committee	X		

		Timeline for review: The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Unit-defined measure 6 Implementation of grading rubrics	B2-1 (also reported in E3)	**Data Source:** MPH Course Design Review (e.g., Course LMS [Canvas] and Syllabi Evaluation) **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum	B2-2	**Data Source:** Specific topics addressed by the faculty (e.g., an unbalanced match-up of faculty-student ratios, student satisfaction with academic advising) during the faculty meetings (The department chair/program director often gives various support in obtaining or retrieving relevant data to facilitate discussion and action planning.) **Method of analysis:** After a full discussion of topics in the faculty meeting, the communication process and follow-up actions are recorded and written in meeting minutes. **Timeline for review:** In regular or additional faculty meetings	All faculty (mainly PIFs)			

Graduation rates	B3-1	**Data Source: Enrollment** Data from the UIS Office of Institutional Research **Method of Analysis:** Data will be collected and analyzed by the department chair/program director every academic year (e.g., 2019-20 or 2020-21) to ensure that the collected data reflect the most accurate student enrollment numbers. **Timeline for review:** The Admissions Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Admissions Committee			
Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1	**Data Source:** Alumni Survey, Personal Communications among Faculty and Graduates, and Data from the UIS Office of Institutional Research **Method of Analysis:** Data will be collected and analyzed by the department chair/program director every calendar year (e.g., 2020 or 2021). **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee			
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed	B5	**Data Source:** Alumni Survey, personal communications among faculty and graduates, & Semi-Structured Interviews **Method of Analysis:** Data will be collected and analyzed by the department chair/program director every calendar year (e.g., 2020 or 2021)	Curriculum Committee			

preparation for post-graduation destinations		to ensure that the collected data reflect the most accurate student enrollment numbers. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Budget table	C1-1	**Data Source:** All budget-related information given by the designated college budgeting staff **Method of analysis:** Multiple in-person and email communications between the department chair/program director and the college budgeting staff **Timeline for review:** Every academic year	Department Chair/Program Director			
Student perceptions of faculty availability	C2	**Data Source:** Exit Survey **Method of analysis:** The student Exit Survey is sent to students each semester. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
Student perceptions of class size &	C2	**Data Source:** Exit Survey	Curriculum Committee	X		

relationship to learning		**Method of analysis:** The student Exit Survey is sent to students each semester. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2	**Data Source:** All FTE-related information given by the designated college staff **Method of analysis:** Multiple in-person and email communications between the department chair/program director and the college staff **Timeline for review:** Every academic year	Department Chair/Program Director			
Ratios for student academic advising (all degree levels)	C2-2	**Data Source:** Student enrollment data from the Administrative Information Technology Services (AITS) **Method of analysis:** The Administrative Information Technology Services (AITS) updates a registrar-provided list every October (in each Fall Semester) and March (in each Spring Semester) to ensure that it reflects the most accurate student registration data. **Timeline for review:** Curriculum Committee reviews the results at faculty meetings each semester.	Curriculum Committee	X		

Ratios for supervision of MPH ILE	C2-2	**Data Source:** Comprehensive Exam Eligibility Survey **Method of analysis:** The department chair/program director compiles and analyzes survey data and student records in the UIS Degree Audit Report. Then, calculate the ratio for supervision of the MPH ILE. **Timeline for review:** The department chair/program director reviews the results each semester.	Department Chair/Program Director			
Count, FTE (if applicable), and type/categories of staff resources	C3-1	**Data Source:** All FTE-related information given by the designated college staff **Method of analysis:** Multiple in-person and email communications between the department chair/program director and the college staff **Timeline for review:** Every academic year	Department Chair/Program Director			
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), Faculty's Curriculum Vitae & Institutional Data from Provost Office, COLRS, and Information Technology Services (ITS). **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee	Curriculum Committee	X		

		discusses each element and recommends needed improvements, when applicable.				
Faculty currency & instructional technique measure 1 Peer/internal review of syllabi/curricula for the currency of readings, topics, methods, etc.	E3	**Data Source:** Syllabi, Canvas Sites, and Assessments/Assignments **Method of analysis:** Review of the data sources address above; reviewing criteria include course format, course outline, design and organization of caves site, and relevance/currency of assessments. **Timeline for review:** The department chair/program director and one designated MPH-Environmental Health (EH) faculty review all syllabi, canvas sites, and assessments annually. Then, the chair/program director discusses with instructors, when applicable. (Note: Although these reviewing processes seem very time-consuming, the department chair/program director has been given three semester-long non-instructional assignments (i.e., an alternative to the 3-course teaching load) with an additional summer stipend in an academic year to accomplish necessary tasks to meet the CEPH standards.)	Department Chair/Program Director & One Designated MPH-EH Faculty	X		
Faculty currency & instructional technique measure 2 Participation in professional development related to instruction	E3	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), Faculty's Curriculum Vitae, & Institutional Data from Provost Office, COLRS, and Information Technology Services (ITS). **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report.	Curriculum Committee	X		

		Timeline for review: The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Faculty currency & instructional technique measure 3 Courses that integrate technology in innovative ways to enhance learning	E3	**Data Source:** MPH Course Design Review (e.g., Course LMS [Canvas] and Syllabi Evaluation) **Method of analysis:** The department chair/program director analyzes technology integration and innovation in courses to develop summaries for this measure. **Timeline for review:** The department chair/program director reviews this measure annually.	Department Chair/Program Director	X		
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee		X	
Faculty scholarship measure 1	E4-1	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae	Executive Committee		X	

Percent of primary faculty participating in research activities each year.		**Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Faculty scholarship measure 2 Number of articles published in peer-reviewed journals each year.	E4-1	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee		X	
Faculty scholarship measure 3 Presentations at professional meetings each year.	E4-1	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes	Executive Committee		X	

		these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee			X
Faculty service measure 1 Percent of primary faculty participating in extramural service activities.	E5	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual	Executive Committee			X

		report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Faculty service measure 2 Number of public/private or cross-sector partnerships for engagement and service.	E5	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee			X
Faculty service measure 3 Number of community-based service projects	E5	**Data Source:** Faculty Survey, Faculty Annual Performance Report (APR), & Faculty's Curriculum Vitae **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee			X

Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	**Data Source:** Employer Survey **Method of analysis:** The MPH Program graduates fill out the alumni survey and provide their employer's information. Then, the program sends out the Employer Survey based on the information collected in the alumni survey. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	**Data Source:** Advisory Council meeting discussion points and minutes **Method of analysis:** All faculty and student representative(s) discuss the materials and viewpoints from the Advisory Council meeting(s). **Timeline to review:** Annual Advisory Council meeting and faculty meeting(s) in Spring	Department Chair/Program Director			X
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	**Data Source:** Advisory Council meeting discussion points and minutes **Method of analysis:** All faculty and student representative(s) discuss the materials and viewpoints from the Advisory Council meeting(s).	Department Chair/Program Director			

		Timeline to review: Annual Advisory Council meeting and faculty meeting(s) in Spring				
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	**Data Source:** Exit Survey, Faculty Survey, Faculty's Curriculum Vitae, Students' Resumes **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee			X
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	**Data Source:** Ideas/Suggestions from the Advisory Council members, UIS MPH faculty members, students, and MPH Program stakeholders communicated via a variety of forms (e.g., email communications). Moreover, some faculty members may be contacted directly by the external community for their continuing education needs. In addition, we also survey faculty annually on this measure in the Faculty Survey. **Method of analysis:** The department chair/program director and one designated MPH-Environmental Health (EH) faculty compile all collected data, aggregate all meaningful data, and then analyzes these data. **Timeline to review:** The department chair/program director and one MPH-Environmental Health (EH) faculty review the collected data and information every year.	Department Chair/Program Director and One Designated MPH-EH Faculty			X

Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	F3-1	**Data Source:** Examples and information (e.g., attendance lists and occupations) provided by faculty in the Faculty Survey. **Method of analysis:** The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data. **Timeline to review:** The Executive Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Executive Committee			X
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	**Data Source:** Student admissions and enrollment data (related to the self-defined priority underserved populations), mentoring activities (given by senior faculty to junior faculty to retain faculty) reported in the Faculty Survey, documentation of the syllabi/diversity education materials that cover cultural competence or value of diversity **Method of analysis:** The department chair/program director pulls the data that address this indicator(s). **Timeline for review:** The Resource Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Resource Committee			

Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	**Data Source:** Both Exit Survey and Faculty Survey **Method of analysis:** The department chair/program director surveys both faculty and students and compiles the results and findings. Responses include both quantitative and qualitative feedback. **Timeline to review:** The Resource Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Resource Committee			
Student satisfaction with academic advising	H1	**Data Source:** Exit Survey **Method of analysis:** The student Exit Survey is sent to students each semester. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Curriculum Committee	X		
Student satisfaction with career advising	H2	**Data Source:** Exit Survey **Method of analysis:** The student Exit Survey is sent to students each semester. The department chair/program director compiles all collected data, aggregates all meaningful data, and then analyzes	Curriculum Committee	X		

		these data to develop summaries for this measure to be included in an annual report. **Timeline for review:** The Curriculum Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.				
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)	H2	**Data Source:** Data from Exit Survey, Alumni Survey, UIS Career Development Center, Faculty Survey **Method of analysis:** The department chair/program director prepares a summary that organizes the results. **Timeline for review:** The Resource Committee reviews results and findings from the annual report by the department chair/program director at a faculty meeting in Spring. Then, the committee discusses each element and recommends needed improvements, when applicable.	Resource Committee	X		
Number of student complaints filed (and info on disposition or progress)	H3	**Data Source:** Written grievance from the vice-chancellor for student affairs **Method of analysis:** The vice-chancellor for student affairs provides written grievances to the department chair/program director. **Timeline for review:** The department chair/program director shares with the departmental committees each semester.	Department Chair/ Program Director			

Percentage of graduate students in MPH-Environmental Health accepting offers of admission	H4	**Data Source:** Admissions Data from UIS Office of Institutional Research **Method of analysis:** Office of Institutional Research produces an annual summary. **Timeline for review:** Admissions Committee members review results and findings annually.	Admissions Committee			
Percentage of graduate students in MPH-General accepting offers of admission	H4	**Data Source:** Admissions Data from UIS Office of Institutional Research **Method of analysis:** Office of Institutional Research produces an annual summary **Timeline for review:** Admissions Committee members review results and findings annually.	Admissions Committee			
Percentage of priority under-represented students accepting offers of admission	H4	**Data Source:** Admissions Data from UIS Office of Institutional Research **Method of analysis:** Office of Institutional Research produces an annual summary **Timeline for review:** Admissions Committee members review results and findings annually.	Admissions Committee			

2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Please see "B2.2 Evidence for evaluation plan" of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion B2 **(folder)**
  - B2.2 Evidence for evaluation plan **(subfolder)**
    - *2021 Dec Faculty Meeting and Admission Report.pdf*
    - *2021 Jan Faculty Meeting Minutes.docx*
    - *2021 Oct Faculty Meeting and Discussion Notes.docx*
    - *2022 Feb Faculty Meeting Minutes.docx*
    - *2022 Jan Faculty Meeting Transcript.docx*
    - *2022 Mar Faculty & Advisory Council Joint Meeting Transcript.docx*
    - *UIS MPH Annual Self-Evaluation Report.docx*

3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

TEMPLATE B2-2

	Measure (copied from column 1 of Template B2-1) that informed the change	**Data that indicated improvement was needed**	**Improvement undertaken**
Example 1	Ratios for student academic advising & student enrollment *Note. The first measure is from C2-2 and the second measure (i.e., student enrollment) is from Introduction 2.*	During one of the faculty meetings, we discussed measurements and findings from the admissions and enrollment data summaries and reports. A faculty member addressed the concern of his highest number of academic advisees among all faculty for three consecutive semesters. It was challenging to make the department-assigned advisee numbers relatively equal among all faculty.	In 2021, our program developed a more streamlined admissions process and worked with UIS Information Technology Services to create a customized admissions/enrollment data inquiry system that enables faster data monitoring mechanisms. Consequently, the new system can provide the latest information on what the advisor-advisee distribution looks like. Then, the program can make instant adjustments during the application and admissions processes. Since Spring 2022, the advising numbers have been more equal.
Example 2	Student satisfaction with career advising	Based on our survey data, the responses of job postings to students through the MPH Program Email	We found that MPH Program Email ListServ members were not up-to-date in 2018 and 2019. Thus, we resolved the issue by identifying more

	Note. This measure is from H2.	ListServ/Facebook posts of career advising and job information (i.e., one measure of student satisfaction with career advising) were relatively low. Moreover, students' perceived helpfulness of career and professional resources was not as good as we had hoped.	students and some alums that should have been added to the ListServ. This approach to the improvement effort is likely the reason that the responses of awareness to the career development/job postings of students increased from 34% (in 2019) to 71% (in 2020) and 63% (in 2021), which demonstrates a significant improvement in the area of student satisfaction with career advising.
Example 3	Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable) *Note. This measure is from G1.*	Although the data have consistently shown that our students of color are not underrepresented in our program, we observed a lower percentage of this group of students in 2020 and 2021, which was under our targeted goal.	All faculty and student representatives reviewed the admission criteria and decided to remove the GRE requirement of our MPH Program as a potential method to increase student diversity. This approach came from the lessons learned/findings in a study conducted by the Boston University School of Public Health. In this study, the conclusions suggest that the removal of the GRE decreases the financial burden of underserved populations (e.g., students of color). We will continue to evaluate our strategies and examine other potential factors related to students of color as well.
Example 4	Student satisfaction with academic advising *Note. This measure is from H1.*	In the 2021 MPH Exit Survey, students commented on the need to improve the quality of academic advising. Several students felt that they didn't know about class requirements that they should have taken in certain semesters. A few students were confused about how to communicate with their faculty advisors properly and did not understand a reasonable waiting time for advisors' feedback/emails.	In Spring 2022, the department chair started to send each MPH student a semester welcome email with the name and email address of their advisor one week prior to the first day of class. In this email, the chair also reminded students of the specific courses only offered in certain semesters. In Spring 2022, we added the Guidelines for Meeting and Communication Section for students in the MPH Student Handbook (2021-2022).

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program has built a sound evaluation plan that integrates CEPH-required criteria and self-defined measures, as well as frameworks from the CIPP Model, SEP Model, and CDC's Framework for Evaluation in Public Health.*

Weaknesses:

- *Though this program evaluation and quality improvement system has been developed, it will need the full support of relevant funds, compensation, a decrease in faculty's teaching workload to do accreditation-related activities, and resources from the school director and college dean to ensure the sustainability and thorough delivery of these evaluation activities.*
- *The new school director will need to take substantial time to integrate the MPH Program's evaluation and quality improvement plans into the operations of the school of integrated sciences, sustainability, and public health.*

Plans:

- *We will continue to execute our program evaluation plan and monitor the program quality systematically with the acknowledgment of the emerging needs and trends in public health education and workforce development.*

B3. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

TEMPLATE B3-1

Students in MPH Degree, by Cohorts Entering Between 2016-17 and 2021-22							
***Maximum Time to Graduate: 6 years**							
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2016-17	# Students entered	41					
	# Students withdrew, dropped, etc.	2					
	# Students graduated	0					
	Cumulative graduation rate	0%					
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	39	38				
	# Students withdrew, dropped, etc.	4	4				
	# Students graduated	11	0				
	Cumulative graduation rate	27%	0%				
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	24	34	35			
	# Students withdrew, dropped, etc.	3	5	3			
	# Students graduated	15	2	0			
	Cumulative graduation rate	63%	5%	0%			
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	6	27	32	25		
	# Students withdrew, dropped, etc.	1	5	4	0		
	# Students graduated	2	14	8	0		
	Cumulative graduation rate	68%	42%	23%	0%		
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	8	20	25	29	
	# Students withdrew, dropped, etc.	0	2	3	0	0	
	# Students graduated	3	5	14	4	0	
	Cumulative graduation rate	76%	55%	63%	16%	0%	
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)	---	1	3	21	29	33
	# Students withdrew, dropped, etc.	---	0	0	7	7	4
	# Students graduated	---	0	3	9	5	0
	Cumulative graduation rate	76%	55%	71%	52%	17%	0%

2) Data on doctoral student progression in the format of Template B3-2.

Not applicable.

3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

Overall, the MPH Program exceeded the 70% CEPH expected graduation rate for the cohorts who began in 2016-17 (76%) and 2018-19 (71%) except in 2017-18. Although the final data are pending the progression of current cohorts through the program to graduation, we have been monitoring the admission rates as well as withdrawal/drop rates of students. We noticed the lower-than-desired graduate rate for the 2017-18 cohort. We think this specific academic year was a strange incident that might be from unpredictable circumstances such as sticker immigration policies that have an impact on international students' graduation rates, or Illinois Budget Impasse (i.e., 793-day-long budget crisis from 2015 to 2018) that could influence funding opportunities for domestic students.

Based on the Template B3-1 Table above, we have observed that the numbers of students' withdrawals from 2019 to 2021 are noticeable. The possible rationales and factors of the student withdrawal/inactive status and our response are presented as follows:

- *Our MPH Program consistently reaches out to students who did not have registration records to understand their enrollment and persistence patterns over time. It is important to note that the program could have students who withdrew before completing all required courses in the curriculum. Most of our students withdraw due to personal reasons. For example, some students told us that they had taken a transfer from our program to a different university (e.g., Johns Hopkins University). Additionally, some students elected to withdraw after taking a few courses because they did not have a full understanding of the public health profession and master's program before they had been admitted. These students typically changed their minds about pursuing a career in public health and voluntarily withdrew or switched to a different major within the University. Finally, some students stated that they withdrew early from the program because they did not feel prepared for the rigor of graduate school. Some other withdrawal examples include failure to meet academic expectations, US F1 visa-related issues, financial hardship, and the COVID-19 pandemic, which led students to take care of their families first.*

- *Once the applicants of our MPH Program are admitted, they have six years to complete all required courses. Since more than half of our student body is part-time, these working professionals' goal is often to seek an opportunity to advance their careers. This group of students normally enrolls between 4 to 8 credit hours per semester. Some students skip summer courses, and some students choose to take a break during an academic year. If students leave the MPH Program without the approved leave of absence, they are considered inactive students, which will be identified and defined as a "program withdrawal/drop" status in the institution's student data system. They must be re-activated for re-admission into the MPH Program to continue their study when they can resume the course-taking process. Based on the current setting of the institutional data, the number of academic sessions (s) that students take off extends their time to program completion, which will have a direct impact on the graduation rate for the cohort in which they were entered/enrolled. However, when some students decided to reactivate their UIS student status and continue to study in the MPH Program, the institution's data office may not catch these incidents, which could lead to an underestimate of the graduation rate of a specific MPH cohort.*

Based on the longitudinal trend of the second-year graduation rates in Template B3-1, it can provide indications for 6-year cumulative graduation rates. One of our Advisory Council Members, Dr. Wiley Jenkins, predicted that the 2019-20 cohort graduation rate may be close to the CEPH's standard of a 70% graduation rate for the master's degree. Thus, in spring 2022, we made efforts to develop strategies for improvement to address the potential issues of student withdrawals. The strategies are presented as follows:

Efforts to Improve

The department chair/program director plays an important role in resolving slightly biased student samples (i.e., student enrollment, and withdrawals) in the UIS institutional data by using more effective technology to track student data with the help of the university's information technology team. More accurate student data now can be managed and monitored to ensure the graduation rate for each specific MPH student cohort through Dr. Chen's additional efforts.

At the beginning of 2022, Dr. Cheng-Chia (Brian) Chen started to build a more systematic way to use specific schemes of data retrieving methods (based on different University Student Databases) and advanced techniques (e.g., Microsoft Power Automate and VB Scripts in Excel) in advancing the management of diverse students' data located in different institutional datasets. With these new tools in place, we were able to strengthen our efforts to retain students in our program and graduate on time based on students' education plans. For example, 5 MPH students re-activated their student status and were re-admitted to the MPH Program in Spring 2022, which was not captured by the institution's data system. The department chair/program director has been trained to work with UIS IT database specialists to create a weekly student record reporting system (i.e., Excel files with the most accurate student data using correct coding of the data inquiry process). Therefore, our MPH Program now has the most thorough and accurate student data over time and the Program is no longer just relying on institutional data only.

Our program's other efforts to improve student retention and graduation rates include (1) monitoring student performance more closely by providing faculty advisors with more tools and materials (e.g., faculty welcome email template, Advising Canvas Site workshop, the regular procedure of acquiring real-time admissions data) to advise students on how to retain good standing, (2) reaching out to those who appear to have dropped out, and offering opportunities to assist in their return, (3) using enrollment data analyses to track warning signs, (4) sending more personalized emails to remind students' MPH requirements and expectations (e.g., closure exam, course offering), and (5) connecting students with financial aid resources. We also started to monitor specific courses and requirements that we find students struggle with and we discussed together how to better prepare and assist future students. In addition, the MPH Program continues to strive for enhancing faculty advisors' training to provide more focused advising and facilitate interaction and engagement among faculty members and students.

Finally, although these improvement efforts and approaches have been built. The program might face some challenges to execute these plans due to the currently short-handed supporting staff. The program also needs more support from the new school and director to allocate reasonable and sufficient funds and resources to ensure a sound continuing program evaluation.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The graduation rates have been within the threshold recommended by CEPH, except in 2017-2018.*
- *The program has adequate mechanisms to track students' progress toward graduation.*
- *The university administration has been relocating resources and enlarging the opportunities to find extra funds to recruit more students into the program. For example, UIS met the record-breaking fundraising goal a year ahead of schedule in 2021 and received $40.02 million in gifts and commitments.*

Weaknesses:

- *In the 2017-2018 academic year, the cumulative graduation rate fell below CEPH's 70% threshold for a master's of public health degree, which could be a result of students' unexpected loss of funding and financial aid due to the Illinois Budget Impasse (2016-2018).*

Plans:

- *To enhance student retention and maintain reasonable cumulative graduation rates, we will continue to seek more effective ways to establish a more supportive network and community both in and out of the classroom for our students.*
- *We also plan to offer accelerated courses during the winter sessions for some students with a desire to decrease the time of degree completion, which may lead to an increase in graduation rates.*

B4. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

TEMPLATE B4-1

Post-Graduation Outcomes	**2019 n (%)**	**2020 n (%)**	**2021 n (%)**
Employed	14 (70%)	7 (54%)	12 (66%)
Continuing education/training (not employed)	3 (15%)	4 (31%)	4 (22%)
Not seeking employment or not seeking additional education by choice	0 (0%)	0 (0%)	1 (6%)
Actively seeking employment or enrollment in further education	3 (15%)	0 (0%)	1 (6%)
Unknown	0 (0%)	2 (15%)	0 (0%)
Total graduates (known + unknown)	20	13	18

2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The data for alumni outcomes was obtained from our survey and qualitative data collection, as well as supplementary data from the UIS Office of Institutional Research. Moreover, we document communications (e.g., email, Facebook communications) from ongoing relationships between faculty and graduates. We attempt to collect employment and continuing education data from graduates of our MPH Program using our alumni surveys (sent annually, to MPH students graduating within the past 12 months). In the alumni survey, we embedded an Alumni Contact Form and encouraged graduates to update their contact information. We also shortened the survey, reorganized the data collection process, and used our social media to locate more alumni to enhance their connection with the program.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strength:

- *Post-graduation outcomes for UIS MPH graduates are near or exceed CEPH's threshold for employment.*
- *Our graduates that we were able to contact were either fully employed or continuing their education or training. Moreover, all graduates' jobs are full-time positions.*

Plans:

- *We plan to require each student to establish a LinkedIn profile during the approval process of their internships. The strategy can help students improve their professional presence and improve our capability to track post-graduation outcomes.*

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

The UIS MPH Alumni Survey has been developed and distributed to our alumni since 2019. A summary of results and relevant findings for 2019 and 2020 can be found in the ERF. Additionally, semi-structured interviews were conducted by Dr. Cheng-Chia (Brian) Chen in 2022 after the Fall 2021 Alumni Survey had been completed.

Summary Data of the UIS MPH Alumni Survey (2021)
2021 Alumni Survey: *In Fall 2021, out of 18 alumni, 14 alumni completed the survey, which indicates a response rate of 72%. One of the measurements that we want to target is the percentage of alumni who are "extremely and somewhat satisfied" that the MPH Program prepared them well to work in public health or health-related fields. Based on the survey data, 13 out of 14 alumni (93%) stated that our MPH Program adequately prepared them well to work in public health or a health-related field. Moreover, the 5-point Likert Scale (strongly disagree=1 to strongly agree=5) was used to evaluate how they perceived our program's curricular effectiveness.*

The survey questions are related to the areas in which the alumni felt the UIS MPH Program's curriculum and experiences prepared them to perform 22 CEPH Foundational Competencies in a professional environment. Based on the 2021 survey data, the following competencies are what alumni felt well-prepared after graduation:

- *1. Apply epidemiological methods to settings and situations in public health practice*
- *2. Select quantitative and qualitative data collection methods appropriate for a given public health context*
- *3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate*
- *4. Interpret results of data analysis for public health research, policy, or practice*

Moreover, the following competencies are what the graduates thought they would have benefitted from more training or preparation in the MPH Program:

- *21. Integrate perspectives from other sectors and/or professions to promote and advance population health*
- *22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative*

Summary Data of the Semi-Structured Interviews (2022)
In February 2022, ten alumni agreed to participate in 30-minute semi-structured interviews. Their names are not presented for the protection of confidentiality. Therefore, these ten alumni are coded as Alum #1 to Alum #10. Three primary analytical schemes are (1) most useful competencies, (2)

well-prepared competencies after graduation, and (3) what training of competencies the UIS MPH Program can improve.

Seven out of 10 alumni (70%) felt that the following competencies and skills are most useful and applicable in post-graduation destinations:

- *18. Select communication strategies for different audiences and sectors*
- *19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation*

The following competencies are what alumni felt well-prepared after graduation:

- *2. Select quantitative and qualitative data collection methods appropriate for a given public health context (n = 5)*
- *3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (n = 7)*
- *4. Interpret results of data analysis for public health research, policy, or practice (n = 6)*

The following competencies are what the graduates thought they would have benefitted from more training or preparation in the MPH Program:

Competency	***Direct Quote from Interview.***
10. Explain basic principles and tools of budget and resource management	*Alum #5: "I think the only thing I would mainly say is budget and resource management, but I don't know if that's just because that wasn't exactly my focus in the program. But now I'm learning how much it could be needed throughout my work experiences in grants. I was kind of figuring out budget and resource management on the fly."* *Alum #7: "…Budgeting is probably one of them for sure..."* *Alum #10: "Yeah. That was the everyday thing about budgeting allocating and resource management. I had to learn on the job. But I just felt like we could have done it in the school because I wasn't even expecting I would need this skill."*
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	*Alum #2: "Yeah. It would be inter-professional practice. Although I had a joint degree in public health and human services, this area in terms of work experience was new to me."* *Alum #4: "That is something that I think, from my experiences, the program could have tried to be covered in group projects. But it never really met the goal."* *Alum #9: "Yes, definitely like competency 21. We were working as my team like different departments with different experiences. Everybody was sharing their knowledge, skills and after that, we were making our own guidelines to protect the patients and try to provide the best services and care."*

Comparison of Quantitative Survey Results and Qualitative Data from Interviews

One of the great advantages of mixed methods is to compare both qualitative and quantitative results. We converted qualitative information (i.e., texts in the transcripts of the interviews) into numerical codes of selected analytical schemes. Then, we compared our findings from interviews to the quantitative survey results. By examining the quantitative and qualitative results for the convergence of findings, we have two conclusions.

- *First, the foundational competencies that our alumni were well-prepared for their jobs are Foundational Competencies 2, 3, and 4.*

- *Second, the competency that the graduates thought they would have benefitted from more training or preparation in the MPH Program is Foundational Competency 21.*

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

Please see B5.2 Data collection methodology of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion B5 **(folder)**
  - B5.2 Data collection methodology **(subfolder)**
    - *UIS MPH Annual Self-Evaluation Report.docx (See **Appendix A: UIS MPH Alumni Survey and Semi-Structured Interview – Methodology, Measurements, and Findings**)*

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The MPH Alum Survey participants indicate strong satisfaction with their degrees that have prepared them for current positions.*
- *The majority of competencies relevant to students' positions were deemed important to effectively perform at their job.*
- *We have met our student success goal, which is to equip students with the professional competencies needed to effectively serve as public health professionals.*

Weakness:

- *The program could have done a better job of maintaining a greater level of connection between the faculty and MPH graduates although a decent number of alumni are still connected with faculty members after graduation.*

Plans:

- *Although efforts to maintain contact information of our MPH alumni were relatively successful, we plan to strengthen our current connection by building a more structured UIS alumni network that exchanges alumni news, job placements, and networking opportunities using our social media channels and other methods.*
- *Efforts to keep in contact via email will be continued.*

C1. Fiscal Resources

The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:

   a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

      Faculty salaries at the University of Illinois Springfield are funded through the University of Illinois System which receives a state appropriation every year. The funds are distributed to each academic college for administration by the Deans. The annual base budget may be supplemented by the rising cost of living and merit dollars based on faculty and staff salaries. A portion of the appropriation stays at the central administration. It should be noted that tuition revenue is not a funding source for faculty salaries.

   b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

      Conventionally, the department chair/program director submits a request that includes the justification for additional faculty when the program proposes a program expansion, either by adding a new major or when student enrollment has increased to a certain degree. The Dean makes the request through university governance for administrative approval. For example, the program has requested an MPH Program coordinator (0.5 FTE) that also coordinates the Master of Science in Environmental Studies. Moreover, an additional office support specialist has been processed by the university's human resources

   c) Describe how the program funds the following:
      a. operational costs (programs define "operational" in their own contexts; definition must be included in response)

         The MPH Program defines operational costs as expenses associated with the program. For instance, the costs include office supplies, minor equipment repairs/maintenance, programmatic activities (e.g., professional membership fees, registration fees for conferences, and accreditation fees), marketing materials, conference travel support for faculty and graduate students, and other administrative expenses (e.g., stipends for student workers and graduate assistants, course creations). The operational costs of the MPH Program are funded directly by the College. Estimated costs of these operational costs are submitted to the Dean for consideration of funding. Our MPH Program's budget and resource allocation are determined by a specific process developed by the College and University. The budgetary process for academic programs such as the MPH Program follows the line from the Dean of the College to the Provost.

      b. student support, including scholarships, support for student conference travel, support for student activities, etc.

         Overall, the Provost's Office and our College set aside a portion of its budget allocation for graduate assistantships and other scholarships. Other financial aids are made available to students through internal and external sources, scholarships, paid internship service opportunities, loans, and other forms of aid.

Scholarships and Graduate Assistantship

- *The MPH Program has one MPH graduate assistant whose salary and tuition waiver are funded by the Provost's Office.*
- *The Office of Financial Assistance and the Office of Graduate Intern Programs manage scholarship funding for the MPH Program students.*

Student Conference Travel Support

- *Travel money is available to support students who plan to present or volunteer at a conference. This funding is very competitive, and a formal application is needed. For example, an MPH student, Hinal Patel, presented at the APHA Annual Meeting with Dr. Cheng-Chia (Brian) Chen, and the Dean's Office funded her with $1,000 towards the student's expenses (including airline tickets, lodging costs, and conference registration).*
- *Additional student travel and conference money can be requested directly from the Dean's Office. For example, the College may pay the conference fees and arrange travel to attend the Illinois Environmental Health Association state conferences or the Illinois Public Health Association Annual Meeting for students who plan to attend and ask for funding.*

Support for Student Activities

- *The Public Health Student Association at UIS is a student organization that has access to university funds through the Student Organization Funding Association (SOFA). The SOFA criteria for funding include student activities that support the mission of the university.*

c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

The university provides faculty development funds of up to $1,000 per faculty per academic year. Other competitive funding is available for university research and scholarship activities. For example, UIS' Summer Competitive Research Grant and Strategic Academic Initiative Grant (SAIG) are both administered by the Provost's Office to provide funds in support of collaborative professional activities that will promote the development of faculty as teachers and scholars in relation to campus initiatives. Funded programs in the past have been those that address academic excellence and make a difference in the proposed profession.

d) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

When our MPH Program needs additional funds, a request would be made to the College Dean. If the requested funding item is a specific and one-time expense, the department chair/program director would communicate the need and justification to the Dean of the College to identify if funds are available at the college or school level to cover the cost. If the program's need is an ongoing and annual expense, this request would be made to be included as a part of the annual budget process. As part of this additional funding request process, the department chair/program director would develop a proposal with justifications of needs and submit a memorandum to the Dean. If the Dean needs to seek funds out of the existing budget for a particular academic year, the Dean will communicate with the Provost to allocate funding sources.

e) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

Program funds are not directly impacted by tuition and fees. Tuition and fees paid by students are combined with other revenue streams and state appropriations and are distributed to the program through the College and are allocated based upon a University formula that considers previous year funding, existing and projected enrollments, program initiatives and growth, personal and non-personal service projections, and demonstrated program and student needs.

f) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.

The University of Illinois Springfield maintains federally negotiated indirect cost rates with the federal government for both on-campus and off-campus activities. The rate depends on where most of the project activity (greater than 50%) will take place and is applied to the entire proposed budget. Individuals are advised to contact the Pre-Award Grants and Contracts Office for assistance with the use of the off-campus rate. Current indirect cost rates are posted online. According to the UIS policies, colleges and departments receive 30% of the estimated indirect funds to be generated each year. Those funds are distributed as follows:

- *Fifty percent (50%) to the administrative unit that generated the indirect cost recovery money: When an institute of support unit generates indirect monies from its grants and/or contracts and provides administrative support to the projects, it will receive funds. When a college or academic program generates the funds, the allocation will be to the Dean's office which supervised the project and provided administrative support. When the indirect money is generated by a grant or contract that is not in a freestanding state-supported unit, the allocation will be to the administrative unit that directly oversees the unit generating the funds.*
- *Fifty percent (50%) to the project director who generated the indirect cost recovery: This anticipates that the project director will be a faculty member or permanent university administrative staff member. When the project director is no longer at the university, the funds will go to the administrative unit that generated the funds. When a project director is a staff person paid entirely from a grant or contract that generated the indirect cost recovery money, the project director's proportion of the funds will go to the administrative unit generating the funds.*

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income are shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not applicable.

2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

TEMPLATE C1-1

Sources of Funds and Expenditures by Major Category, 2017 to 2021					
	FY 17	FY 18	FY 19	FY 20	FY 21
Source of Funds					
State Appropriation	$540,705	$569,551	$520,494	$492,369	$420,221
Grants/Contracts	$0	$0	$0	$8,760	$167,915
Indirect Cost Recovery	$1,441	$0	0	$0	$0
Endowment	$33,588	$34,128	$34,938	$35,787	$36,126
Gifts	$183	$3,899	$10	$200	$399

Other (Online Course Fees)	$9,200	$6,142	$4,960	$1,845	$2,842
Total	$585,117	$613,720	$560,402	$538,961	$627,503
Expenditures					
Faculty Salaries & Benefits	$514,676	$543,706	$516,049	$486,074	$434,328
Staff Salaries & Benefits	$0	$0	$6,683	$9,342	$13,189
Operations	$1,066	$2,270	$3,234	$2,554	$3,043
Travel	$1,004	$2,441	$2,862	$1,524	$0
Student Support	$9,330	$10,519	$10,718	$10,392	$10,923
Other (Contracts and Services)	$14,676	$21,827	$9,480	$5,137	$2,470
Other (Scholarships)	$13,000	$38,000	$18,000	$15,500	$18,000
Total	$553,752	$618,763	$567,026	$530,523	$481,953

Note. *Brief explanations on why some amounts of funds and expenditures vary each year are presented as follows:*

- *The State Appropriation got lower over time. It is because of the state-mandated budget cut we have had since 2018 (about 20% cut altogether) and all funding besides salaries was cut from every department in the college. This was not just an issue in the public health program.*
- *Grants and Contracts are created by faculty members. These activities vary based on the activity of the faculty members. Funds are typically deposited the year the Grant/Contract was created and carried over each year, but are not renewed or "redeposited" thus showing the variation year to year. In addition, Indirect Cost Recovery (ICR) funds are from previous years, and ICRs are calculated and dispersed during the next fiscal year of being earned. For example, ICR from FY16 is not dispersed until FY17. As shown in the table above, no grants or revenue-generating contracts were created by faculty during fiscal years 17, 18, and 19.*
- *Indirect Cost Recovery funds are administrative allowances from the funds received by grants. These funds carry over year-to-year but are not renewed or "redeposited." Therefore, the amounts of funds in this category show variations from year to year.*
- *Online Course Fees are issued each year to each program and department that has an Online Program. These funds can be used to help support faculty/staff/student travel and support needs as well as enhance technology needs for delivering online coursework.*
- *Student support represents the expense of graduate students' salaries.*

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Weaknesses:

- *Although we consistently received relatively strong support from the Dean's Office of the College of Public Affairs and Management/Provost's Office, the new school and dean of the College of Health, Science, and Technology will take some time to build a sound funding mechanism to match up the funds/resources that we used to have.*

C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1 (single- and multi-concentration formats available).

TEMPLATE C2-1

	FIRST DEGREE LEVEL			**ADDITIONAL FACULTY⁺**
CONCENTRATION	**PIF 1**	**PIF 2**	**FACULTY 3**	
General MPH	Cheng-Chia (Brian) Chen 1.0 FTE	Kathy DeBarr 1.0 FTE	Yu-Sheng Lee 1.0 FTE	PIF: 0 Non-PIF: 3
Environmental Health MPH	Junu Shrestha 1.0 FTE	Egbe Egiebor 1.0 FTE	Lenore Killam 0.50 FTE	PIF: 0 Non-PIF: 1

TOTALS:		
	Named PIF	6
	Total PIF	6
	Non-PIF	4

2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

UIS MPH Program determines faculty FTE as follows:

- *Primary Instructional Faculty (tenured and tenure-track): traditional tenured/tenure-track appointments, such as those within our MPH Program, are 9-month appointments consisting of a 3:3 schedule (3 courses in each fall and each spring semester) for 100% FTE. Faculty are also responsible for research and service within this effort.*
- *Primary Instructional Faculty (Non-tenure-track): Non-tenure-track appointments, such as those within our MPH Program, are 12-month appointments consisting of a 3:3 schedule (3 courses in each fall, spring, and summer semester) for 100% FTE. Faculty are also responsible for service within this effort.*
- *Non-Primary Instructional Faculty (Adjunct): Adjunct appointments are by semester, with 25% FTE for 4 credits or 50% FTE effort for 8 credits in each fall and spring semester.*

While most teaching effort of the PIF is for the MPH Program, reductions from 1.0 FTE reflect teaching effort in the public health undergraduate minor courses.

3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Not applicable.

4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

TEMPLATE C2-2

General advising & career counseling			
Degree level	**Average**	**Min**	**Max**
Master's	14	10	18

Advising in MPH integrative experience		
Average	**Min**	**Max**
12	6	19

5) Quantitative data on student perceptions of the following for the most recent year:

a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

MPH students were surveyed on the following question via the Exit Survey on a 5-point Likert scale (1-5, with 5 as "very satisfied"), then followed by an open-ended prompt to capture qualitative perspectives. Percentages are provided for those responses that indicate "somewhat satisfied" and "very satisfied." At the end of each calendar year, at least 80% of students are very satisfied or somewhat satisfied with the class size.

Outcome Measures for Class Size and Its Relation to Quality of Learning		
Outcome Measure	***2021***	***2022***
Survey Sample Size & Response Rate	***n = 6 (100%)***	***n = 18 (100%)***
The class size was conducive to my learning. (Very Satisfied and Somewhat Satisfied)	*100%*	*94%*

b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

MPH students were surveyed on the following questions via the Exit Survey on a Likert scale (1-5, with 5 as Very satisfied), then followed by an open-ended prompt to capture qualitative perspectives. Percentages are provided for those responses that indicate "somewhat satisfied" and "very satisfied." At the end of each calendar year, at least 80% of students are very satisfied or somewhat satisfied with the faculty availability.

Outcome Measures for Availability of Faculty		
Outcome Measure	***2021***	***2022***
Survey Sample Size & Response Rate	***n = 6 (100%)***	***n = 18 (100%)***
How satisfied were you with faculty availability? (Very Satisfied and Somewhat Satisfied)	*83%*	*87%*
The faculty responded to emails in a timely manner. (Very Satisfied and Somewhat Satisfied)	*83%*	*100%*

Please see C2.5 Faculty resources quant data of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion C2 **(folder)**
  - C2.5 Faculty resources quant data **(subfolder)**
    - *UIS MPH Annual Self-Evaluation Report.docx (See **Appendix B: UIS MPH Exit Survey & Focus Group – Methodology, Measurements, and Findings**)*

6) Qualitative data on student perceptions of class size and availability of faculty.

The following unedited comments were provided on the students' perceptions of class size. All their comments were positive.

- *The class size was just fine*
- *I believe the class sizes for my online program were fine.*
- *It was important for me to have a smaller class size due to my distance from the campus. This gave me the opportunity to know my classmates and an opportunity for the Professors to know me as a person and not a number.*
- *I am able to get to know the perception of other students in the discussion board and able to get knowledge from other students.*
- *My choice was due to the class sizes being similar to what I experienced in my undergraduate program at a different university. Large enough numbers in most classes to obtain a variety of diverse answers on discussion boards, but small enough where I felt it was a personalized experience.*
- *The classes were small enough that I could have independent time with my professors. Overall, I had a great experience with the students as well. I formed relationships with other students, and was still able to see them in other classes.*

The following unedited comments were provided on the students' perceptions of availability of faculty. Overall, the majority of their comments were positive, and constructive criticism is much appreciated.

- *I feel like with COVID, it was harder to learn. Having everything online was convenient in a sense but we never really got to put names to faces, we didn't get face to face with our professors and some were less available than others. It made learning difficult but overall, it was not too bad.*
- *I believe that faculty was usual available in a timely manner.*
- *All communications with Professors were great. I may have had one or two emails my entire journey that weren't acknowledge withing 36 hours of me sending it.*
- *I think due to COVID-19 all classes are online. I prefer in-person meetings with my faculty more than online.*
- *Anytime I emailed faculty, their response time was very quick. Only a few times did the tone in the email come off as abrupt or rude, but receiving a quick response made up for it.*
- *I feel that this question has two parts: was the professor available, and was I able to complete my courses during the time given. Overall, my professors were extremely available. Given that this is an online program, I was not satisfied that some professors took up to 48 hours to respond. Given the restraints on time and resources, this was difficult. Also, the classes were pretty well spaced. I was frustrated that I was not able to take this exam during the Spring, and am actually paying for this semester just to take the exam. I was able to take my classes in two years, but some of the availability of the classes was limited.*

Please see C2.6 Faculty resources qual data of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion C2 **(folder)**
  - C2.6 Faculty resources qual data **(subfolder)**

- *UIS MPH Annual Self-Evaluation Report.docx (See **Appendix B: UIS MPH Exit Survey & Focus Group – Methodology, Measurements, and Findings**)*

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *We have high response rates on student Exit Surveys because the survey is required as part of the UIS MPH Comprehensive Exam (i.e., MPH degree closure exam).*
- *Collective feedback from students is largely positive on class size and the availability of faculty.*
- *For a couple of constructive criticisms, we have clarified expectations in the student handbook about how to communicate with faculty and ensure timely responses.*

Weaknesses:

- *Some on-campus MPH students recognized limited in-person courses and communication during the COVID-19 pandemic due to the university's Covid-19 related restrictions.*

Plans:

- *In the post-COVID era, we will provide more courses delivered in an on-campus format. Our most recent admissions and enrollment data also reflect the necessity for the MPH Program to increase its on-campus presence.*

C3. Staff and Other Personnel Resources

The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

TEMPLATE C3-1

Role/function	FTE
*Dean Administrative Assistants (3 staff members)	0.75
Graduate Assistant	0.50
Admin (scheduled start date 8/15/2022)	0.25
*Program Coordinator (scheduled start date 1/16/2023)	0.50
*Instructional Designer	0.25

* Staff are shared with other units outside the unit of accreditation.

2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

Not applicable.

3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

At the beginning of 2022, we surveyed first-year students from our MPH Program, and they answered the question - "the office staff is responsive to my needs," on a Likert scale (1-5, with 5 as strongly agree). Around 86% of MPH current students (n=19/22) indicated strongly agree or somewhat agree. Around 86% of MPH current students (n=19/22) strongly agreed or somewhat agreed that the MPH Program's staff is sufficient. The program staff is sufficient to meet the needs of the program. Support from the entire staff in the Dean's office allows for quick action on student matters. Starting in the Spring of 2022, we incorporated the staff support question into the MPH student Exit Survey. Only 73% of survey respondents (i.e., soon-to-be graduates) indicated that staff support is sufficient.

In September 2022, the MPH Program conducted the most recent faculty interview to describe their perceptions of staff and personnel support.

- *PIF member #1: "The program lacks clerical support needed for the generation of professional reports, and communications with outside entities. This includes marketing materials. We also need a graphic design person for our new college. Until now we have relied on Dr. and Mrs. Chen for formatting and graphic design. This seems less than fair given the tasks that Dr. Chen has taken on. The software at the University is lacking a universal interface where disparate computer programs could be brought together so that all data units are reporting the same information. Not everyone has the same data needs, but there shouldn't be unaccounted discrepancies either. Thanks for the opportunity for input."*
- *PIF member #2: "Currently, the department needs a staff who could answer the questions from the prospective graduate students (online and on-ground). Previously, the department had a part-time online coordinator who managed the department website and online student enrollment. Currently, some faculty are answering the student's concerns."*

- *PIF member #3: "The size of our professional development stipend is insufficient. In my circumstance, my obligations to the IL Environmental Health Association claim the bulk of the stipend. There is little funding left to participate in national-level association conferences. It is also disappointing to me that the contract to serve as EH director is again stalled at the administrative level. I have been serving without compensation in this capacity for several months now, with a promise of a contract for the 22-23 academic year."*
- *PIF member #4: "Because the staff is shared across the College of Health, Science, and Technology (CHST), during busy periods staff may be stretched to dedicate the necessary attention to MPH Program needs; however, this happens only occasionally. Since the CHST is newly formed, the staff and personnel sometimes don't know whom to contact or don't know some administrative processes. But this is just the beginning of the new college formed. They get into the swing of things soon. Overall, the staff and personnel are adequate for students and faculty to meet program requirements and achieve the mission, goals, and expected program outcomes."*
- *PIF member #5: "Due to the fact that the Department of Public Health and MPH Program is now in a new College of Health, Science, and Technology (CHST), the Chair of the Department of Public Health has become the MPH Program Director. To ensure that the CEPH accreditation-related work can be accomplished over time, the MPH Program needs to maintain good funding resources. CHST Dean Anderson and Provost Papini have given 3 Non-Instructional Assignments (3 NIAs) in the Fall of 2022 and Spring of 2022 (Note: 3 NIAs = workload of teaching 3 courses) to the MPH Program Director. However, the amount of a reasonable summer stipend has not been decided yet. Although the Office of Admissions has been applying new recruiting activities, the marketing efforts and effectiveness of the UIS Web Services still have room for improvement. In addition, the positions of the MPH Program Coordinator and Office Support Specialist are still vacant now. I hope these positions can be filled in Spring 2023. Finally, some approved funds are not received and I hope this issue can be resolved."*

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The program's staff and personnel resources have been able to help the program function well.*

Weaknesses:

- *Currently, two administrative positions (an MPH program coordinator and an office support specialist) remain unfilled though job positions have been created and approved by the CHST College Dean.*
- *There is uncertainty about the total number of the NIAs/summer stipend that will need to be negotiated through the school director, dean, and provost.*

Plans:

- *To respond to increasing students' needs, our MPH Program has advocated for an expansion of the program staff. The job description of the MPH Program Coordinator has been submitted to the Dean's Office for approval.*
- *The MPH Program Coordinator will cover all MPH online coordinator's duties and provide services to on-campus students. Our program will get great benefits from the additional administrative support if the new staff can be added.*

C4. Physical Resources

The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)
    - Faculty office space

      All faculty members in our program have access to adequate physical space within the UIS Public Affairs Center (PAC) Building. These offices are fully equipped with computers, printers, office furniture, and telephones and most faculty have dual computer monitors for their workstations. Our program shares a mailroom and storage space with the departments such as environmental studies and the public affairs reporting program.

    - Staff office space

      Our staff members have access to adequate physical space in the College of Health, Science, and Technology located in the UIS Brookens Library Building. Each of them has dedicated offices with the same equipment and furnishing as the faculty offices referenced above. The MPH Graduate Assistant (GA) shares office space with two other GAs and a student worker in the UIS PAC Building.

    - Classrooms

      UIS Building Services assigns classrooms for all public health courses. The classrooms for MPH students are primarily located in the Public Affairs Center (PAC) building. MPH faculty members can request classrooms to fit their teaching needs in other campus buildings such as the College of Business and Brookens Library Building.

      Most classrooms at UIS are equipped with a multimedia projector, digital slide scanners, analog/digital video converters, TV/DVD/VCR players, smartboards, and other technology as needed. There is a lot of educational software (Microsoft Office Suite, Adobe Acrobat, Photoshop, SPSS, SAS, ArcGIS, etc.) installed on all computers in the classrooms and labs for public health students and other UIS students. The classrooms are organized by different learning space styles and faculty can request to fit their teaching style. The learning space styles include boardrooms, classrooms, teaching computer labs, as well as tiered and u-shaped classrooms.

      For classes involving computer labs, UIS has many teaching computer labs equipped with projectors and LCD screens that allow students to see what is being projected from any seat. The instructor station has software installed to enable the instructor to view and control student computers in the lab.

    - Shared student space

      UIS built a brand-new two-story, 50,000-square-foot award-winning Student Union Building in 2018 with several spaces and meeting rooms for students' educational and social functions. The Student Union is the focal point of campus and student life. It is also the heart of the university campus that connects students, faculty, and staff from different programs, departments, and colleges. It is a place where our students, along with faculty

and staff, can spend time with friends, collaborate on academic and leadership activities, and create an inclusive and welcoming campus community.

A number of small spaces are available for student collaboration and study in the PAC Building, along with the three-story PAC atrium that provides shared student space to accommodate receptions, meetings, and study. In addition, public health students can find space for both collaborative work and quiet study in the Brookens Library, the College of Business, and the Health and Sciences Building.

- Laboratories, if applicable to public health degree program offerings

  Not applicable.

2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

Our physical space resources are sufficient for our MPH students, faculty, and staff. Each faculty has his/her own office space in the UIS Public Affairs Center (PAC) Building and the space is sufficient for any needs of advising, teaching preparation, research collaboration, and so on. MPH courses that require computer resources are available either in the PAC or in nearby class buildings.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *MPH students, faculty, and staff have access to state-of-the-art computing resources in the Health and Science Building, Public Affairs Center Building, the Brookens Library, College of Business & Management, and other on-campus buildings.*
- *These physical resources can help our program provide professional education built on public health competencies for students, engage them in scholarly activities and research that advance public health knowledge, as well as participate in diverse community engagement activities.*

C5. Information and Technology Resources

The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

1) Briefly describe, with data if applicable, the following:
   - library resources and support available for students and faculty

     The Brookens Library provides a rich collection of 750,000 books and serials, references, and information needs of the students, faculty, and staff. Our students, faculty, and staff also have access to over 130 libraries in the state through the I-Share borrowing program. Students, faculty, and staff can get support by chatting with a librarian through the library homepage or emailing our designated librarian liaison for the MPH Program, Stephen McMinn for assistance.

   - student access to hardware and software (including access to specific software or other technology required for instructional programs)

     Student Access to Hardware:
     UIS students have access to state-of-the-art computing facilities, including the open-access computer lab in the University Hall Building (UHB #2000) and the Media Lab (Brookens Library Room #180). Students may also use Teaching Computer Labs as general access labs when classes or events are not scheduled in them.

     Student Access to Software:
     Students have access to a rich collection of software applications for general computing, research, and multimedia development through the University of Illinois Webstore. Moreover, Citrix Virtual Desktop allows students (whether on or off campus) to access a virtual computer that runs all software for which UIS has licensing (e.g., SPSS, SAS) at no cost. All online and blended courses are delivered by Canvas learning management system and are supported by the Center for Online Learning, Research and Service (CORLS) and Information Technology Services (ITS).

   - faculty access to hardware and software (including access to specific software or other technology required for instructional programs)

     Faculty Access to Hardware:
     All primary instructional faculty have at least one computer (or a laptop) and a printer. Moreover, the university has a total of ten teaching computer labs available for faculty and students to use. Both PC and Mac instructional labs are available on campus. Faculty may request additional hardware in support of their instruction by sending an e-mail to the Assistant Director of ITS Client Service or ITS with a description of the classroom need.

     Faculty Access to Software:
     All faculty have access to the collection of software applications through the University of Illinois Webstore. The most used software in our MPH Program is SPSS, SAS, Adobe Creative Suite, Microsoft 365, Qualtrics, and ArcGIS. All purchases in the "Unit Purchase" on the University of Illinois Webstore may be requested for purchase through the Dean's Office for items that are not free.

   - technical assistance available for students and faculty

The UIS Information Technology Services (ITS) supports and helps maintain all kinds of technology equipment on campus. Common ITS services include student account creation, account unlock, password reset, installation assistance of supported software, university email setup and troubleshooting, LMS access setup, virtual private network setup, and addressing various computer and technology issues (including software and hardware). ITS provides a "Help Desk" on campus and remote services to assist students, faculty, and staff. In addition, ITS is expanding and enhancing its computer training workshops program by licensing the entire library of the LinkedIn Learning online training tutorials, campus-wide, on a yearly basis. Access is available today to all UIS students, faculty, and staff.

The UIS Center for Online Learning, Research and Services (COLRS) provides support for faculty in the delivery of education, original scholarly research, and best practices in education. Since 1997, UIS has moved to the forefront of institutions engaged in online learning and the use of technology in instruction. The center provides open office hours dedicated to all faculty (including PIF and Non-PIF), in addition to a wide array of free workshops, online training, and one-on-one support. The center creates and deploys the Teaching Resources guide to help faculty develop courses of good quality (including on-campus and online courses).

2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

UIS has developed significant technological capacity and resources to accomplish the goals of our MPH Program. Students and faculty have access to state-of-the-art technology and staff support. Through the university computer refurbishment, all faculty receive a new computer every four years. There are computer labs available to all students and lab equipment and computers have been consistently updated for hardware and software. The information and technology resources and services available to both faculty and students are sufficient for their educational needs.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *UIS has a robust resource and infrastructure of information technology to support both on-campus and online students' educational needs and coursework.*
- *UIS is constantly devoted to advancing online learning, student-centered education, and support for students, faculty, and staff.*

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

   *Template D1-1 presents those courses through which students are grounded in foundational public health knowledge. Each foundational public health knowledge has been carefully mapped in each of the courses identified below. In each course syllabus, the Learning Objective(s) are identified in the "**Foundational Public Health Knowledge and Overall Course Objectives Designed by CEPH and UIS MPH Program**" section and demonstrated as "CEPH F#" (e.g., CEPH F1) with the number of the specific CEPH learning objective identified. Within the syllabus, associated appropriate didactic learning and course topics are presented in the "Course Outline and Schedules" section of each syllabus.*

   TEMPLATE D1-1

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)	
Content	***Course number(s) & name(s) or other educational requirements***
1. Explain public health history, philosophy, and values	MPH 501, Weeks 1 and 2 (see p.7 of syllabus)
2. Identify the core functions of public health and the 10 Essential Services*	MPH 501, Week 2 (see p.7 of syllabus)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	MPH 503, Week 2 (see p.13 of Syllabus)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	MPH 501, Weeks 5 and 7 (see p.7 & p.8 of syllabus)
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	MPH 561, Week 1 (see p.8 of syllabus)
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 506, Week 9 (see p.7 of syllabus)
7. Explain effects of environmental factors on a population's health	MPH 521, Weeks 2, 4, 5, 12, and 15 (See p.6-8 of syllabus)
8. Explain biological and genetic factors that affect a population's health	MPH 511, Week 2 (see p.6 of syllabus)
9. Explain behavioral and psychological factors that affect a population's health	MPH 561, Weeks 5-8 (see p.8-9 of syllabus)
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	MPH 521, Week 1 (See p.6 of syllabus)
11. Explain how globalization affects global burdens of disease	MPH 511, Week 15 (see p.8 of syllabus)

12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	MPH 511, Week 15 (see p.8 of syllabus)

2) Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.

Please see D1.2 Supporting documentation of the electronic resource files which includes syllabi for all courses listed in Template D1-1.

ERF Outline with Folder & File Names:

- Criterion D1 **(folder)**
  - D1.2 Supporting documentation **(subfolder)**
    - *MPH 501 Intro to Public Health.docx*
    - *MPH 503 Biostatistics.docx*
    - *MPH 506 Research Methods in PH.docx*
    - *MPH 511 Epidemiology.docx*
    - *MPH 521 Intro to Environmental Health.docx*
    - *MPH 561 Public Health Education.docx*

3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The program has comprehensively integrated the 12 foundational public health knowledge throughout the program's core courses.*
- *Each foundational public health knowledge is identified in course syllabi and reflected in didactic learning.*

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 (single- and multi-concentration formats available) or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

   All MPH students are required to take 8 foundational courses (32 credit hours). The requirements for on-campus and online programs are identical.

   TEMPLATE D2-1

Part A: Foundational requirements for the MPH degree		
Course number	**Course name**	**Credits (if applicable)**
Foundational courses for all MPH students regardless of concentration		
MPH 501	Introduction to Public Health	4
MPH 503	Biostatistics	4
MPH 506	Research Methods in Public Health	4
MPH 511	Epidemiology	4
MPH 521	Introduction to Environmental Health	4
MPH 531	Public Health Policy	4
MPH 561	Public Health Education	4
MPH 581	Internship	4
	TOTAL FOUNDATIONAL CREDITS	**32**

Part B: Concentration requirements for the MPH degree in MPH-General

Course number	Course name	Credits (if applicable)
Concentration courses for MPH-General concentration		
Social Determinants of Health (Required)		
MPH 541	Social Determinants of Health	4
Advanced Epidemiology (Select one course from the following)		4
MPH 512	Epidemiology of Infectious Diseases	
MPH 513	Epidemiology of Chronic Diseases	
MPH 514	Analytical Epidemiology	
Advanced Public Health Policy (Select one course from the following)		4
MPH 508	Program Evaluation for Public Health	
MPH 575	Health Economics	
MPH 585	Introduction to Health Services and Administration	
Select one more course from either "Advanced Epidemiology" or "Advanced Public Health Policy"		4
	TOTAL CONCENTRATION CREDITS	**16**

Part B: Concentration requirements for MPH degree in MPH-Environmental Health		
Course number	**Course name**	**Credits (if applicable)**
Concentration courses for MPH-Environmental Health concentration		
MPH 449	Environmental Toxicology	4
MPH 526	Risk Management and Communication	4
MPH 527	Environmental Risk Assessment	4
Electives (as applicable)		
Electives	*Insert the total number of credits in the last column*	4
	TOTAL CONCENTRATION CREDITS	**16**

2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

TEMPLATE D2-1

Part A: Foundational requirements for Joint Degrees in MPH/HMS and MPH/MPA		
Course number	**Course name**	**Credits (if applicable)**
Foundational courses for all MPH students regardless of concentration		
MPH 501	Introduction to Public Health	4
MPH 503	Biostatistics	4
MPH 506	Research Methods in Public Health	4
MPH 511	Epidemiology	4
MPH 521	Introduction to Environmental Health	4
MPH 531	Public Health Policy	4
MPH 561	Public Health Education	4

MPH 581	Internship	4
	TOTAL FOUNDATIONAL CREDITS	**32**

Part B: Concentration requirements for Joint Degrees in MPH/HMS and MPH/MPA		
Course number	**Course name**	**Credits (if applicable)**
Concentration courses for MPH-General concentration		
Social Determinants of Health (Required)		
MPH 541	Social Determinants of Health	4
Advanced Epidemiology (Select one course from the following)		4
MPH 512	Epidemiology of Infectious Diseases	
MPH 513	Epidemiology of Chronic Diseases	
MPH 514	Analytical Epidemiology	
Advanced Public Health Policy (Select one course from the following)		4
MPH 508	Program Evaluation for Public Health	
MPH 575	Health Economics	
MPH 585	Introduction to Health Services and Administration	
	TOTAL CONCENTRATION CREDITS	**12**

Demonstration of Similarity of Requirements across MPH-General, MPH/HMS Joint Degree, & MPH/MPA Joint Degree: *An illustratable table to demonstrate an overview of the MPH-General degree and 2 Joint Degrees is provided below (starting in Fall 2022) based on the CEPH guidance. The only difference between the MPH-General degree and 2 Joint Degrees is that MPH-General students need to take one more 4-credit hour course listed either from "Advanced Epidemiology" or "Advanced Public Health Policy." For MPH-General students, a total of 48 credit hours are required for graduation. For* ***MPH/HMS*** *or* ***MPH/MPA students****, a* ***total of 44 credit hours are required*** *to fulfill the MPH degree requirements.*

	MPH-General	***MPH/HMS***	***MPH/MPA***
Core (32 Credit hours)	*MPH 501, 503, 506, 511, 521, 531, 561, 581*		
Concentration			
Social Determinants of Health *(4 Credit hours)*	*541*	*541*	*541*
One course from ***Advanced Epidemiology*** *(4 Credit hours)*	*512, 513, 514*	*512, 513, 514*	*512, 513, 514*
One course from ***Advanced Public Health Policy*** *(4 Credit hours)*	*508, 575, 585*	*508, 575, 585*	*508, 575, 585*
*One course from either "****Advanced Epidemiology****" or "****Advanced Public Health Policy****" (4 Credit hours)*	*512, 513, 514, 508, 575, 585*	-	-
Total Credit Hours	*48 Hrs.*	*44 Hrs.*	*44 Hrs.*

3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

In Spring 2022, the department chair/MPH program director reviewed all course syllabi and provides feedback to the primary instructional faculty (PIF) and non-primary instructional faculty (non-PIF). In addition, the department chair/MPH program director examined the templates and formats of those syllabi, the required coverage of competencies and evidence of competency assessment, and didactic instructional strategies. Faculty members are required to implement changes in their courses based on students' educational needs and CEPH guidelines.

Our MPH Program has the core coursework required of all students that address the 22 CEPH Foundational Competencies. See Template D2-2 which shows Didactic Opportunities/learning coverage and Specific Assessment Opportunities, as well as the Assessment File Name for each CEPH-defined foundational competency. Each course identified represents a relevant learning opportunity for students to demonstrate their ability to perform the competency. Didactic learning components (e.g., lectures, class activities, required readings) are presented and typically, one assessment mechanism is identified for each competency.

We make efforts to incorporate similar formats and sections into all syllabi and competency assessments, which might provide easier navigation for the reviewers. Several key conventions are detailed below.

- *In each syllabus, the CEPH Foundational Competency is noted in the "**Course Competencies Required by CEPH and UIS MPH Program**" section and identified as "CEPH C#" (e.g., CEPH C1) to correspond to the number of the CEPH Foundational Competency.*
- *In each syllabus, the Didactic Opportunities (e.g., course topics, readings) are shown in the "**Course Outline and Schedule**" section.*
- *In each Specific Assessment, the CEPH Foundational Competency is noted in the "**CEPH Foundational Competencies**" section. In addition, the "CEPH C#" is used to provide a mapping from competencies to assignments.*

Template D2-2 is presented in the following section.

TEMPLATE D2-2

Assessment of Competencies for MPH (all concentrations)		
Competency	**Course number(s) and name(s)***	**Describe specific assessment opportunity[n]**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	MPH 511 Epidemiology	**Didactic Opportunity:** Weeks 7, 8, 9, 11-13 (see p.7-8 of syllabus). Lecture and readings from the required text: *Epidemiology (6th Ed.)*, Gordis, L. Chapters 7-15, 20. **Specific Assessment Opportunity: Homework 4-6** – Students are given scenarios with a variety of public health settings and situations to apply the epidemiologic methods/study designs to estimate the occurrence of disease and associations/causal inferences of disease and to evaluate the potential confounder, effect modifier, and bias. **Assessment File Name:** MPH 511 Homework 4-6
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 503 Biostatistics	**Didactic Opportunity:** Week 3 (see p.13 of Syllabus). Lecture, group activity, and required readings from the text: *Research Methods in Practice (2nd Ed.)*, Remler, D. Chapters 3, 6, 7. **Specific Assessment Opportunity: CP 3 Assignment** – Students are given a case scenario to conduct an evaluation research plan on a public health program. Then, students create a data collection plan that requires them to select both appropriate quantitative and qualitative data collection methods to assess the program design and effectiveness. **Assessment File Name:** MPH 503 CP 3 Assignment
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	MPH 503 Biostatistics **(Qualitative)**	**Didactic Opportunity:** Week 3 (see p.13 of Syllabus). Lecture, group activity, and required reading: Qualitative data analysis: a practical example (Noble & Smith, 2014) **Specific Assessment Opportunity: CP 3 Assignment** – **(Qualitative)** Students are given a transcript of qualitative interview data based on a public health topic. Then, students look for meaningful themes and conduct initial coding and

		analyses of the given qualitative interview data using Microsoft Excel. **Assessment File Name:** MPH 503 CP 3 Assignment
	MPH 503 Biostatistics **(Quantitative)**	**Didactic Opportunity:** Week 13 (see p.14 of Syllabus). Lecture, "Step-by-Step Handout: SPSS Report," readings from the required text: *Essentials of Biostatistics in Public Health (3rd Ed.)*, Sullivan, L. Chapter 7, *Discovering Statistics using IBM SPSS Statistics (4th Ed.)*, Field, A. Chapter 11, and one journal article. **Specific Assessment Opportunity: SPSS Lab Assignment 6** – **(Quantitative)** Students are given a case scenario (e.g., smoking ban policy) to conduct analyses of quantitative data using SPSS. Students are required to develop hypotheses and choose proper statistical analyses to test these hypotheses. **Assessment File Name:** MPH 503 SPSS Lab Assignment 6
4. Interpret results of data analysis for public health research, policy or practice	MPH 503 Biostatistics	**Didactic Opportunity:** Week 13 (see p.14 of Syllabus). Lecture, "Step-by-Step Handout: SPSS Report," readings from the required text: *Essentials of Biostatistics in Public Health (3rd Ed.)*, Sullivan, L. Chapter 7, *Discovering Statistics using IBM SPSS Statistics (4th Ed.)*, Field, A. Chapter 11, and one journal article. **Specific Assessment Opportunity: SPSS Lab Assignment 6** – Students are given a health policy case scenario (e.g., variation of state smoking policies) and data to analyze. Then, students are required to interpret the results of their analyses and apply the findings to make policy suggestions. Moreover, students draw linkages between analytical results and policies to make an impact on decision-making in public health. **Assessment File Name:** MPH 503 SPSS Lab Assignment 6
Public Health & Health Care Systems		

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	MPH 501 Introduction to Public Health	**Didactic Opportunity:** Weeks 4 and 13 (see p.7 & p.8 of syllabus). Lecture and readings from the required text: *Public Health: What It Is and How It Works (6th Ed.)*, Turnock, B. Chapters 6, 7, 26, 27, and three peer-reviewed journal articles. **Specific Assessment Opportunity: Assignment 5** – Students are given peer-reviewed articles provided by the instructor to develop a summative essay in which they compare the organization, structure, and function of healthcare, public health, and regulatory systems across different healthcare organizations and public health services as a public good among developed countries, including the United States. **Assessment File Name:** MPH 501 Assignment 5
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	MPH 561 Public Health Education	**Didactic Opportunity:** Week 1 (see p.8 of syllabus). Lecture, films, group discussion, required readings from the text: *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Ed.)*, McKenzie, J. Chapter 1, and additional readings: Rassi, A. Jr. (2009), Shepherd et al., (2018) – Racial and cultural minority experiences and perceptions of health care provision in a mid-western region **Specific Assessment Opportunity: Health Education Program Plan** – In the "Rationale and PRECEDE-PROCEED" section that evaluates CEPH Foundational Competency #6, students must include the discussions of health inequity challenges (at organizational, community, and systemic levels) resulting from structural bias, social inequities, and racism as they apply to a marginalized community in their Health Education Program Plan. Moreover, students are required to address health disparities and differences among groups, as well as the ways in which organizations, systems, and structures operate that may have inequitable influences on certain groups. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:**

		MPH 561 Health Education Program Plan
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	MPH 561 Public Health Education	**Didactic Opportunity:** Week 3 (see p.8 of syllabus). Lecture, films, group discussion, required readings from the text: *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Ed.),* McKenzie, J. Chapters 4 & 5. **Specific Assessment Opportunity: Health Education Program Plan** – In the "Needs Assessment and Measurement" section that evaluates CEPH Foundational Competency #7, students are required to address needs assessment, assets, and capacities in their program plan by examining the community's strengths, challenges, and desired health outcomes. Students are relying upon data that can be found in the literature or government websites, but they also must identify at least three instruments that would help them assess needs with respect to knowledge, attitudes, and behavior. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 561 Health Education Program Plan
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	MPH 561 Public Health Education	**Didactic Opportunity:** Week 1 (see p.8 of syllabus). Lecture, films, group discussion, required readings from the text: *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Ed.)*, McKenzie, J. Chapter 1, and additional readings: Rassi, A Jr. (2009), Shepherd et al. (2018) - Racial and cultural minority experiences and perceptions of health care provision in a mid-western region **Specific Assessment Opportunity: Health Education Program Plan** – In the "Rationale and PRECEDE-PROCEED" section and "Mission Statement, Goals, Objectives, and Behavioral Theories" section that evaluate CEPH Foundational Competency #8, students are required to design their health programs by applying concepts of cultural values/practices such as stakeholder involvement in planning, and consideration of cultural adaptation/tailoring, and cultural humility. Students must examine marginalized communities and address these

		concerns within the context of their program plan. It must also be addressed in the student's health education strategy/artifact that is designed by the student. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 561 Health Education Program Plan
9. Design a population-based policy, program, project, or intervention	MPH 561 Public Health Education	**Didactic Opportunity:** Weeks 2-4 &12-16 (see p.8 & p.10 of syllabus). Lecture and required readings from the text: *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Ed.)*, McKenzie, J. Chapters 2-7, 12-15. **Specific Assessment Opportunity: Health Education Program Plan** – In all sections of the "Health Education Program Plan" project that evaluate CEPH Foundational Competency #9, students are required to develop and design a comprehensive health education program plan for a marginalized population. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 561 Health Education Program Plan
10. Explain basic principles and tools of budget and resource management1	MPH 561 Public Health Education	**Didactic Opportunity:** Week 11 (see p.9 of syllabus). Required readings from the textbooks: *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Ed.)*, McKenzie, J. Chapters 9-11, and *Novick and Morrow's Public Health Administration: Principles for Population-Based Management (3rd Ed.)*, Shi, L. & Johnson, J. Chapter 9 - Public Health Finance (pp. 181-199). **Specific Assessment Opportunity: Health Education Program Plan** – In the "Resources and Marketing" section that evaluates CEPH Foundational Competency #10, students are required to create a realistic budget summary and budget narrative for their proposed Health Education Program. The

		budget narrative must include parameters related to planning/managing budgets and resources based on students' proposed budget summary throughout the health education program. Moreover, the budget narrative must identify how or why a line item helps to meet program objectives. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 561 Health Education Program Plan
11. Select methods to evaluate public health programs	MPH 506 Research Methods in Public Health	**Didactic Opportunity:** Week 3 (see p.6 of syllabus). Lecture, journal articles, and required reading from the text: *Conducting health research (2020)*, Kviz, F. Chapter 4. **Specific Assessment Opportunity: Role Play Discussion** – Students are given a case scenario and are required to select an appropriate evaluation method for a specific public health program. **Assessment File Name:** MPH 506 Role Play Discussion
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence	MPH 531 Public Health Policy	**Didactic Opportunity:** Weeks 5-7 and 13 (see p.7 & p.9 of syllabus). Lecture, journal articles, and required readings from the text: *Health policymaking in the United States (2021)*, Meacham, M. Chapters 4-6, 10. **Specific Assessment Opportunity 1: Legislative Process** – Students are required to write essays to answer a series of questions demonstrating their skills in explaining the technical aspects of how policies are created and adopted, including legislative and regulatory roles, as well as the processes. **Specific Assessment Opportunity 2: Ethics of Influence** – Students are required to work in pairs to evaluate the ethical influences that pertain to the policy-making process. Moreover, students must discuss how health policy research evidence and ethics may have an impact on policy-making. The instructor evaluates the student's competencies individually in

		this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Names:** MPH 531 Legislative Process MPH 531 Ethics of Influence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 531 Public Health Policy	**Didactic Opportunity:** Week 8 (see p.8 of syllabus). Lecture, guest speaker, and required readings from the text: *Health policymaking in the United States (2021)*, Meacham, M. Appendices 2.1-2.5. **Specific Assessment Opportunity: Coalition Building** – Students are required to work in pairs to identify potential community partners for building a strategic alliance. Students must answer who their potential collaborators are, why they were chosen, what makes them potential partners, and how these strategies will have a positive impact on public health outcomes. The instructor evaluates the student's competencies individually in this assignment along with the student's self-and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 531 Coalition Building
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	MPH 531 Public Health Policy	**Didactic Opportunity:** Week 8 (see p.8 of syllabus). Lecture and required readings from the text: *Health policymaking in the United States (2021), Meacham*, M. Appendices 2.1-2.5. **Specific Assessment Opportunity: Op-Ed Essay** – To advocate for a particular public health policy, students are required to write an op-ed to advocate for societal change favoring the health of the public. Students must provide robust evidence/argument and demonstrate their ability to engage in critical thought with a contemporary health issue and policy. Students must write to convince others of the need to take action to improve health in diverse populations such as students' fellow community, state, or US citizens. **Assessment File Name:** MPH 531 Op-Ed Essay

15. Evaluate policies for their impact on public health and health equity	MPH 521 Introduction to Environmental Health	**Didactic Opportunity:** Week 3 (see p.6 of the Syllabus). Lecture, group discussion, and required reading from the text: *Essentials of Environmental Health (3rd Ed.)*, Friis, R. Chapter 4. **Specific Assessment Opportunity: Discussion Board 3** – Students are required to read a real-world scenario that includes detailed information on specific health policies. Students must evaluate the policies based on the lecture notes and required readings given in Week 3. Moreover, students must answer three questions to evaluate the impact of the given environmental health policies (e.g., the Clean Water Act) related to environmental contaminants and write a narrative on the health equity aspect among the people with both intended and intended influence caused by the pollutants. **Assessment File Name:** MPH 521 Discussion Board 3
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	MPH 501 Introduction to Public Health	**Didactic Opportunity:** Week 9 (see p.8 of syllabus). Lecture, readings from the required text: *Introduction to Public Health (6th Ed.)*, Schneider, M. Chapters 16-17, *Public Health: What It Is and How It Works (6th Ed.)*, Turnock, B. Case Study 8, and two peer-viewed journal articles related to leadership. **Specific Assessment Opportunity: Assignment 4** – Students are given a scenario to apply the principles of leadership, governance, and management to develop their own strategies or approaches to respond to their identified public health issue. Students are required to write a 5-6 page paper. **Assessment File Name:** MPH 501 Assignment 4
17. Apply negotiation and mediation skills to address organizational or community challenges	MPH 521 Introduction to Environmental Health	**Didactic Opportunity:** Weeks 2-4 (see p.6 of the Syllabus). Lecture, group discussion, and required readings from the texts: *Essentials of Environmental Health (3rd Ed.)*, Friis, R. Chapters 6, 7 and *Getting to Yes (3rd Ed.),* Fisher, R., William U., & Patton, B. Chapters 2-5. **Specific Assessment Opportunity: Discussion Board 2** – This discussion series is a three-week long exercise where

		each student will act in different roles to gather knowledge on risk communication and apply their negotiation and mediation skills learned in class to reach agreements in order to resolve conflicting opinions on an environmental health issue. **Assessment File Name:** MPH 521 Discussion Board 2
Communication		
18. Select communication strategies for different audiences and sectors	MPH 521 Introduction to Environmental Health	**Didactic Opportunity:** Week 2 (see p.6 of the Syllabus). Lecture, group discussion, journal articles, and required reading from the text: *Essentials of Environmental Health (3rd Ed.)*, Friis, R. Chapter 3. **Specific Assessment Opportunity: Discussion Board 5** – Students are required to select a suitable risk communication strategy and write a one-page document that focuses on providing awareness programs to different audiences (e.g., people with limited health literacy). **Assessment File Name:** MPH 521 Discussion Board 5
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	MPH 511 Epidemiology	**Didactic Opportunity:** Week 4 (see p.6 of syllabus). Lecture and required reading: *Epidemiology: Beyond the Basics (4th Ed.*), Szklo, M. Chapter 9. **Specific Assessment Opportunity: Final Project** – Students are required to work on a final project to develop a "Communications Strategy" along with three practical work products based on their proposed communications strategy. The first product is to create appropriate communication material to communicate the contents and findings by synthesizing the assigned articles for public health and healthcare professionals. The second product is to create material to illustrate and communicate findings using words and images that are effective, accessible, and understandable for lay audiences. The third product requires students to orally communicate their Work Product #2 with their target audience using a one-minute video PSA (.mp4). Students' submitted video PSAs will be posted on the UIS MPH Facebook for

		classmates and the general public to further interact with each other. **Assessment File Name:** MPH 511 Final Project
20. Describe the importance of cultural competence in communicating public health content	MPH 501 Introduction to Public Health	**Didactic Opportunity:** Week 7 (see p.8 of syllabus). Lecture and readings from the required text: *Introduction to Public Health (6th Ed.)*, Schneider, M. Chapters 11-12, and two peer-reviewed journal articles. **Specific Assessment Opportunity: Assignment 3** – Students are given selected peer-reviewed articles to write an essay describing the importance of cultural competence in communicating public health content. **Assessment File Name:** MPH 501 Assignment 3
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	MPH 531 Public Health Policy	**Didactic Opportunity:** Week 6 (see p.7 of syllabus). Lecture, journal articles, and required reading from the text: *Health policymaking in the United States (2021)*, Meacham, M. Chapter 5. **Specific Assessment Opportunity: Interdisciplinary Interview and Integrative Paper** – Each student within a small group will interview a professional outside of the field of public health to discuss a specific health policy issue, solutions and strategies. After the interview is completed, students must get together and discusses what they have learned. Then, they have to combine the external sector/professional's perspective and/or knowledge with students' health training and other evidence from research. Finally, students must write the integration paper that follows the instructor's guidance. The instructor evaluates the student's competencies individually in this assignment along with the student's self- and inter-group assessment of specific examples in the narrative format. **Assessment File Name:** MPH 531 Interdisciplinary Interview and Integrative Policy Paper

Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	MPH 521 Introduction to Environmental Health	**Didactic Opportunity:** Week 1 (see p.6 of the Syllabus). Lecture, group discussion, journal articles, Thinking in systems: A primer, Wright, D. & Meadows, D. H. (2008), Chapter 1, and other required reading from the text: *Essentials of Environmental Health (3rd Ed.)*, Friis, R. Chapter 1. **Specific Assessment Opportunity: Academic Poster Part 2** – This group project focuses on developing a systems thinking diagram of the topic they select using tools in PowerPoint, which reflects a public health issue. Students are required to create appropriate elements, interconnection, and causal loop mechanisms such as positive and negative feedback. **Assessment File Name:** MPH 521 Academic Poster Part 2

4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Please see D2.4 Syllabi and supporting documentation of the electronic resource files which include syllabi and assessments for all courses listed in Template D2-2.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The MPH Program assesses the CEPH 22 Foundational Competencies in the core courses that all MPH degree students are required to take. All syllabi have gone through a thorough review for their adherence to the competencies.*
- *We have seen an enhancement in the quality of the syllabi. Several improvements have been implemented (e.g., a new assignment for Competencies #21).*
- *Students are introduced to the Foundational Competencies via course syllabi and have access to the matrix mapping of the Foundational Competencies to relevant MPH Core Courses in Part V of the MPH Student Handbook (2022-2023) – MPH Program Curriculum and Competencies. The URL of the Student Handbook is as follows: https://go.uis.edu/MPHhandbook*

Plan:

- *The UIS MPH Program will continue to regularly review the MPH core curriculum to ensure appropriate assessment of the 22 CEPH Foundational Competencies, which will provide feedback and guidance to MPH PIF and Non-PIF.*

D3. DrPH Foundational Competencies

Not applicable.

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

If the program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

   The MPH Program currently offers students two MPH degree offerings/concentration options: MPH-General and MPH-Environmental Health. Prospective students can choose a concentration that aligns with their educational goals and career development when they submit their applications. Each concentration has its own defined set of 5 advanced competencies which are provided in Template D4-1. These competencies were developed by the department chair/program director and MPH faculty within that concentration. Once defined, 10 competencies for our two concentrations were presented to the MPH Program Curriculum Committee, MPH Advisory Council Members, and CEPH representatives for their review and discussion. Finally, all competencies were shared with the students through MPH Student Handbook.

   We make efforts to incorporate similar formats and sections into all syllabi and competency assessments, which may lead to easier navigation for the reviewers. Several key conventions are detailed below.

   - *In each syllabus, the Concentration Competency is noted in the "**Course Competencies Required by CEPH and UIS MPH Program**" section and identified as "MPH-G#" (e.g., MPH-G1) for MPH-General concentration and "MPH-EH#" (e.g., MPH-EH#1) for MPH-Environmental Health concentration to correspond to the specific number of the Concentration Competency.*
   - *In each syllabus, the Didactic Opportunities (e.g., course topics, readings) are shown in the "**Course Outline and Schedule**" section.*

- *In each Specific Assessment, the Concentration Competency is noted in the "**CEPH Concentration Competencies**" section. In addition, the "MPH-G#" or "MPH-EH#" is used in the syllabi/assignments to provide a mapping from competencies to assignments.*

Template D4-1 below provides a matrix for each concentration that lists its 5 competencies for each concentration. For each competency listed in a specific row, there is an example of at least one assessment activity. Syllabi and detailed assessments are in the ERF.

TEMPLATE D4-1

Assessment of Competencies for MPH in General Concentration (i.e., MPH-General, MPH/HMS, MPH/MPA)		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity[n]**
1. Analyze data to prioritize public health and social issues and make decisions through social determinants of health	MPH 541 Social Determinants of Health	**Didactic Opportunity:** Week 4 and Weeks 5-10 (see p.9 & p.10 of Syllabus). Lecture, materials from *Healthy People 2030 – Social Determinants of Health*, and readings from the required texts: *The Challenges of Health Disparities (2019)*, Liu, D. Chapters 4-5, *Social Determinants of Health: A Comparative Approach (2nd Ed.)*, Davidson, A. Chapters 2, 4-7, 9, 10-13, and *Methods in Social Epidemiology (2017),* Oaks, J. Chapter 2. **Specific Assessment Opportunity: County Health Assessment (CHA) Project** – Built upon *CEPH foundational competency #3*, students are required to analyze, and use large databases (e.g., BRFSS, NHANES, Census) discussed in class to prioritize issues and make decisions in a real-world setting based on skills and knowledge of social determinants of health and social epidemiology. Students' final products can serve as a resource to promote public health in the communities. **Assessment File Name:** MPH 541 County Health Assessment Project
2. Create a multilevel framework to generate social determinants of health intervention strategies for targeted populations	MPH 541 Social Determinants of Health	**Didactic Opportunity:** Week 13 and Week 14 (see p.11 of Syllabus). Lecture, peer-reviewed journal articles, and readings from the required texts: *Social Determinants of Health: A Comparative Approach (2nd Ed.)*, Davidson, A. Chapter 14, and *Methods in Social Epidemiology (2017)*. Oaks, J. Chapter 8, 18. **Specific Assessment Opportunity: SDOH in Action Project** – Built upon *CEPH foundational competencies #4 and #22*, students must synthesize the Social Determinants of Health (SDOH) literature review to create a multi-level conceptual framework. Then, they use the framework to find the connection between a health outcome (or disease) and SDOH variables (i.e., SDOH-related health factors). The goal is to utilize the self-created theoretical multi-level

		framework to apply the systems thinking approach and generate SDOH-related intervention strategies. **Assessment File Name:** MPH 541 SDOH in Action Project
3. Integrate concepts and methods in social epidemiology to assess differences between population and individual health	MPH 541 Social Determinants of Health	**Didactic Opportunity:** Week 2 (see p.9 of Syllabus). Lecture, group discussion, and readings from the required text: *Social Determinants of Health: A Comparative Approach (2nd Ed.)*, Davidson, A. Chapters 1, 3. **Specific Assessment Opportunity: CP 2 Assignment** – Built upon *CEPH foundational competency #1*, using social epidemiology theories, students must write 4 analytical essays that allow them to differentiate and assess the population and individual level of health. Students must integrate social epidemiology scholarships (e.g., Michael Marmot, Richard Wilkinson, Geoffrey Rose, Whitehall Studies, and the Black report, etc.) and concepts, and then discuss the multi-level perspective in the area of the social gradient in health and social determinants of health. **Assessment File Name:** MPH 541 CP 2 Assignment
4. Propose an epidemiologic study design to address a public health research question and critique the strengths and limitations* *(*Note. Students must select one of the following courses from Advanced Epidemiology: MPH 512, 513, 514 that all evaluate this specific concentration competency.)*	MPH 512 Epidemiology of Infectious Diseases	**Didactic Opportunity:** Week 2 (see p.7 of syllabus). Lecture and required readings from the text: *Infectious Disease Epidemiology: Theory and Practice (3rd Ed.),* Nelson, K. & Carolyn, W. Chapters 2, 3. **Specific Assessment Opportunity: Final Paper -** Built upon *CEPH foundational competency #1*, students will identify an ***infectious disease research topic*** and write a seven to nine pages final paper. The paper will need to include the research question, epidemiological methods to answer that question, the potential target population and study population, and the potential strengths/limitations of the project. **Assessment File Name:** MPH 512 Final Paper
	MPH 513 Epidemiology of Chronic Diseases	**Didactic Opportunity:** Week 2 (see p.7 of syllabus). Lecture and required readings from the texts: *Chronic Disease Epidemiology, Prevention, and Control (4th Ed.),* Remington, P., Brownson, R., & Wagner, M. Chapter 3 and *Epidemiology: Beyond the Basics (4th Ed.),* Szklo, M. Chapters 1-3. **Specific Assessment Opportunity: Final Paper -** Built upon *CEPH foundational competency #1*, students must identify ***a chronic disease***

		research topic and write a seven to nine pages final paper. The paper will need to include the research question, epidemiological methods to answer that question, the potential target population and study population, and the potential strengths/limitations of the project. **Assessment File Name:** MPH 513 Final Paper
	MPH 514 Analytical Epidemiology	**Didactic Opportunity:** Week 3 and 4 (see p.7 of syllabus). Lecture and required readings from the text: *Epidemiology: Beyond the Basics (4th Ed.),* Szklo, M. Chapters 1, 3. **Specific Assessment Opportunity: Final Paper -** Built upon *CEPH foundational competency #1*, students are required to propose an epidemiological study to investigate ***a specific public health research topic*** and write a seven to nine pages final paper. The paper will need to include the research question, epidemiological methods to answer that question, the potential target population and study population, and the potential strengths/limitations of the project. **Assessment File Name:** MPH 514 Final Paper
5. Design an impact evaluation plan on a health policy related to a public health program or practice* *(*Note. Students must select one of the following courses from Advanced Public Health Policy: MPH 508, 575, 585 that all evaluate this specific concentration competency.)*	MPH 508 Program Evaluation for Public Health	**Didactic Opportunity:** Week 4 (see p.10 of Syllabus). Guest Lecture, two journal articles, required readings: *Impact Evaluation in Practice (2nd Ed.),* Gertler et al. (2016) Chapters 1-3, 6, and two journal articles: Burrows et al. (2012) - Client satisfaction and weight loss outcomes of student centred dietetic outpatient clinics, and Donath et al. (2011) - Day care for dementia patients from a family caregiver's point of view: A questionnaire study on expected quality and predictors of utilisation **Specific Assessment Opportunity: Creation of An Impact Evaluation Plan** – Building upon *CEPH foundational competency #14*, students are given two public health policies to choose from: ***(1) Bicycle Safety and (2) AIDS/HIV***. Then, they are required to select one policy and design an impact evaluation plan for it. The elements of the evaluation plan include policy description, health outcome, evaluation period and question(s), data selection, and data analysis. The required format and total length of the assignment are APA-style essays with 600-950 words. **Assessment File Name:** MPH 508 Creation of An Impact Evaluation Plan

	MPH 575 Health Economics	**Didactic Opportunity:** Week 9 (see p.11 of Syllabus). Lecture, group discussion, journal articles, and required readings: *Impact Evaluation in Practice (2nd Ed.),* Gertler et al. (2016). **Specific Assessment Opportunity: Week 9 Discussion** – Building upon *CEPH foundational competency #14*, students are given two public health policies to choose from: ***(1) Health Impact Influenced by Medicare Part D and (2) Colorectal Cancer Prevention***. Then, they are required to select one policy and design an impact evaluation plan for it. The elements of the evaluation plan include policy description, health outcome, evaluation period and question(s), data selection, and data analysis. In addition, students are required to critique one classmate's impact evaluation plan (e.g., strengths and weaknesses) and provide meaningful suggestions for their classmate to make improvements. The required format and total length of the assignment are APA-style essays with 750-1,200 words. **Assessment File Name:** MPH 575 Week 9 Discussion
	MPH 585 Introduction to Health Services and Administration	**Didactic Opportunity:** Week 2 (see p.9 of Syllabus). Guest Lecture, two journal articles, required readings: *Impact Evaluation in Practice (2nd Ed.),* Gertler et al. (2016) Chapters 1-3, 6, and required readings from the text*: Delivering Health Care in America (7th Ed.)*, Shi, L. & Singh, D. Chapter 13. **Specific Assessment Opportunity: Creation of An Impact Evaluation Plan** – Building upon *CEPH foundational competency #14*, students are given two public health policies to choose from: ***(1) Gun Control and (2) Smoking Ban***. Then, they are required to select one policy and design an impact evaluation plan for it. The elements of the evaluation plan include policy description, health outcome, evaluation period and question(s), data selection, and data analysis. The required format and total length of the assignment are APA-style essays with 600-950 words. **Assessment File Name:** MPH 585 Creation of An Impact Evaluation Plan

TEMPLATE D4-1

Assessment of Competencies for MPH in Environmental Health Concentration (i.e., MPH-Environmental Health)		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity[n]**
1. Evaluate chemical, biological, and radiological sources of concern to human health and identify methods to reduce exposure	MPH 449 Environmental Toxicology	**Didactic Opportunity:** Weeks 7-13 (see p.5-6 of Syllabus). Lecture, group discussion, and required readings from the text: *Principles and Practice of Toxicology in Public Health (2nd Ed.)*, Richards I. & Bourgeois, M. Chapters 9-17, 19, 22, 24. **Specific Assessment Opportunity: Special Topics Project** – Each student is required to identify and evaluate two issues or aspects of environmental toxicology (for example, chemical, biological, or radiological sources of concern), which are timely and relate to the discussion of toxicology in the "real" world. **Assessment File Name:** MPH 449 Special Topics Project
2. Integrate the principles of risk analysis and risk communication into communication strategies for diverse target audiences	MPH 526 Risk Management and Communication	**Didactic Opportunity:** Weeks 2-7 (see p.5 of Syllabus). Lecture, group discussion, and required readings from the text: *Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks (2018)*, Lundgren, R. & McMakin, A. Chapters 1-12. **Specific Assessment Opportunity: Project 1** – All students are required to take an actual risk scenario and perform a complete risk analysis that addresses peer and non-peer audiences. Students must also use appropriate government websites and peer-reviewed resources to research appropriate risk topics. Several examples of analytical components are (1) "Who are the stakeholders involved in your risk?" (2) "What types of negative consequences occur as a result of exposure to the hazard?" and (3) "How would you effectively communicate the risk to a lay audience?" **Assessment File Name:** MPH 526 Project 1
3. Develop information materials (e.g., brochure of fact sheets, technical report) for risk communication based on a risk analysis	MPH 526 Risk Management and Communication	**Didactic Opportunity:** Weeks 9-14 (see p.5 of Syllabus). Lecture, group discussion, and required readings from the text: *Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks (2018)*, Lundgren, R. & McMakin, A. Chapters 13-20. **Specific Assessment Opportunity: Project 2** – All students are required to take the hazard they identified in Project 1 and develop information materials for

		risk communication using established government guidelines. These information materials can be a newsletter, article, fact sheet, technical report, and so on. If students want to use brochures of the fact sheets, they will need to turn in an electronic version. If students prefer a technical report, they need to specify risks identified in the analysis in Project 1. **Assessment File Name:** MPH 526 Project 2
4. Construct components of an environmental risk assessment that meets established federal guidelines	MPH 527 Environmental Risk Assessment	**Didactic Opportunity:** Week 2 and Week 3 (see p.5 of Syllabus). Lecture and required reading from the text: *ATSDR Public Health Assessment Guidance Manual (2005)*, Public Health Assessment Guidance Manual. Chapter 2. **Specific Assessment Opportunity: Risk Assessment Project** – In Part 1 of the Risk Assessment Project, students are required to construct a risk assessment of an environmental oil spill by using CDC and Environmental Protection Agency (EPA) guidelines. Several examples of assessment components are (1) "Who/What/Where is at risk?" (2) "Toxicokinetic properties of contaminants" and (3) "Exposure Assessment - magnitude, frequency, and duration of human exposure." **Assessment File Name:** MPH 527 Risk Assessment Project
5. Assess an environmental risk through the lens of environmental justice and social determinants of health	MPH 527 Environmental Risk Assessment	**Didactic Opportunity:** Week 14 (see p.6 of Syllabus). Lecture, group discussion, and required reading from the text: *ATSDR Public Health Assessment Guidance Manual (2005)*, Public Health Assessment Guidance Manual. Chapter 4. **Specific Assessment Opportunity: Risk Assessment Project** – In Part 2 of the Risk Assessment Project, students are required to research and discuss a minimum of three (3) social determinants of health and how they can predispose/make a community susceptible to environmental contamination. Several examples of analytical components are (1) "What does the body do with the environmental hazard and how is this impacted by social determinants of health such as age, race, sex, and so on?" (2) "What are the health effects impacted by the environmental justice?" and (3) "How long does it take for an environmental hazard to cause a toxic effect? Does it matter when in a lifetime exposure occurs?" **Assessment File Name:** MPH MPH 527 Risk Assessment Project

2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

Not applicable

3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Please see D4.3 Syllabi and supporting documentation of the electronic resource files which includes syllabi and assessments for all courses listed in Template D4-1.

ERF Outline with Folder & File Names:

- Criterion D4 **(folder)**
  - D4.3 Syllabi and supporting documentation **(subfolder)**
    - MPH 449 Environmental Toxicology **(subfolder)**
      - *MPH 449 Environmental Toxicology.docx*
      - *MPH 449 Special Topics Project.docx*
    - MPH 508 Program Eval for PH **(subfolder)**
      - *MPH 508 Creation of An Impact Evaluation Plan.docx*
      - *MPH 508 Program Eval for PH.docx*
    - MPH 512 Epi of Infectious Diseases **(subfolder)**
      - *MPH 512 Epi of Infectious Diseases.docx*
      - *MPH 512 Final Paper.docx*
    - MPH 513 Epi of Chronic Diseases **(subfolder)**
      - *MPH 513 Epi of Chronic Diseases.docx*
      - *MPH 513 Final Paper.docx*
    - MPH 514 Analytical Epi **(subfolder)**
      - *MPH 514 Analytical Epi.docx*
      - *MPH 514 Final Paper.docx*
    - MPH 526 Risk Management & Communication **(subfolder)**
      - *MPH 526 Project 1.docx*
      - *MPH 526 Project 2.docx*
      - *MPH 526 Risk Management & Communication.docx*

- MPH 527 Environmental Risk Assessment **(subfolder)**
  - *MPH 527 Environmental Risk Assessment.docx*
  - *MPH 527 Risk Assessment Project.docx*
- MPH 541 Social Determinants of Hlth **(subfolder)**
  - *MPH 541 County Health Assessment Project.docx*
  - *MPH 541 CP 2 Assignment.docx*
  - *MPH 541 SDOH in Action Project.docx*
  - *MPH 541 Social Determinants of Hlth.docx*
- MPH 575 Health Economics **(subfolder)**
  - *MPH 575 Health Economics.docx*
  - *MPH 575 Week 9 Discussion.docx*
- MPH 585 Intro to Hlth Services & Admin **(subfolder)**
  - *MPH 585 Creation of An Impact Evaluation Plan.docx*
  - *MPH 585 Intro to Hlth Services & Admin.docx*

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program has successfully delineated ten higher-level competencies that represent the skills and applied knowledge expected of public health professionals for MPH-General (5 competencies) and MPH-Environmental Health (5 competencies). These collaborative products are group efforts from MPH faculty, MPH Advisory Council members, and CEPH representatives.*
- *Our course syllabi identify the competencies in the designated section and are mapped to didactic learning opportunities and assignments.*

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

   To ensure a supervised experience for all interns in public health practice, students are required to meet with the internship coordinator/instructor in advance to begin planning the applied learning experiences. Then, students need to identify an internship host site and a supervisor using resources from the program. Students are required to develop an acceptable internship learning agreement with supervision and advice from the internship coordinator and host site supervisor. The Internship Coordinator (a PIF)—directed by the department chair/program director, guided by the UIS MPH Program's vision and mission, and aware of the needs of communities—works with the student and host site supervisor to determine a list of the competencies that the program wants students graduating from the UIS to demonstrate competencies through their Applied Practice Experiences. Additionally, students must work with the Internship Coordinator and their host site supervisor to identify high-quality work deliverables that can demonstrate the selected 5 competencies from the list provided in the Internship Manual and course syllabus. In the learning agreement document, students must reflect on the 5 competencies that will be attained through the activities during the internship and develop in tandem with the host site supervisor to assure they align with site-specific needs. Each student must report on competency development throughout the internship. Finally, students will receive permission to enroll in the MPH 581 Internship course.

   Students' APEs and competency attainment are evaluated based on the following activities:

   - ***Work Deliverables:*** *Students must submit two work deliverables that reflect the competencies expected by the Department. Examples include a report, a white paper, a learning tool, a video clip, a podcast, or a presentation. At least two required work deliverables/products are expected to demonstrate the five competencies planned in the internship learning agreement. To be fully evaluated, each product must include the following items:*
     - ***Deliverable:*** *A written, visual, or oral product that can be reviewed by the Internship Coordinator.*

- ***Written Reflection:*** *A one-page written reflection in a Word document that discusses the context for the product and describes how this demonstrates the CEPH-defined Foundational Competencies listed in the Internship Learning Agreement.*
- ***Value/Contribution Statement:*** *A short statement from the host site supervisor indicating its value/contribution to the agency.*

The grading rubric for each work deliverable includes

- *The deliverable demonstrates attainment of the selected competencies.*
- *The facts, information, and graphics are accurate.*
- *The deliverable is professionally presented.*
- *The deliverable is free of grammatical errors and is well composed.*
- *One-page written reflection that explains the demonstration of competency attainment.*

In addition to the deliverables, students need to post a summary of how the deliverables reflect the competencies and a message from their host supervisors that the deliverables benefit the agency. Students' deliverables will be graded using the grading rubric described in the Internship Manual after all the accompanying documents are submitted on Canvas.

- ***Intermittent Reports, 50-hour Reflection Papers, and Final Paper - Comprehensive Summary of Learning Experience:*** *All student complete reports and submits them to the internship coordinator on the MPH 581 Course Canvas Site. Students perform 50 contact hours for each hour of graduate credit. MPH/HMS joint degree interns must perform 100 hours for each credit hour. Students submit all documents required by the internship coordinator at the established time intervals. The Final Report (i.e., the comprehensive summary of the internship experience) and the host site supervisor evaluation must be submitted before the final grade is awarded.*

The UIS MPH Program requires all MPH students to complete program-relevant applied practice experiences (APEs) through the MPH 581 Internship course, grounded in foundational competencies with specialized knowledge and expertise in a selected public health discipline. Students have an opportunity to apply the knowledge and skills acquired throughout the internship. The primary objective of the APEs is to allow students to demonstrate their abilities to apply public health knowledge to a service-learning practice or attain competencies through practical and hands-on experienced. The MPH-General, MPH-Environmental Health, and MPH/MPA require 200 contact-hour experiences. The MPH/HMS requires 400 internship contact hours to be performed. The APE may be completed in a non-profit, governmental, industrial, non-governmental, university-affiliated, and/or for-profit setting. The APEs allow all students to demonstrate attainment of at least five foundational competencies. The competencies are uniquely crafted for each intern.

During the applied learning experiences throughout the internship, the host site supervisor and internship coordinator communicate via phone, email, or site visit to discuss the progress of the student/intern. At the end of the defined experience, the host site supervisor submits to the internship coordinator/instructor supervisor a final written evaluation of the student's performance of the terms specified in the learning agreement.

2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

Please see D5.2 APE requirements of the electronic resource files that include the MPH 581 (Internship) Course Syllabus and Internship Manual.

ERF Outline with Folder & File Names:

- Criterion D5 **(folder)**
  - D5.2 APE requirements **(subfolder)**
    - *MPH 581 Internship Manual.docx*
    - *MPH 581 Internship.docx*

3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.

See Template D5-1 below for Student Work Product Samples with identified competencies of ***5 MPH-Environmental Health students.***

TEMPLATE D5-1

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 1 in MPH-Environmental Health (EH) Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 1 Sample Products:
Work Product #1 – Region 10 Critical Information Requirements Alert Protocol
Work Product #2 – ASPR Region 10 notification procedures presentation
Supplementary File:
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Products #1 and #2, Student 1 (MPH-EH) evaluated the public health preparedness and emergency response policies and alert protocols in Region 10 in the US (Alaska, Idaho, Oregon, and Washington). Moreover, Student 1 assisted with the design of the test/drill of the Region 10 alert protocol for the Office of the Assistant Secretary for Preparedness and Response (ASPR). In addition, Student 1 worked with environmental health policy specialists, emergency preparedness and management professionals, and medical professionals by taking the form of daily consultations, fact-findings, and planning with interdisciplinary nodes of government in order to provide suggestions to current ASPR's "Critical Information Requirements (CIR)" protocols. Moreover, Student 1 was required to apply his professional communication skills frequently via written and oral</td><td>7. Assess population needs, assets and capacities that affect communities' health</td></tr>
<tr><td>9. Design a population-based policy, program, project or interventions</td></tr>
<tr><td>15. Evaluate policies for their impact on public health and health equity</td></tr>
<tr><td>19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation</td></tr>
<tr><td>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</td></tr>
</table>

communication with ASPR Region 10 team members, ASPR headquarters staff members, and interagency partners.	

Practice-based products that demonstrate MPH competency achievement: Student 2 in MPH-Environmental Health (EH) Concentration	
Specific products in portfolio that demonstrate application or practice^	**Competency as defined in Criteria D2 and D4***
Student 2 Sample Products: • **Work Product #1** – Trends in HIV Presentation • **Work Product #2** – Infographic Transmission and Prevention Strategies **Supplementary Files:** • Internship Learning Agreement **Explanation of Competency Demonstration in Work Products:** • In Work Product #1 and #2, Student 2 (MPH-EH) investigated HIV surveillance data to determine if the data had met the requirement to classify such cases as new infection, latent infection, or reinfection. She also used Excel/SPSS to analyze secondary datasets and interpreted the results by applying epidemiological methods. Moreover, she developed health communication/promotion materials to improve outcomes for people living with HIV in Illinois. In addition, Student 2 created culturally targeted public health education/promotion content focusing on HIV, health equity, and other public health issues via PowerPoint presentations and other training content that can be shared with health departments, community-based organizations, and statewide public health professionals.	1. Apply epidemiological methods to settings and situations in public health practice 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate 4. Interpret results of data analysis for public health research, policy, or practice 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

Practice-based products that demonstrate MPH competency achievement: Student 3 in MPH-Environmental Health (EH) Concentration	
Specific products in portfolio that demonstrate application or practice^	**Competency as defined in Criteria D2 and D4***
Student 3 Sample Products: • **Work Product #1** – Foodborne illness and food allergies training material (in Both in English and Arabic) • **Work Product #2** – Regulations training material (in Both in English and Arabic) • **Work Product #3** – Foodborne Illness Risk Factors and Public Health Intervention Report **Supplementary File:** • Internship Learning Agreement **Explanation of Competency Demonstration in Work Products:** • In Work Products #1 and #2, Student 3 (MPH-EH) worked as an intern at Sangamon County in Illinois. She developed a series of informational presentations and brochures to use as supplemental training resources on a variety of safety topics (e.g., food safety regulations, new food code implementation and education). These training materials were used to educate local restaurant managers, health inspectors, and food handling workers whose main spoken language is Arabic. Moreover, Student 3 integrated perspectives from other professions such as social workers, and developed a code of guidelines in the Arabic language to facilitate more effective communication about the health factors and inherent aspects within the population with the consideration of cultural competence. • In Work Product #3, Student 3 applied the various communication strategies during food safety inspection by ensuring safety through compliance and working to alleviate any potential risk that would affect the health and welfare of the local restaurants and grocery stores in the county. She also assisted with a variety of assessments of public health conditions, food safety, and the health of individuals in the work setting. Additionally, she identified and mitigated problems in food safety within the public space.	14. Advocate for political, social or economic policies and programs that will improve health in diverse populations 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation 20. Describe the importance of cultural competence in communicating public health content 21. Integrate perspectives from other sectors and/or professions to promote and advance population health

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 4 in MPH-Environmental Health (EH) Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 4 Sample Products:
Work Product #1 – West Nile Virus Testing – Mosquito Gravid Location (Illinois), RAMP (Rapid Analyte Measurement Platform) Testing Training for County Health Department Interns and Workers
Work Product #2 – Training presentation
Supplementary File:
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Product #1, Student 4 (MPH-EH) was employed and interned with the Sangamon County Department of Public Health (SCDPH). She was the West Nile Virus inspector and assisted health inspectors (in the environmental health division at SCDPH) with food safety health education. As a West Nile Virus inspector, she collected both quantitative and qualitative data regarding the mosquito populations in Sangamon County. Moreover, analytical results and lessons learned from West Nile Virus testing and data analysis were used to enhance planning management of the mosquito populations in the state.
In Work Product #2, Student 4 assisted in handwashing education for kids who participated in Springfield YMCA Summer Camps after she completed larvicide and safe food handling training provided by SCDPH. Student 4 collaborated with summer camp managers, staff, and coaches to integrate perspectives from them to create children-friendly hand hygiene and handwashing education materials (e.g., PowerPoint slides). Additionally, she taught children campers with her developed materials several times at the beginning of different summer camps.</td><td>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</td></tr>
<tr><td>4. Interpret results of data analysis for public health research, policy, or practice</td></tr>
<tr><td>18. Select communication strategies for different audiences and sectors</td></tr>
<tr><td>19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation</td></tr>
<tr><td>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</td></tr>
</table>

Practice-based products that demonstrate MPH competency achievement: Student 5 in MPH-Environmental Health (EH) Concentration	
Specific products in portfolio that demonstrate application or practice^	**Competency as defined in Criteria D2 and D4***
Student 5 Sample Products: • **Work Product #1** – Food Code Training Handout 1 • **Work Product #2** – Food Code Training Handout 2 • **Work Product #3** – Illinois State Fair Vendor Training Presentation • **Work Product #4** – Foodborne Illness Risk Factors and Public Health Intervention Report for a Chinese Restaurant with consideration of cultural competence **Supplementary File:** • Internship Learning Agreement **Explanation of Competency Demonstration in Work Products:** • In Work Products #1 and #2, Student 5 (MPH-EH) created a variety of handouts that act as educational materials for his internship host site at the Sangamon County Department of Public Health in Springfield, Illinois. The critical information in these handouts was related to the 2017 FDA Food Code during the transition when the State of Illinois had implemented a new Food Code to be more in line with the federal standards. • In Work Product #3, Student 5 assisted with the creation of food safety health education materials in the presentation for all food vendors and companies that attended the Illinois State Fair held in Springfield, Illinois. • In Work Product #4, a list of establishments that was assigned to Student 5 involves High, Medium, and Low-risk facilities (e.g., restaurants, grocery stores) where Student 5 performed Sangamon County's routine health inspections to ensure the standards written in the FDA 2017 Food Code are being upheld. Student 5 was required to select appropriate data collection methods (both quantitative and qualitative methods) to compile inspection records and reports. Student 5 was also required to communicate the content with consideration of cultural competence with facilities of food-handling places.	2. Select quantitative and qualitative data collection methods appropriate for a given public health context 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation 20. Describe the importance of cultural competence in communicating public health content

*See more content in Template D5-1 below for Student Work Product Samples with identified competencies of **6 MPH-General students.***

TEMPLATE D5-1

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 1 in MPH-General Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 1 Sample Products:
Work Product #1 – The Illinois Cancer Community Conversation Town Hall Presentation & Coalition Building
Work Product #2 – The “Call to Action: What People of Illinois Can Do” Action Plan Outlines
Supplementary File:
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Product #1, Student 1 (MPH-General) assisted with facilitating collaborations and discussions in a series of focus groups with people of the population that are affected by cancer to inform on health equity in the 2022-2027 Illinois State Cancer Plan. Focus groups and stakeholders include cancer survivors, co-survivors, and caregivers. These were occurring in different languages with participants of different races and ethnicities and people of different sexual orientations across the state of Illinois. Moreover, Student 1 assisted with developing the community forum and focus groups of the 2022-2027 State Cancer Plan. These activities were to elicit feedback and to know what the population needs are to be included in the State Cancer Plan.
In Work Product #2, Student 1 evaluated the membership of the Illinois Cancer Partnership (ICP) to assess the partnership composition to identify areas of need for partners and stakeholders. Using this evaluation, Student 1 developed a strategy to identify and recruit new stakeholders to join the ICP to increase the level and reach of cancer prevention and control strategies to reach different populations in Illinois while also targeting vulnerable populations.</td><td>7. Assess population needs, assets and capacities that affect communities’ health</td></tr>
<tr><td>13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td></tr>
<tr><td>18. Select communication strategies for different audiences and sectors</td></tr>
<tr><td>19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation</td></tr>
<tr><td>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</td></tr>
</table>

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 2 in MPH-General Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 2 Sample Products:
Work Product #1 – Presentation of the Internal audit findings from the pediatric dialysis unit at the hospital. The audit was conducted under the Ohio Centers for Medicare and Medicaid Services guidelines.
Work Product #2 – Action plan chart for the internal audit of the pediatrics dialysis unit
Supplementary File:
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Products #1 and #2, Student 2 (MPH-General) was employed pediatric nephrology fellow at the Cincinnati Children’s Hospital and Medical Center (CCHMC) Regulatory Division (for the Dialysis Unit & Home Care) which is also Student 2’s internship host site. She completed a dialysis audit best practice survey project (including distributed survey questions & interviews) by applying CEPH-defined Foundational Competencies C2, C3, and C4. She selected proper data collection methods and collected all survey data, analyzed them using statistical software. She also interpreted the findings and find dialysis regulation policy implications. The conclusions from her survey project were used to collaborate with the hospital’s medical director and clinical director, managers, and staff to design a mock audit for the dialysis unit at the CCHMC with the consideration of the Quality Assurance and Performance Improvement (QAPI). Student 2’s internship projects were presented with her collaborators to all hospital workers (doctors, nurses, managers, clinical workers, and other staff).</td><td>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</td></tr>
<tr><td>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate</td></tr>
<tr><td>4. Interpret results of data analysis for public health research, policy, or practice</td></tr>
<tr><td>7. Assess population needs, assets and capacities that affect communities’ health</td></tr>
<tr><td>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</td></tr>
</table>

Practice-based products that demonstrate MPH competency achievement: Student 3 in MPH-General Concentration	
Specific products in portfolio that demonstrate application or practice^	**Competency as defined in Criteria D2 and D4***
Student 3 Sample Products: • **Work Product #1** – A PPTX narrated presentation entitled "Health Care Quality and Access" for the IL Dept. of Health and Family Services. • **Work Product #2** – Student 3's portion of the HFS annual report 2020 - Medical Assistance Program **Supplementary Files:** • Internship Final Paper • Internship Learning Agreement **Explanation of Competency Demonstration in Work Products:** • In Work Products #1 and #2, Student 3 (MPH-General) worked in the Bureau of All Kids which operates all kids, family care, moms & babies, MPE, ACA adults, Breast and Cervical Cancer, and Department of Corrections medical programs. Student 3 performed a literature review on quality assurance strategies for Managed care of the state for the Illinois Department of Healthcare and Family Services (IDHFS) annual report 2020. By communicating directly to the eligible residents of Illinois, Student 3 came across health disparities, and challenges encountered by the community in navigating the system. After analyzing the data of uninsured Illinoisans, Student 3 suggested ways to cover health plans for the maximum number of people. Student 3 delivered two presentations at the Bureau of All Kids staff meetings about the health of people and the availability of health insurance to all the residents of Illinois. Moreover, Student 3 communicated with families who are eligible for health care coverage via mail and telephone and explain how they can enroll in the program. Then Student 3 helped families understand and fully utilize their healthcare coverage using audience-appropriate language that is easy to understand.	2. Select quantitative and qualitative data collection methods appropriate for a given public health context 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate 4. Interpret results of data analysis for public health research, policy, or practice 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 4 in MPH-General Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 4 Sample Products:
Work Product #1 – Immunization reimbursement strategic plan
Work Product #2 – Healthy food access & education presentation
Supplementary File:
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Product #1, Student 4 (MPH-General) analyzes and interpreted surveillance data on HIV/AIDS from the St. Clair County Health Department in Illinois. Analytical findings and results were used to develop the most recent Illinois Project for Local Assessment of Needs (IPLAN) and create a plan for potential practice and implementation of prevention strategies. Moreover, Student 4 collaborated with formal and informal inter-professional team meetings with St. Clair County Health Department staff and external stakeholders.
In Work Product #2, Student 4 engaged in another community needs assessment project related to healthy food access and education for different populations and audiences. Based on this needs assessment project, Student 4 helped design a population-based healthy food access intervention and presented the goal to increase access to healthy food for vulnerable low-income community residents. In addition, Student 4 assisted several new initiatives (e.g., Mobile Markets for Healthy Food Distribution, Demonstration Kitchen, Diabetes Support Group) in Marion County & Jefferson County in Illinois. Then, she presented these plans at the internship host site and worked with external stakeholders.</td><td>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</td></tr>
<tr><td>4. Interpret results of data analysis for public health research, policy, or practice</td></tr>
<tr><td>7. Assess population needs, assets, and capacities that affect communities’ health</td></tr>
<tr><td>9. Design a population-based policy, program, project or intervention</td></tr>
<tr><td>19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation</td></tr>
</table>

<table>
<tr><th colspan="2">Practice-based products that demonstrate MPH competency achievement: Student 5 in MPH-General Concentration</th></tr>
<tr><th>Specific products in portfolio that demonstrate application or practice^</th><th>Competency as defined in Criteria D2 and D4*</th></tr>
<tr><td rowspan="5">Student 5 Sample Products:
Work Product #1 – Hep B employee vaccination strategy handout for Licking Hospital
Work Product #2 – HBV vaccine hesitancy training
Supplementary Files:
Internship Final Paper
Internship Learning Agreement
Explanation of Competency Demonstration in Work Products:
In Work Product #1, national and local epidemiology data were compared to determine expected incidences of Hepatitis B in selected patients and populations. Statistical analyses were also conducted by comparing pre-intervention and post-intervention vaccination rates. Both qualitative and quantitative data collection methods were used. Datasets were used in a computer-based statistical software and reported. Analytical results and findings were used for a health education program to alleviate Hepatitis B vaccine hesitancy.
In Work Products #2, the health education program was focused on new-hire employees. Constructs from the Health Belief Model (HBM) were used to target beliefs of Hepatitis B vaccine hesitancy. Motivational interviewing was used in collaborating with trained nursing staff to help vaccine-hesitant patients overcome vaccine hesitancy. This approach is an example to select proper communication strategies for different audiences and stakeholders with targeted public health content. Student 5 (MPH-General) was employed as a physician in a multi-disciplinary physician group in a community hospital. In addition, Student 5 served on several committees including Safety Committee and Infection Prevention. She also fostered program goals and ideas with other departments including Human Resources, Public Relations, and other physician groups in the organization.</td><td>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</td></tr>
<tr><td>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</td></tr>
<tr><td>4. Interpret results of data analysis for public health research, policy, or practice</td></tr>
<tr><td>18. Select communication strategies for different audiences and sectors</td></tr>
<tr><td>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</td></tr>
</table>

Practice-based products that demonstrate MPH competency achievement: Student 6 in MPH-General Concentration	
Specific products in portfolio that demonstrate application or practice^	**Competency as defined in Criteria D2 and D4***
Student 6 Sample Products: • **Work Product #1** – Air Quality Flag Program Proposal • **Work Product #2** – Information session for the administrators of the school on why the program should be implemented in Peoria schools, including why schools are at risk and what the implementation of the program would mean. **Supplementary File:** • Internship Final Paper • Internship Learning Agreement **Explanation of Competency Demonstration in Work Products:** • In Work Product #1 and #2, Student 6 (MPH-General) gathered data on the reception of the program in schools and use that data to create a proposal to extend the program to other schools in Peoria County in Illinois. Moreover, she planned educational sessions on air quality and what it means for students and developed health education programs with the help of UIC Medical School (Peoria campus) students and other healthcare professionals in order to show how environmental health can affect physical health. In addition, Student 6 communicated frequently with community residents, school administrators, and collaborators at UIC Medical School on the Peoria campus, and then created educational sessions that communicate air quality information to schools and other different audiences in the community.	7. Assess population needs, assets and capacities that affect communities' health 9. Design a population-based policy, program, project or intervention 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation 21. Integrate perspectives from other sectors and/or professions to promote and advance population health

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The UIS MPH Program has a good connection with the internship host site and public health practitioners who are relevant host site supervisor candidates, which provides good opportunities for applied practical experiences (APEs) for our MPH students.*
- *The program has an established procedure for identifying internship host site supervisors, selecting CEPH-defined foundational competencies, and assessing students' competency attainment in practical and applied settings.*
- *Current and future students can access the UIS MPH Internship Manual via the following URL (https://go.uis.edu/MPHinternship)*

D6. DrPH Applied Practice Experience

Not applicable.

D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

TEMPLATE D7-1

MPH Integrative Learning Experience for All UIS MPH Students	
Integrative learning experience (list all options)	**How competencies are synthesized**
Comprehensive Exam (i.e., MPH degree closure exam)	MPH faculty selects a public health topic and develops questions from selected CEPH foundational competencies and concentration competencies. Specifically, the first portion of the Comprehensive Exam contains a series of questions that ask students to demonstrate the synthesis of foundational and concentration competencies in the form of a high-quality written product. In the first portion, faculty identify **2 CEPH foundational competencies and 1 concentration competency** that are aligned with students' academic and professional goals, as well as create interrelated questions that guide students to synthesize competencies. **More than one faculty** grades the exam components to assess students' ability to effectively integrate/synthesize these competencies in their high-quality written products. ● An example from the Comprehensive Exam (Spring 2022) demonstrates how competencies are synthesized for all MPH-General students. In the first portion (i.e., "policy in public health"), faculty ask MPH-General students to create well-written Policy Briefs that evaluate students' competency of **CEPH C14** (Advocate for political, social or economic policies and programs that will improve health in diverse populations). Then, students are required to design Impact Evaluation Plans based on the law that is derived from students' policy briefs and other evidence-based references, which evaluates concentration competency **MPH-G5** (Design an impact evaluation plan on a health policy related to a public health

	program or practice). Finally, students are required to create communication materials based on their Policy Briefs and Impact Evaluation Plans for the diverse nature of stakeholders and different audiences, which evaluates students' competency of **CEPH C19** (Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation). Overall, these processes integrate CEPH foundational competencies C14, C19, and "MPH-General Concentration Competency G5." ● An example from the Comprehensive Exam (Spring 2022) demonstrates how competencies are synthesized for all MPH-Environmental Health students. In the first portion (i.e., "Systems Thinking and Communication"), faculty ask MPH-Environmental Health students to draw a systems thinking diagram based on a public health topic, which evaluates students' competency of **CEPH C22** (Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative). Then, students are required to perform a risk analysis based on their self-created systems thinking diagram and develop information materials for risk communication by selecting appropriate communication strategies, which evaluates concentration competency **MPH-EH#3** (Develop information materials (e.g., brochure of fact sheets, technical report) for risk communication based on a risk analysis) and **CEPH C18** (Select communication strategies for different audiences and sectors). Overall, these processes integrate CEPH foundational competencies C22, C18, and "MPH-Environmental Health Concentration Competency EH#3." The second portion of the Comprehensive Exam combines public health competencies and knowledge components addressed across MPH courses. Each faculty evaluator grades students' work based on his/her assigned competency assessment areas. These questions are UIS MPH degree requirements that meet UIS closure exam standards. Finally, students must submit high-quality written products for the entire Comprehensive Exam in order to construct a 15-30 page APA Paper/Report with researched and analytical content based on peer-reviewed references and self-created materials (e.g., policy brief, risk communication). All faculty members attend a designated meeting each semester to discuss all exam takers' grades and make final decisions on the pass or fail.

2) Briefly summarize the process, expectations, and assessment for each integrative learning experience.

The MPH Program has been focusing on students' abilities to engage in Integrative Learning Experiences (i.e., MPH Comprehensive Exam) to demonstrate achievement of synthesis of CEPH defined 22 competencies and concentration competencies required by the program. Before Spring 2022, our comprehensive exam essay questions have been comprised of five portions (epidemiology, biostatistics, public health policy, public health education, and environmental health) that are integrated within a case scenario derived from an emerging public health issue. Since Spring 2022, the Comprehensive Exam has been shifted to a CEPH competency-driven high-quality written product (i.e., APA paper/report ranging from 20-30 pages).

The ILE is designed to be completed at or near the end of a student's program of study where they will be guided through the Comprehensive Exam Information Session held by the chair of the MPH Program. The exam takers are required to provide a construct for assessment, assurance, and policy development based on a given emerging public health issue. The students in the exam use all written resources available to them for the evaluation of the case study problem, design of the interventions, and program evaluation. The case study model allows the students to effectively synthesize public health competencies and peer-reviewed information, and students' analyses onto a comprehensive and integrated paper that demonstrates performance relative to relevant competency areas.

Process:
The department chair serves as the Comprehensive Exam Coordinator/Faculty Leader. The coordinator schedules the exam and assigns a faculty member to create the case scenario for the comprehensive exam with all MPH faculty's input. Each semester, all faculty members discuss thoroughly and develop an emerging public health issue to be the new case scenario for that specific semester. Moreover, the coordinator builds a Comprehensive Exam Timeline throughout the semester and the Exam Canvas Site with 4 modules about exam overview and guidelines, FAQ, review of CEPH and MPH competencies, and competency assessment questions. In addition, the coordinator sets up access dates of the exam, responds to comprehensive exam-related questions from students and faculty, uploads finalized two versions (MPH-General & MPH-EH) of questions, calculates final grades, and discusses the scores with all faculty in a designated faculty meeting. Finally, the coordinator sends letters to students about their Comprehensive Exam final results (pass or failure) and sends the Master's Closure Approval Forms to the Office of the Registrar. The exam is administered over a ten-day period (two weekends and the week in between) as a take-home high-quality written APA paper.

Expectations:
The designated exam coordinator and all other faculty members develop exam questions. The questions include an application component that compels students to integrate CEPH foundational competencies and concentration competencies and apply both to case studies with a specific public health topic. Students are expected to (1) demonstrate mastery of knowledge (e.g., important public health concepts, principles, theoretical models) commonly used in the profession and (2) apply specific competencies (e.g., assessment and intervention planning/evaluation methods) to faculty-provided scenarios and student-generated analytical results that are specific to a public health issue. In other words, we expect our students to go beyond knowledge and demonstrate their ability to apply it in public health settings. Students are also expected to display a satisfactory overall written performance in scholarship, clarity of communication, and evidence of critical thinking in addition to demonstrating development/integration of public health competencies.

Assessment:
The first portion of the comprehensive exam provides students opportunities to integrate CEPH-defined competencies with a concentration competency. This portion is graded by at least one faculty member within that public health concentration area based on CEPH Template C2-1. The second portion of the comprehensive exam (UIS closure exam requirement) is graded by one faculty member that designs questions specifically for assessments of CEPH foundational competencies.

The individual faculty grades are aggregated. In order to pass the exam, students are required to obtain an overall score of at least 70% (converted by the total points earned by a student) based on students' answers for the first portion and second portion.

- *In the first portion of the exam with competency integration assessment questions that are designed/graded by more than one faculty member, the students' points will be summed up to reflect the relevance of the weights.*
- *In the second portion, the students' points will be summed up for questions created to evaluate multiple CEPH foundational competencies to reflect proper weights.*

Please refer to the UIS MPH Comprehensive Exam Grading Guidelines that demonstrate the methods through which faculty assess the integrative learning experience with regard to students' overall performance of the competencies. All borderline and failed exams are fully reexamined and regraded by all faculty if necessary.

All exam answers and written products MUST meet the APA requirements for format, citations and references, and are scanned through Turnitin for plagiarism prior to grading. Up to 5% of the total points will be subtracted from students' papers that fail to follow the APA formatting, grammar, and page length quality. Exams that violate academic integrity will not be scored and will be considered failed exams. Students who fail the exam are allowed only two attempts to retake the examination in the following consecutive semesters except for summer.

3) Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.

Please see D7.3 ILE requirements of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion D7 **(folder)**
  - D7.3 ILE requirements **(subfolder)**
    - *Comp Exam Info Session (Spring 2022).pptx*
    - *Comprehensive Exam Policies and Procedures.docx*

4) Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.

Please see D7.4 Methods of competency assessment of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion D7 **(folder)**
  - D7.4 Methods of competency assessment **(subfolder)**
    - *MPH-EH Comp Exam Questions.docx*
    - *MPH-EH Grading.docx*
    - *MPH-General Comp Exam Questions.docx*
    - *MPH-General Grading.docx*

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Please see D7.5 Student samples of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion D7 **(folder)**

- D7.5 Student samples **(subfolder)**
  - MPH-Environmental Health **(subfolder)**
    - Student 1 **(subfolder)**
      - *Written Product 1.docx*
    - Student 2 **(subfolder)**
      - *Written Product 2.docx*
    - Student 3 **(subfolder)**
      - *Written Product 3.docx*
    - Student 4 **(subfolder)**
      - *Written Product 4.docx*
    - Student 5 **(subfolder)**
      - *Written Product 5.docx*
  - MPH-General **(subfolder)**
    - Student 1 **(subfolder)**
      - *Written Product 1.docx*
    - Student 2 **(subfolder)**
      - *Written Product 2.docx*
    - Student 3 **(subfolder)**
      - *Written Product 3.docx*
    - Student 4 **(subfolder)**
      - *Written Product 4.docx*
    - Student 5 **(subfolder)**
      - *Written Product 5.docx*

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not applicable.

D8. DrPH Integrative Learning Experience

Not applicable.

D9. Public Health Bachelor's Degree Foundational Domains

Not applicable.

D10. Public Health Bachelor's Degree Foundational Competencies

Not applicable.

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Not applicable.

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

Not applicable.

D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

   All MPH courses carry 4 credits each.

   Our MPH Program (including MPH-General and MPH-Environmental Health) at UIS requires 12 courses consisting of four credit hours each, for a total of 48 semester credit hours for graduation.
   - *MPH-General students are required to complete 32 core credits and 16 concentration credits.*
   - *MPH-Environmental Health students are required to complete 32 core credits, 12 concentration credits, and 4 credits in electives.*

   Our MPH/HMS (Master of Arts in Human Services) Joint Degree is a 76-credit hour master's degree option that requires students to take 40 credit hours from MPH and 32 credit hours from HMS, plus a 4-credit hour internship from the MPH Program, which leads to the 44-credit hour requirement in MPH for MPH/HMS Joint Degree. Our MPH/MPA (Master of Public Administration) Joint Degree requires 74 semester credit hours, of which 44 are MPH hours.

2) Define a credit with regard to classroom/contact hours.

   The UIS Catalog defines a credit hour as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

   1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or*
   2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practical, studio work, and other academic work leading toward the award of credit hours."*

   Additionally, the UIS Catalog defines that one credit hour for MPH 581-Internship represents 50 contact hours at the host site.

D14. DrPH Program Length

Not applicable.

D15. Bachelor's Degree Program Length

Not applicable.

D16. Academic and Highly Specialized Public Health Master's Degrees

Not applicable.

D17. Academic Public Health Doctoral Degrees

Not applicable.

D18. All Remaining Degrees

Not applicable.

D19. Distance Education

The university provides needed support for the program, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

   The UIS MPH Program provides two offerings of the Master of Public Health degree, MPH-General and MPH-Environmental Health (MPH-EH), in both distance education format and on-campus formats. Online learning at UIS was initiated in 1997. Today, UIS offers 12 online undergraduate degree programs, 13 online graduate degree programs, and 15 online certification programs. Our Online MPH Degree Program follows the identical degree plans to the in-person MPH degree program.

2) Describe the public health distance education programs, including

   a) an explanation of the model or methods used,

      The online MPH-General (including MPH/HMS, MPH/MPA) and MPH-EH degrees at UIS can be delivered entirely online, and fully online students are not required to travel to the UIS campus in Springfield, IL, at any time. Apart from the delivery mechanism, both online and on-campus MPH degree offerings have an identical curriculum, which it engages the same faculty, curriculum, competencies, and essential learning experiences. Students usually apply for admission in the fall, spring, and summer semesters and proceed through the program in a similar manner compared with the in-person (i.e., on-campus) program. Both online and on-campus students take the same courses taught by the same instructor on most occasions.

      Asynchronous Delivery Model: *UIS defines online sections delivered online asynchronously over the Internet via the World Wide Web. All didactic courses in the MPH Program are delivered asynchronously online. Like all other UIS online courses, our MPH Program uses Canvas as its learning management system. Emails, bulletin boards, and online and on-campus course facilitation all are integrated into Canvas. The Canvas at UIS is available to all faculty (including PIF and Non-PIF) for the development of courses and co-curricular content. Our Canvas offers students with stable access to course syllabi and other important information such as assignments, calendars, and course content. It also provides a hub of a variety of tools allowing students to work at their own pace. Tools that are integrated within Canvas can facilitate students' learning needs and enhance the faculty's capability to access students' learning outcomes. Courses on our LMS are often divided into weekly modules. Online students are required to complete their tasks in each module during the corresponding week(s) of the course. For student presentations and other instructional materials created by an instructor or open educational resources, they are stored on the course Canvas sites for students to access or watch as many times as students want. In addition, students and faculty members are able to upload videos from other sources (e.g., iPads, tablets, and cell phones) or record screen capture videos through the Kaltura Personal Capture that are integrated into the Canvas environment. Class sizes in the program are no larger than 20 students per section. Faculty communicate regularly with students and participate in and facilitate meaningful discussions.*

Instructor Presence: *Our MPH Faculty defines course objectives and develops learning/assessment activities with the support of instructional designers at the Center for Online Learning, Research and Service (COLRS). The instructors review the course for quality control and provide further comments for revisions during and after a course is offered. Each instructor is responsible for facilitating student interaction through online classroom discussions, providing substantive feedback on assignments, and responding to students' questions on the course materials, policies, and performance. Course instructors are selected for their professional and educational knowledge related to the course topics and are encouraged to incorporate their background/practical experience into their interactions with students. Moreover, instructors typically post weekly announcements on Canvas with personalized content, including important updates, learning tips for the week's content, assignment due dates, general class feedback on the previous week's assignments, and relevant trends or resources from the field. Moreover, some faculty members develop their customized feedback by incorporating visualized instructions (< 2 minutes) that combine screen capture and verbal explanation to answer student questions via email, which enhances instructor presence in the online learning environment. Together, these course design components promote regular and substantive faculty-to-student interactions.*

b) the program's rationale for offering these programs,

As noted in our MPH Program guiding statements in Criterion B1, we are committed to "Enhancing health among diverse communities in Springfield Illinois and beyond." Our distance education format and delivery model make our commitment achievable on a national and even international level. There are a number of health science-related programs that enroll many professional and post-baccalaureate students. These students often figure that a public health master's may add value to their professional practice as they strive for improving their knowledge and skills with different targeted populations and communities. For instance, many health professionals who work full-time need a better academic background in public health. We also have military personnel stationed around Illinois who are constantly deployed abroad. Some students living in developing countries may face challenges (e.g., cost of study abroad, visa status acquisition, job duties) to come to the United States. Therefore, these groups of individuals have interest to seek an online program in public health that allows them to keep their jobs and enhance their professional careers.

Our online program is designed to serve students who don't live locally and are place-bound or time-restricted. Through the format of distance education, our MPH Program extends the offering of traditional degree programs to a diverse student population, especially for students whose schedules, geography, or physical abilities preclude enrollment in in-person classes and on-campus presence.

c) the manner in which it provides necessary administrative, information technology and student support services,

UIS offers more than 20 undergraduate and graduate degree programs online with proper infrastructure related to administrative, technology, and student support services for distance programs is well established.

Administrative Services
UIS Office of Admissions provides the UIS MPH Program with administrative support for managing the admissions process. The program maintains the power to determine its admissions criteria and works closely with the staff to admit students who meet those criteria. Each online MPH graduate student undergoes a mandatory online orientation available from the UIS Office of Admissions. Prior to enrollment in the MPH Program, the online orientation materials (i.e., MPH Program Quick Start Guide and Welcome Emails with In-depth Program Info) are designed to increase students' comfort in distance education by introducing the most important resources as part of the MPH curriculum. Through this approach, students

are strongly supported for success in the online environment and subsequent courses in our program.

Each online student is assigned a faculty advisor who gives academic advice and helps students create their educational plans. The duties of a faculty advisor include: (1) Assisting course selections and curriculum planning, (2) Monitoring student progress in the curriculum and signing the necessary UIS forms, such as student petitions, (3) Providing suggestions to UIS resources (e.g., offices/agencies/persons) that are related to students' academic questions/programs and career development, (4) Answering advisees' questions and providing guidance, and (5) Helping advisees understand academic policies as outlined in the UIS catalog.

The university provides students and faculty access to several advising and retention tools that can be accessed online:

- *Degree Audit System (DARS) is a degree management system that outlines plans of study and allows both online and on-campus students to track progress toward their degrees.*
- *The Student Self-Service System provides students access to their personal and academic information. Students can register for classes, view class schedules, pay fees, view financial aid information, view grades and transcripts, and update their contact information.*

Our administrative assistants in the program and college provide important organizational functions, such as keeping the program website current, preparing and communicating events, connecting students with faculty, and supporting budget and data management. Moreover, the Faculty Self-Service System (i.e., Enterprise System) provides faculty access to student information or class lists, enters grades, and gets student advising information. For faculty interested in taking attendance in on-campus and online courses, ITS has developed a web-based application called Attendance App. These systems provide instructors access to class rosters that include student names, NetIDs, and/or students' photos. Faculty members don't have to only rely on students' uploaded photos on Canvas to manage the roster.

Technology and Student Support Services
UIS Information Technology Services (ITS) provides support for all online and on-campus students to enhance learning and help with technological needs. The ITS office provides services to students 24 hours per day, 7 days per week. In addition to the information technology services from ITS, the university also offers extensive student support from the following services for online students as follows:

- *The UIS Learning Hub provides free academic support services to currently enrolled UIS students. Through a peer tutoring program, The Hub offers one-to-one appointments—both in-person and online—in writing, math, economics, science, exercise science, computer science, and academic skills. In addition to peer tutoring, The Hub offers supplemental instruction; online, on-ground, and in-class workshops; walk-in assistance; and additional support materials hosted on their website.*
- *The UIS Career Development Center helps both online and on-campus students turn their strengths and abilities into success by providing resources, collaborating with partners, and building counseling and advising relationships. The purpose of the CDC is to prepare you for life after college, whether it's an internship, graduate school, or landing a career.*
- *The library resources from the UIS Brookens Library are available to our online students, they can reserve and borrow books electronically. Online students can also conduct database searches for articles through our online software.*

UIS has built the Center for Online Learning, Research and Services (COLRS), which provides pedagogical and technological support for all faculty, in fully online courses, blended courses, or technology-enhanced face-to-face courses. Moreover, faculty have access to professional development resources including webinars, professional articles, and membership in national organizations (e.g., Online Learning Consortium) through the Faculty Development Resource Office (FDRO), Center for Faculty Excellence (CFE), Center for Online Learning, Research and Services (COLRS).

d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

The academic rigor of our Online MPH degree offerings is monitored and evaluated in several methods as follows:

Internal and External Evaluations
Our Public Health Program pursues internal and external evaluations for both online and on-campus programs. Our internal evaluations are conducted by individuals within the program, college, and university, as part of formative efforts of quality control and continuous improvement. For example, our university requires a program review on a seven-year cycle based on the Illinois Board of Higher Education (IBHE) guidelines. The Office of Institutional Research, Information Technology Services, and Office of Institutional Effectiveness collaborate with the program director providing 24/7 access to track program and academic data and progress on quality improvement strategies. In addition, the Center for Online Learning, Research and Services (COLRS), through data analytics, can provide each program with a quantitative and qualitative assessment of its online programs. The benefit of internal self-evaluation can be directed to specific accomplishments of program goals that are in line with desired outcomes.

- *MPH Program Annual Self-Evaluation Report: This report is an informational report on the processes and procedures of the program that is provided annually to the Dean and Associate Dean that oversee the program. The internal curriculum committee of the MPH Program and external MPH Advisory Council members also review this report and offer comments and suggestions for the program to make improvements.*
- *Academic Unit and Program Review (UIS): All program review governance document submissions and approvals are routed via email through the Program Review Coordinator in the Provost's Office. The Program Review Coordinator distributes materials and reports to each of the following governing entities for review: College-level Curriculum Committee, College Dean, Graduate Council (University-Level), and Campus Senate.*

Besides the internal evaluation, external evaluation can be broader in scope and design. Thus, we believe that both internal and external reviews can help us determine what areas can be targeted for program enhancement, which also provides a comprehensive overall picture of program quality.

Types of Educational Evaluations for the UIS MPH Program (Online & On-Campus):

Type of Evaluations	***Internal or External?***	***Formative or Summative?***	***Frequency***
MPH Program Annual Self-Evaluation Report	*Internal*	*Formative*	*1 year*
Academic Unit and Program Review (UIS)	*Internal*	*Formative/ Summative*	*3 years/ 7 years*

National Environmental Health Science and Protection Accreditation Council (EHAC)	*External*	*Summative*	*6 years*

Our MPH Program is designed, approved, and delivered according to standards that ensure consistent quality. The university also provides several vehicles to maintain the quality of online education at UIS:

- ***College-Level Curriculum Committee**, in accordance with the College of Public Affairs and Administration Bylaws and the UIS Levels of Governance Approval Chart, reviews and approves additions, deletions, and expansions of academic programs, including concentrations and minors; course additions and deletions; program reviews; and student petition consultation at the behest of the Dean.*
- *Graduate Council (University-Level) reviews, evaluates and facilitates the development of academic standards for graduate programs and the development of present and proposed graduate curricula.*
- *The **Admissions, Recruitment and Retention Committee** develops, monitors, and evaluates campus educational policies and standards related to admission and readmission of students to UIS and to degree and certificate programs, articulation with secondary schools, community colleges, and other universities; and for educational programs and policies which concern the retention of students, registration, and class schedules. The Committee makes recommendations on procedures and practices in the Offices of Records and Registration, Admissions, Financial Assistance, and Enrollment Management that have an effect on the attainment of the University's educational objectives.*
- *The **Academic Technology Committee** reviews policies involving academic computing and other technological services and works with other committees/groups within the campus community to monitor the budget and planning implications of developments in this rapidly changing area. For example, the committee discussed strategies to analyze the online course fee usage and if they can be used to cover online exam proctoring (e.g., "Examity" Online Proctoring System) for students.*
- ***MPH Online-Course Reviews and Exit Survey**: The department chair monitors the students' evaluation and Canvas course sites in all courses, which provides assessments of student learning outcomes, and reviews each instructor based on these evaluations, teaching materials, as well as Canvas organization and design. The MPH Program conducts student Exit Surveys every semester to determine the adequacy of the online programs as well.*

e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

To effectively assess student learning, direct and indirect measures are evaluated in our MPH Program. Methods of measuring student learning are characterized as summative or formative assessments. Both data can be used to guide improvement in teaching and learning to enhance education and learning outcomes.

Formative Assessment of Educational Outcomes
Our MPH Program uses formative measures to directly examine and observe student attainment of public health competencies, knowledge, and skills defined in the educational outcomes at the course level, through a variety of assessments such as projects, case studies, discussions, and video presentations. These measurements are embedded in the course modules of online courses and used by the faculty to conclude if the learning objectives or competencies have been met in the course. Formative assessment at the course level, including direct measures (e.g., student assignments) and indirect measures (e.g., student course evaluations, students' perception of competencies), are considered

ongoing data sources, which can be used by the faculty for improving individual course designs. At the end of each semester, course instructors review feedback from students' course evaluations, self-reflected instructional methods, and course delivery.

Summative Assessment of Educational Outcomes
The Summative Evaluations—Internship and UIS Closure Exercises (i.e., MPH Comprehensive Exams)—are final assessments of student learning throughout their time in the UIS MPH Program. These are the culmination of the program and serve as direct and summative evaluation measures because the degree closure exam requires students to synthesize and explain content by demonstrating achievement of synthesis of CEPH defined 22 competencies and concentration competencies required by the program.

We use summative assessment activities as our indirect measures and part of a program-level annual analysis of qualitative and quantitative feedback from students/recent graduates. These quantitative and qualitative data are reviewed every year and analyzed for trends and meaningful themes. The following data sources are generated annually:

- *Student Exit Survey – The Student Exit Survey is embedded in module 1 of the comprehensive exam Canvas site. The survey contains self-assessment questions on how our MPH Program's curriculum and learning experiences prepared students to perform the 22 CEPH-defined MPH Foundational Competencies around the end of the program, as well as questions on academic advising and services provided by the UIS Career Development Center.*
- *Alum Survey and Semi-Structured Interviews – These activities happen about one year after degree completion. Our graduates are invited via email to complete an online survey and participate in semi-structured interviews about the quality of the program's curriculum, instruction, and overall learning outcomes in trained public competencies.*

The assessments described above summarize various formats and methods that the MPH Program systematically gathers, analyzes, and interprets with regard to the evidence of student learning. Our goal is to determine how well student learning matches our expectations, which can indicate directions for the course and program improvements. A combination of direct and indirect measures of student learning and the use of both formative and summative methods can evaluate our educational outcomes and guide changes/refinements to the program, enhance the learning environment, and improve instructional strategies.

3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

- ***Secure Login and Passwords:*** *Upon admission, students receive a unique user ID (NetID) and a unique token to activate their user-determined passwords to access UIS online courses and services. UIS integrates with university authentication services to ensure appropriate and secure student access to courses and other student information systems. Moreover, UIS delivers its online courses using Canvas as the learning management system. There is no access to the Canvas learning system without these credentials. The University of Illinois Interim Security Policy requires the use of strong user passwords wherever possible. Passwords must be changed every 365 days and meet the University of Illinois requirements.*
- ***Identity Verification:*** *The faculty self-service system (i.e., UIS Enterprise System) and Attendance app provide instructors access to class rosters that include student names, NetIDs, major information, and/or photos. With Canvas, students also have the option to upload photos associated with their accounts.*

- ***Online Proctoring:*** *Instructors have the option of requiring that students secure a proctor for exams. UIS has built a testing center where the testing service is provided free of charge for UIS faculty/students, and it also offers remote testing using Zoom. Moreover, UIS Canvas Sites can incorporate "Examity" or "Lockdown Browser and Monitor" as an online proctor option. MPH faculty members often utilize a tool called Turnitin.com to monitor plagiarism in students' assignments.*
- ***Academic Integrity Policy:*** *Students are responsible for understanding the UIS Academic Integrity Policy and demonstrating behavior that is honest and ethical in their academic work.*

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *UIS is a leading institution in online education with a good reputation. For example, the U.S. News and World Report recently ranked UIS #29 in the Best Online Bachelor's Programs category.*
- *Our MPH Online Program has been successful with strong support from UIS' rich online resources and faculty across campus with good online teaching skills and experiences in the areas of pedagogical methods, instructional design, and technology.*

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E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

TEMPLATE E1-1

Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/ Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution where degrees were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with Template C2-1**
Chen, Cheng-Chia (Brian)	Associate Professor and Chair	Tenured	PhD	Indiana University-Bloomington	Health Behavior	MPH-General
			MSAS	Indiana University-Bloomington	Applied Statistics	
			MS	Indiana University-Bloomington	Sport Management	
DeBarr, Kathy	Associate Professor	Tenured	PhD	Southern Illinois University-Carbondale	Health Education	MPH-General
			MS	Southern Illinois University-Carbondale	Health Education	
Egiebor, Egbe	Associate Professor	Tenured	PhD	University of Maryland-Eastern Shore	Toxicology	MPH-Environmental Health
			MS	Tuskegee University	Environmental Science	
Killam, Lenore	Clinical Assistant Professor	Non-Tenure-Track	DPA	University of Illinois Springfield	Public Administration	MPH-Environmental Health
			MA	Sangamon State University	Environmental Studies	
Lee, Yu-Sheng	Assistant Professor	Tenure-Track	PhD	University of Memphis	Epidemiology	MPH-General
			MS	Tulane University	Epidemiology	

			MS	Taipei Medical University, Taiwan	Community Health	
Shrestha, Junu	Assistant Professor	Tenure-Track	EdD	University of Northern Iowa	Environmental Health Education	MPH-Environmental Health
			MS	University of Northern Iowa	Environmental Health	
			MS	Kathmandu University, Nepal	Environmental Science	

2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

TEMPLATE E1-2

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in C2-1**
Grundy, Stacy	Lecturer	Research Assistant Professor - Southern Illinois University School of Medicine, Springfield, IL	0.25	DrPH, MPH	University of South Florida, University of Texas School of Public Health	Advanced Practice Leadership, Health Promotion	MPH-General
Johnson, Amy	Lecturer	Research Assistant Professor of Pediatrics (Adolescent Medicine) – Northwestern University	0.25	PhD	University of Illinois at Chicago (UIC)	Epidemiology, Social Work	MPH-General
Lamb, Molly	Lecturer	Executive Director - Center for State Policy and Leadership	0.25	DrPH, MPH	University of Illinois at Chicago, University of Illinois at Springfield	Public Health in Leadership	MPH-General
Scott, Jason	Lecturer	Research Scientist - Competitive Health Analytics	0.25	MPHS, MS, MBA	University of Illinois (UIUC), University of Florida, Texas A&M University	Public Health, Pharmaceutical Outcomes and Policy, Business Administration	MPH-Environmental Health

Note. Each 4-credit lecture course receives 0.25 FTE workload credit. A 0.25 FTE value represents teaching every other semester in general.

3) Include CVs for all individuals listed in the templates above.

Please see E1.3 Faculty CVs of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion E1 **(folder)**
  - E1.3 Faculty CVs **(subfolder)**
    - Non-PIF **(subfolder)**
      - *Grundy, Stacy.pdf*
      - *Johnson, Amy.docx*
      - *Lamb, Molly.pdf*
      - *Scott, Jason.pdf*
    - PIF **(subfolder)**
      - *Chen, Cheng-Chia (Brian).pdf*
      - *DeBarr, Kathy.docx*
      - *Egiebor, Egbe .docx*
      - *Killam, Lenore .docx*
      - *Lee, Yu-Sheng.docx*
      - *Shrestha, Junu.pdf*

4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Our six primary instructional faculty members (PIF) offer extensive experiences and represent a variety of areas within public health. PIFs devote ≥ 50% of their time and effort to supporting our MPH Program through teaching, mentoring, research, community engagement, and other public health-related activities. Among our six full-time primary instructional faculty (PIF), there are 3 associate professors (tenured), 2 assistant professors (tenure-track), and 1 clinical assistant professor (non-tenure). All PIF have doctoral degrees in their fields, as does the expected hire. Moreover, the diversity of our faculty members' backgrounds, teaching experiences, as well as research interests/activities not only complements each other but also opens new opportunities for pedagogical and research collaborations.

In addition to the PIF, four public health professionals that are currently in the adjunct pool (non-primary instructional faculty, Non-PIF) provide instructions in our MPH Program. All Non-PIF have a variety of experiences in educational preparation and public health- or environmental health-related practices (Template E1-2). Faculty members teaching undergraduate public health minor courses are required to have at least a master's degree relevant to the field of public health. The university mandates all colleges and Deans to assure faculty credentialing and competence in the courses they teach annually, and terminal degree requirements/records of accomplishments justify instructors' qualifications for teaching their courses.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *UIS has a good process for assessing the fitness of faculty for courses instructed.*
- *UIS MPH Primary Instructional Faculty (PIF) members have multiple advanced degrees and diverse experiences in public health that provide a solid teaching and research foundation for the program.*
- *All currently offered core courses in our program are taught by the PIF.*
- *Due to the high Student to Faculty Ratio (8 to 1), our MPH students can receive academic and career advice from designated faculty advisors and quality student-centered public health education.*

- *All Non-Primary Instructional Faculty are vetted by the Provost's Office. All Non-PIF are required to complete instructional training when they are hired as adjunct faculty members.*

Plans:

- *Our program will continue to maintain our strength, strive for growing faculty expertise based on the trends and needs in the public health workforce and enhance collaborative projects or interventions for stakeholders in the communities.*

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

   UIS MPH Faculty members have great professional experiences that are utilized to enrich the student classroom experience. UIS MPH Program has the expertise of professionals engaged in work related to public health through a variety of avenues both in the classroom and in the communities. Students in our program often have opportunities to engage public health practitioners in a variety of ways as follows:

   Guest Speakers
   Students in MPH 541 (Social Determinants of Health) participate in an interactive virtual townhall on Social Determinants of Medical Mistrust and Vaccine Hesitancy Amongst Black, Indigenous, and People of Color, which is hosted by the Illinois Public Health Association (IPHA) and Illinois Department of Public Health (IDPH).

   - *The guest speakers include (1) Dr. Ngozi Ezike, Director of the Illinois Department of Public Health, (2) Dr. Damon Arnold, Adjunct Professor of the University of Illinois College of Medicine, (3) Dr. Marwin Spiller, Associate Dean of Social Sciences at Illinois Central College, and (4) Dr. Francesca Armmer, Emeritus Professor, Board President of Bradley University, Peoria City/County Health Department.*

   Students in MPH 561 (Public Health Education) participates in a guest lecture (Sanctuary Healthcare for All: Public Health Protecting the Rights of Immigrants and Marginalized People) co-sponsored by the MPH Program.

   - *The guest speaker is Susan Avila (a registered nurse and lecturer) at the University of Illinois at Chicago College of Public Health.*

   Students in MPH 511 (Epidemiology) participated in a guest lecture about how HIV/AIDS programs and medicine were managed by the Illinois Department of Public Health with the collaboration of the Illinois Public Health Association (IPHA).

   - *The guest speaker is Chris Wade. Wade is the HIV project coordinator at the Illinois Public Health Association; director of prevention services for Central Illinois Friends of People With AIDS; and co-chair of the Illinois Alliance for Sound AIDS Policy (IL ASAP). In 1992 Wade was diagnosed as HIV positive and since that time he has worked tirelessly in the fields of mental health, sexual and reproductive health, and lesbian, gay, bisexual, transgender, and questioning (LGBTQ) health-related issues among all demographics with emphasis on communities of color.*

   In addition, our MPH Program participates in the Illinois Environmental Health Association Conferences and Illinois Public Health Annual Conferences where our MPH students not only attend the conference with workshops and presentations from public health professionals, but also present their research findings through poster presentations. All of these events provide students

and faculty opportunities to network with community organizations and agencies that are active in the field.

UIS Graduate Public Service Internship Program

The UIS Graduate Public Health Service Internship (GPSI) program accepts applications from eligible MPH students. The eligibility criteria include (1) maintenance of a cumulative GPA of 3.00 or better, (2) three letters of recommendation, and (3) acceptance of the interview from a potential agency or host site. This program generally does not count as the Applied Practice Experiences in the MPH curriculum. The GPSI program contracts with local practitioners located in Springfield and Chicago, Illinois to create paid graduate assistantships through which students learn on the job in a supervised practice setting as they move through our degree program. Our GPSI students work 20 hours per week in these practice settings and gain invaluable "on-the-job" learning experience. The students receive a monthly stipend from the agency and full tuition remission from the University of Illinois as part of the agreement. Based on our student data and analyses, more than 80% of our campus students are GPSI interns. Most MPH GPSI interns had opportunities to apply what they just have learned in class through community services. For example, our MPH/MPA joint degree student, Ms. Brianna Klein was a chronic disease intern at the Illinois Department of Public Health and worked with diverse professionals in the real-world setting when pursuing her MPH degree (https://apply.uis.edu/share/recording?id=17e1bf68-93ed-42b8-8e2f-4da2f4f2765d).

Non-Primary Instructional Faculty

UIS MPH Program Non-PIF members always bring in their numerous years of real-world experiences to our students by providing them with exposure to hands-on public health knowledge, skills, and abilities from experiences in the workforce. Some examples of Non-PIF expertise are as follows:

- *Dr. Molly Lamb, DrPH, MPH, Executive Director of the UIS Center for State Policy and Leadership Development at the University of Illinois Springfield. She is a proven leader in public health practice and government who develops policy, drives strategic planning and goals, and improves statewide operations. She also has field experience as the Deputy Director in the Illinois Department of Public Health, Office of Health Protection, Springfield, Illinois.*
- *Dr. Stacy Grundy, DrPH, MPH, Certified Health Education Specialist, co-owner of Route History (Black History) Souvenir and Museum, and Research Assistant Professor at Southern Illinois University School of Medicine, Springfield, IL, leads community-driven projects identifying, addressing, and advancing the health of the service region, including leading a team to perform research, community assessments, design and implement programs, and evaluating their success.*

Primary Instructional Faculty

Several UIS MPH PIF members have practical experience in the field, outside of academia, and have demonstrated competence in public health practice. Examples of PIF with practical experience outside of academia are as follows:

- *Drs. Egbe Egiebor and Lenore Killam both have years of practitioner experience in Environmental Health. Before joining UIS, Dr. Egiebor was a Toxicologist/Public Health Assessor in the Department of Environmental Epidemiology at the Virginia Department of Health in Richmond Virginia. Dr. Lenore Killam previously served as the Industrial Hygienist and Manager of the Illinois Department of Labor Safety Inspection and Education Division.*
- *Dr. Cheng-Chia (Brian) Chen has practitioner experience as a food safety consultant for the Sangamon County Department of Public Health in Springfield Illinois, clinical sports therapist, athletic trainer/sports physical therapist, wellness/weight control consultant, and fitness coach.*
- *Dr. Junu Shrestha worked as a consultant for the International Center for Integrated Mountain Development. She summarized scientific publications primarily focusing on natural resource management, water management, biodiversity, agriculture, gender, health, and education. She coordinated with her colleagues on data management and analysis of research that looked at the impact of the honeybee population in the Hindu-*

Kush Himalayan region. She also helped organize a one-day community-level awareness program on environmental factors contributing to public health implications in the Hind-Kush Himalayan region.

- *Dr. Yu-Sheng Lee has been a public health professional for more than 15 years. He has practitioner experience as a project manager for the National Health Research Institute in Taiwan and a research assistant for the Prevention Research Center at Tulane University in New Orleans, Louisiana.*

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strength:

- *UIS MPH Program's continuous efforts to integrate faculty with practice experiences in ways that enhance faculty development and student learning have been in a good direction.*
- *Our MPH-Environmental Health is accredited by the National Environmental Health, Science and Protection Accreditation Council (EHAC), which encourages faculty to attain practical experience.*
- *The incorporation of the service component requirement of the annual faculty evaluation encourages faculty to enhance their practitioner experiences.*

Plan:

- *As the program grows, the program will continue to maintain ongoing practice links with public health agencies, especially at the state and local levels.*

E3. Faculty Instructional Effectiveness

The program ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

1) Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

   Student course evaluations are completed by students at the end of each semester. The evaluation data are collected and analyzed by the university for both PIFs and Non-PIFs. Student course evaluation reports are made available online to the individual faculty member on instructional effectiveness. The student course evaluation reports include summaries of students' input and comparisons to university norms. The primary instructional faculty members (tenured/tenure-track) are evaluated by the UIS Criteria for Tenure and Promotion in the UIS Faculty Personnel Policy (submitted via ERF). Summaries of peer evaluations for tenure-track faculty in the 2nd year, 4th year, and 6th year are discussed in the department-level, college-level review committees, and the university-level committee (6th year [tenure decision] only). The student course evaluation reports and other evidence of teaching effectiveness and strategies (e.g., integration of technology, active learning methods, maintenance of subject matter knowledge, pedagogical content knowledge) are addressed in the faculty annual reviews as well. Each year, the department chair/program director and one designated faculty from the MPH-Environmental Health review MPH Program course syllabi, curriculum, and/or Canvas course sites for the currency of the teaching methods, required textbooks, assigned readings, assessments, teaching strategies, and materials related to instructional effectiveness.

   Although these reviewing processes seem very time-consuming, the department chair/program director (Dr. Cheng-Chia "Brian" Chen) is currently given three semester-long non-instructional assignments (i.e., an alternative to the 3-course teaching load) with an additional summer stipend in an academic year to accomplish necessary tasks to meet the CEPH standards. However, Dr. Chen was only paid 50% of the Summer 2022 stipend. Currently, the College of Public Affairs and Administration (CPAA) Dean's office is working on its transition to have the College of Health, Science, and Technology paid the remaining stipend. During this transition for the MPH Program to move from the CPAA to the College of Health, Science, and Technology, it usually takes longer for the Dean or Provost supported funds to be paid, which puts more uncertainty if those funds will be paid.

   A memorandum of support is provided in the E3.3 Faculty Currency of the electronic resource files. With the new emerging organizational structures of the School of Integrated Sciences, Sustainability, and Public Health, the MPH Program will need to extend full support from the former Dean at the College of Public Affairs and Administration. The MPH Program will need the new Dean's and Provost's help to continue supporting these resources such as at least 3 NIAs (non-instructional assignments) that will be given to MPH faculty who are responsible for the CEPH accreditation, as well as reasonable stipends. Although the memorandum might serve as a means of supporting the accreditation-need resource, it may not be guaranteed to be continued.

   Non-PIF members that teach graduate-level courses in the MPH Program are evaluated at the end of each semester by the department chair/program director or Dean of the College. Feedback on their performance, strength, and weakness will be given to Non-PIF for them to maintain the great

work or make improvements. The assessment criteria and rubric can be accessed through the following URL: https://go.uis.edu/DesignReview/

2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

UIS supports all faculty's continuous improvement in instruction and teaching (including in-person and online courses) mainly through the Faculty Development Resource Office (FDRO), Center for Faculty Excellence (CFE), Center for Online Learning, Research and Services (CORLS), and Information Technology Services (ITS).

Services & Resources from Faculty Develop Resource Office (FDRO) and Center for Faculty Excellence (CFE)

- *New Faculty Orientation: This orientation is a two-day full-day workshop orienting new faculty to the policies, procedures, resources, and services at UIS.*
- *Training Modules for Non-PIF: Mandatory training modules are offered online on a variety of topics related to instruction and the use of technology for Non-PIF.*
- *Provost Certificate of Faculty Training: Faculty members who complete eight (8) different FDRO or CFE workshops through the Center for Faculty Excellence (CFE) within a period of no more than two (2) years will receive a certificate of completion from the Provost.*
- *Campus-Wide Workshops and Activities for Faculty: The Center for Faculty Excellence (CFE) hosts workshops, programs, learning activities, and services that encourage the enhancement of teaching, scholarship, and service. Some activities help faculty engage effectively in curricular and co-curricular research collaboration in specially designed research-intensive courses. Many of the workshops have PowerPoint presentation files and/or videos of the workshops posted on the CFE Canvas Site. All faculty (full-time, part-time, tenured/tenure track, non-tenure track, instructors) can join the Canvas Site and have access to various resources such as downloadable handouts.*

Services & Resources from Center for Online Learning, Research, and Service (COLRS)

- *Coaching on Teaching Practices & Pedagogy: COLRS provides on-demand consultation for faculty and departments regarding pedagogical education and solution to issues (on-campus & online)*
- *UIS Learning Management System (LMS) Support: COLRS consultants are available to assist all faculty with Canvas (UIS LMS provider) designs, management, and other technical aspects of Canvas (on-campus & online)*
- *COLRS Open Office Hours/Help Sessions: COLRS offers daily office hours (2 hours) for all faculty and accepts one-on-one help session requests (in-person or virtual)*
- *Online Teaching and Technology Blog: COLRS has a nice collection of teaching resources (including on-campus/in-person/online teaching materials) for faculty to use*

Services & Support from Information Technology Services (ITS)

- *Information Technology Services (ITS): It offers a wide variety of assistance and non-certification courses (e.g., LinkedIn Learning courses) to meet the needs and interests of faculty in enhancing faculty instructional techniques.*
- *Help Desk Services: Information Technology Services provides technical assistance and on-demand training for faculty and staff through its call-in, walk-in, and online virtual Help Desk Services.*
- *Faculty IT Special Support: Kara McElwrath, Assistant Director of Client Services, has been responsible for one-on-one technical support (on-site or virtual) specifically for all UIS faculty.*

Faculty Development to Maintain Currency in Pedagogical Methods

All PIF and Non-PIF have excellent educational preparation and nearly all PIF members have experience in public health or healthcare-related practices. Moreover, faculty maintain currency in the area of teaching through several avenues: faculty development workshops, pedagogical training via LinkedIn Learning, teaching/education conferences, one-on-one course design consultation, and professional development in specific fields of practice.

UIS offers a number of resources for faculty (online & on-campus) to progress in teaching. Faculty attend pedagogical workshops through the UIS Faculty Development Resource Office (FDRO). Dr. Layne Morsch and FDRO Advisory Board members lead and manage the University's Center for Faculty Excellence (CFE) under the FDRO. The CFE has resources to help faculty progress in instructional quality and provides state-of-the-art pedagogical methods. For example, in the Summer of 2021 (August 4), several MPH faculty members attended the workshop entitled "HyFlex Teaching: One Class, Three Modalities" to learn a current trend of pedagogical methods in the 21st century. In this workshop, our faculty members had an overview of HyFlex, examined the pedagogy, and reviewed the UIS HyFlex Classroom setup. Additionally, UIS supports faculty training through FREE LinkedIn Learning Courses where faculty can learn new technology and pedagogical approaches that can be integrated with innovative ways to enhance student learning.

Examples of Program Involvement in or Use of These Resources:
Example #1: *Technology Integration into the Learning Management System (LMS) Using Skills Learned from Campus-Wide Workshops & Activities Held by the CFE*

- *While most all PIF and Non-PIF in our program attend CFE workshops to enhance their instructional skills, some faculty members go above and beyond to apply these skills comprehensively in their courses (e.g., LMS design). For example, our PIF, Drs. Kathy DeBarr and Chen-Chia (Brian) Chen participated in multiple in-depth CFE workshops of "Cidi Labs DesignPLUS" Training Series for LMS. Consequently, Dr. DeBarr and Dr. Chen integrated new insights into the instructional skills they developed in CFE workshops to create a customized Canvas course homepage, improve the layouts and accessibility of Canvas pages, and customize/embed meaningful images into their LMS. Screenshots from the enhanced LMS Sites and Canvas pages are accessible via the following link - https://go.uis.edu/course*

Example #2: *On-Demand Instructional Support via COLRS Office Hours/Help Sessions*

- *One of our Non-PIFs, Dr. Stacy Grundy participated in multiple one-on-one training/help sessions to build her MPH 501 (Introduction to Public Health) Canvas Site. During the help sessions, fundamental LMS knowledge and course design principles were thoroughly discussed. Then, step-by-step instructions were provided by the COLRS staff to fulfill Dr. Grundy's needs in developing an organized course with good navigation and easy-to-find teaching materials and resources.*

Example #3: *Continuous Technical/Computer Aid Instructional Education and Training via ITS*

- *Dr. Junu Shrestha often consults with UIS Information Technology Services (ITS) to enhance her teaching. For example, she took their help to access GIS software online through Citrix, which allowed her to apply these new skills to be taught in her MPH 521 (Introduction to Environmental Health). At the end of the class, students can have better techniques in GIS software. In addition, this approach resolves the incompatibility issue of MAC computer users in the class.*

Example #4: *Continuous Technical/Computer Aid Instructional Education and Training via ITS*

- *Dr. Cheng-Chia (Brian) Chen (PIF) consulted with the campus accessibility team at the Center for Online Learning, Research, and Service to provide captioning services for all our PIF and Non-PIF. For instance, the team helped generate the captions of Dr. Chen's lecture videos in MPH 503 (Biostatistics) and MPH 575 (Health Economics), as well as created both the .srt captions and .txt transcripts for these two courses. The team located those videos using the Canvas Video Integration Tool (i.e., Kaltura) and applied the captions to all self-created instructional videos.*

3) Describe means through which the program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

Annual Performance Evaluations

All PIF are evaluated regularly for their quality of teaching using the University's Faculty Personnel Policy for Annual Review. The evaluation process is managed by the MPH Program under the Dean's supervision. To ensure that all PIF maintain currency in their areas of instructional responsibilities, the college dean assesses faculty's currency in their areas of instructional responsibilities through the following activities:

1. *attendance at pedagogical workshops and/or conferences*
2. *subscription to publications*
3. *continuing education*
4. *involvement in all forms of public health services and professional engagement*
5. *participation in professional meetings and webinars*
6. *faculty productivity, relation of scholarship to instruction.*

Non-PIF members that teach graduate-level courses in the MPH Program are evaluated at the end of each semester by the department chair/program director. The program's approaches for internal review of syllabi/curricula include (a) reviewing course materials and readings for currency and relevance to emerging public health trends; (b) providing suggestions for integrating new readings, assessments, and other learning activities into the MPH curriculum; (c) offering feedback on their performance, strength, and weakness for them to maintain their great work or make improvements through the following URL: https://go.uis.edu/DesignReview. Based on the curriculum reviews, courses taught by the non-PIF are updated to ensure that current and relevant teaching materials are included, and integration of emerging public health trends and data are present.

*The complete **MPH Faculty Annual Performance Evaluations Protocol (FAPEP)** can be reviewed in the ERF or through the following URL: https://go.uis.edu/FacultyEvaluation*

Please see E3.3 Faculty currency of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion E3 **(folder)**
  - E3.3 Faculty currency **(subfolder)**
    - *Faculty Annual Performance Evaluations Protocal.docx*
    - *Memorandum of Support.pdf*

Annual Faculty Survey

Starting in 2021, we launched the UIS Faculty Survey to track faculty credentialing and activity reporting in one place. This survey captured both PIF's and Non-PIF's participation in professional development, extramural and professional services, scholarly activities, certificates, continuing education opportunities, and so on, which enabled the program to utilize information from survey results for reporting and data-driven decision-making.

Moreover, our faculty attend the American Public Health Association (APHA) annual conference and state-level public health conferences in addition to other professional conferences specific to their fields of practice such as the Illinois Public Health Association and Illinois Environmental Health Association. Faculty can also use their professional development funds to get their desired training areas and topics in public health education. Examples of selected extramural services and attendance at scientific conferences, workshops, or training specific to MPH faculty's fields of study include but are limited to:

MPH Faculty (PIF or Non-PIF) and MPH Concentration	***Instructional Responsibility***	***Selected Conference /workshop/training attended***	***Selected Service***
Cheng-Chia (Brian) Chen, PhD (PIF): MPH-General	*MPH 503 Biostatistics* *MPH 541 Social Determinants of Health* *MPH 575 Health Economics*	*APHA Annual Meetings (2019, 2020, 2021)* *Illinois Public Health Association's Annual Meetings (2019, 2020, 2021)*	*Journal Reviewer: Health Economics, The BMJ (British Medical Journal), American Journal of Preventive Medicine, International Journal of Health Services, Frontiers in Psychology* *Statistical Consultant for Champaign-Urbana Public Health District*
Yu-Sheng Lee, PhD (PIF): MPH-General	*MPH 511 Epidemiology*	*World Conference on Lung Cancer (2021)*	*Journal Reviewer: Journal of Cancer Survivorship, Clinical Epigenetics*
Kathy DeBarr, PhD (PIF): MPH-General	*MPH 561 Public Health Education*		*Review Board American Journal of Health Behavior* *Board of Peer Reviewers Journal of Health Education Teaching* *Founding Associate Editor and Reviewer Health Behavior and Policy Review*
Junu Shrestha, EdD (PIF): MPH-Environmental Health	*MPH 521 Introduction to Environmental Health*	*National Environmental Health Conference (2019)* *Global Conference on Sustainability in Higher Education (2021)* *APHA Annual Meeting (2022) in Boston, MA - Presenter & Attendee*	*GIS Workshop Instructor for Healthcare Professionals in Springfield, IL*
Egbe Egiebor, PhD (PIF): MPH-Environmental Health	*MPH 449 Environmental Toxicology*	*Society of Toxicology (2020)*	*Abstract Reviewer for the American Public Health Association's Annual Meetings* *Judge: The Student Competitive Research presentation at the 18th Biennial Research Symposium for the Association for 1890 Research Directors in Tuskegee, AL*
Lenore Killam, DPA (PIF): MPH-Environmental Health	*MPH 586 Solid and Hazardous Waste*	*APHA (2021)* *Illinois Public Health Association Annual*	*Illinois Environmental Health Association Board Member –*

		Meetings (2021) in Denver, CO: Presenter & Attendee *Illinois Environmental Health Association Annual Meeting (2021)*	*Director at Large*
Amy Johnson, PhD (Non-PIF): MPH-General	*MPH 514 Analytical Epidemiology*	*APHA Annual Meeting (2019) in Philadelphia, PA* *Trainee: Keertana Jain, Medical student, Northwestern University in Chicago, IL*	*White Paper Writer for the Illinois Public Health Association – Neonatal Abstinence Syndrome Awareness and Education through Data*
Stacy Grundy, PhD (Non-PIF): MPH-General	*MPH 501 Introduction to Public Health*	*APHA Annual Meeting (2021) in Denver, CO*	*Board Member – Health Facilities and Services Review Board* *Data and Surveillance Co-Lead – COVID-19 Immunization Strategic Action Group*

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

Excellence in teaching is the primary and central criterion for all instructional faculty. To be eligible for promotion to the rank of associate professor or professor, a candidate must provide evidence of teaching effectiveness in the promotional portfolio, including course evaluation summaries, letters of recommendation, awards, evidence of innovation, and work products that demonstrate excellence in teaching. All primary instructional faculty (PIF) members are evaluated regularly using the university's annual performance evaluation process through its review plan titled Faculty Personnel Policy for Annual Review. The evaluation process is currently managed by the Department/MPH Program. The evaluation process occurs once per year and is required for all faculty. In the Spring semester of each year, an internal evaluation is performed; All PIF submit an annual performance review that includes a self-evaluation of teaching, research, service activities, and curriculum vitae. To ensure that all PIF remain informed and maintain currency in their areas of instructional responsibilities, faculty receive feedback and suggestions for improvement from their peers, department chair/program director, and the dean (if applicable).

To be eligible for promotion to the rank of professor, a candidate must have an earned doctorate in an appropriate discipline based on the UIS Faculty Personnel Policy. The candidate must have served at least seven (7) years as an associate professor at the university or at a comparable institution and have completed two (2) years of full-time continuous service at the university in the rank of associate professor before being awarded the rank of professor. The candidate must also demonstrate and document a clear record of excellence in teaching, scholarship, and service.

Before the college-level and university-level decisions about faculty advancement are made, the promotion candidates' portfolios and personnel files are reviewed by the department or MPH Program to which the candidate is principally assigned. Candidates for promotion must be evaluated according to the criteria of professional performance as specified in the Faculty Personnel Policy. Following the review, the Department/MPH Program will transmit a written recommendation to promote (or not to promote) to the Dean with a copy of the candidate, and the candidate's personnel file. The recommendation must include a description and assessment of the

strengths and weaknesses of the candidate's performance in relation to the criteria for the promotion. Similar reviewing mechanisms are also carried out at the college and university levels.

5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

Select at least three indicators, meaningful to the unit, with one from each listed category.

The UIS Public Health Program has identified the following indicators that it considers meaningful and that relate most to instructional quality based on the program's culture and environment. The following discusses the program's approaches and performance of each of these selected indicators over the last three years.

Indicator #1: Faculty Currency - Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
Our MPH Program's approach over the last three years for peer/internal review of syllabi/curricula includes: (1) reviewing course materials and assigned readings for currency and relevance to emerging public health trends and (2) providing suggestions for integrating newer editions of textbooks, assessments, and other learning activities into the MPH curriculum. The department chair/program director reviews all course syllabi and provides feedback to the primary instructional faculty (PIF) and non-primary instructional faculty (non-PIF). Moreover, the department chair/program director examines the templates and formats of those syllabi, the required coverage of competencies and evidence of competency assessment, and didactic instructional strategies. Faculty are required to implement changes in their courses based on students' educational needs and CEPH guidelines. Our MPH Program conducted an internal review of course syllabi and content once in 2021 and once in 2022. We have seen a marked improvement in the consistency and quality of syllabi and competency assessments for all our MPH Program courses.

Year	***Faculty***	***Course Topics, Readings, or Methods Updated to Maintain Faculty's Currency***
2021	*Egiebor*	• *Updated MPH 527 content to add a new module and assessment on environmental justice and social determinants of health based on the insight and suggestions from advisory council members*
	Chen	• *Updated MPH 503 content to add new didactic learning materials and assessments on qualitative data collection and analyses* • *Updated MPH 575 and MPH 541 concentration competency assessments*
2022	*Lee*	• *Added two new modules on public health and healthcare systems, as well as leadership to MPH 501, based on student/faculty feedback* • *Added a final paper to MPH 511* • *Developed MPH 512, MPH 513, and MPH 514 courses with new textbooks*
	Shrestha	• *Included MPH 521 reading materials (e.g., systems thinking) from the World Health Organization; Updated MPH 521 foundational competency assessments*
	DeBarr	• *Updated MPH 561 Health Education Program Plan assessment based on feedback from the department chair/program director* • *Developed new MPH 531 foundational competency assessments* • *Updated MPH 506 foundational competency assessment based on the feedback from the department chair/program director* • *Updated MPH 508 and MPH 585 didactic teaching materials and assessment and added a new module on designing an impact evaluation on a health policy related to a public health practice or program*

	Killam	• *Revised MPH 581 Internship Manual based on feedback from the department chair/program director*

Indicator #2: Faculty Instructional Technique - Participation in professional development related to instruction

In our MPH Program, two of our targeted criteria in the evaluation of teaching quality are "Subject Matter Knowledge" and "Pedagogical Content Knowledge" which strive to continue to develop new subject knowledge to enhance teaching and student learning outcomes. The program's approach over the last three years specific to this indicator has encouraged all MPH faculty to attend pedagogical methods-related training (inside or outside of the university) and professional development activities specific to their areas of instructional responsibility and higher-ed education. Each year, at least five PIF (83%) had participation in professional development related to instruction. Moreover, in 2019, 2020, and 2021, all non-PIF had participation in professional development related to instruction.

- *At the end of each calendar year, at least 80% of PIF had participation in professional development related to instruction.*
- *At the end of each calendar year, at least 65% of Non-PIF had participation in professional development related to instruction.*

Goal 1 (in B1: Guiding Statements): Provide professional education built on public health competencies for students.					
Faculty Instructional Technique Defined by CEPH	***Outcome Measure***	***Target***	***2019***	***2020***	***2021***
At the end of each calendar year, at least 80% of PIF had participation in professional development related to instruction.	*% of faculty participated*	*80%*	*83%*	*83%*	*100%*
At the end of each calendar year, at least 65% of Non-PIF had participation in professional development related to instruction.	*% of faculty participated*	*65%*	*100%*	*100%*	*100%*

Indicator #3: Faculty Instructional Technique - Student satisfaction with instructional quality

UIS and our MPH Program utilize an online course evaluation system to assess student satisfaction with instructional quality. Course evaluations are anonymously completed by students at the end of the semester term. Moreover, starting in 2021, we added the following survey question - "Overall, how satisfied are you with the education you received in the degree program in the Public Health Program at the University of Illinois Springfield" to our student Exit Survey.

- *Percent of students satisfied with the MPH degree program (Exit Survey Question: Overall, how satisfied are you with the education you received in the degree program in the Public Health Program at the University of Illinois Springfield):*
  - *At the end of each calendar year, at least 70% of students were satisfied with the education they received in the degree program in the Department at the UIS.*
- *Student satisfaction with instruction quality (Student Course Evaluation Item #7: The instructor's presentation is well planned and organized):*
  - *At the end of each calendar year, at least 50% of PIF in the MPH Program received more than 70% of students who agreed that PIF's overall presentation in class is well planned and organized.*
  - *At the end of each calendar year, at least 50% of Non-PIF in the MPH Program received more than 70% of students who agreed that PIF's overall presentation in class is well planned and organized.*

Goal 1 (in B1: Guiding Statements): Provide professional education built on public health competencies for students.

Unit-defined Measure	*Outcome Measure*	*Target*	*2019*	*2020*	*2021 n = 6 (100%)*	*2022 n = 18 (100%)*
At the end of each calendar year, at least 70% of students were satisfied with the education they received in the degree program in the Department at the UIS.	*% of student satisfaction*	*70%*	*NA*	*NA*	*83%*	*94%*

Goal 1 (in B1: Guiding Statements): Provide professional education built on public health competencies for students.					
Unit-defined Measures	***Outcome Measure***	***Target***	***2019***	***2020***	***2021***
At the end of each calendar year, at least 50% of PIF in the MPH Program received more than 70% of students who agreed that PIF's overall presentation in class is well planned and organized.	*% of faculty with >70% student agreement**	*50%*	*57% (4 out of 7)*	*67% (4 out of 6)*	*67% (4 out of 6)*
At the end of each calendar year, at least 50% of Non-PIF in the MPH Program received more than 70% of students who agreed that Non-PIF's overall presentation in class is well planned and organized.	*% of faculty with >70% student agreement**	*50%*	*100% (2 out of 2)*	*85% (3 out of 4)*	*75% (3 out of 4)*

*Note. * All counts are unduplicated. For example, if a faculty member received Q7 "yes" response rates of 70 or lower for multiple courses in a calendar year, the faculty member is counted only once for that calendar year. # PIF and # Non-PIF represent the number of faculty for whom course evaluations were completed that year.*

Indicator #4: Program-Level Outcomes - Courses that integrate technology in innovative ways to enhance learning

The UIS MPH Program's approach over the last three years to assess the integration of technology in courses has been relying on faculty members to propose innovative methods that enhance learning and teaching in the online teaching and learning environment. Below are examples of the courses that integrate technology in innovative ways to enhance learning.

- ***Utilization of Canvas for course platforms and instructions*** *– Our Learning Management System (i.e., Canvas) provides a venue for the virtual classroom and lesson content. All faculty have been using Canvas as the LMS for their courses since 2020 when the UIS switched the LMS from Blackboard to Canvas.*
- ***"Harmonize" Discussion Boards*** *– "Harmonize" is an online learning App/Tool that was developed by "42 Lines" company, which aims for making online learning as natural and robust as face-to-face education. A variety of functions in "Harmonize" can be integrated with Canvas to increase student engagement and promote inclusive learning environments. Harmonize has a modern, visually appealing layout with capabilities that students and instructors can create posts using rich media, including text, images, video, and audio. Moreover, "Harmonize Discussion Boards" can be integrated with "TurnItIn" to empower students to do their best, original work with a self-plagiarism detection system. For example, MPH 575 (Health Economics) uses Harmonize for regular course discussions to facilitate dynamic interactions and support students' learning. Additionally, the annotation tool in Harmonize provides the instructor and students with the ability to markup and critique images (e.g., concept maps, infographics, economic diagrams) & videos. This innovative technology makes a great interactive e-Learning environment between the instructor and students, allowing students to get feedback quicker and online.*

- ***Qualtrics XM*** *– This online survey tool can be used in an innovative way to create engaging content with quizzes to evaluate students' learning outcomes. For example, to provide gamified learning experiences for online students to stimulate their thinking in MPH 503 (Biostatistics), Dr. Cheng-Chia (Brian) Chen created two asynchronous multi-player educational games. In 2020, Dr. Chen integrated part of "The Stats Weekly" e-News Gamification with case scenarios that applied the role-playing method with embedded videos and interactive quizzes using the Qualtrics XM. Because Qualtrics XM can capture how long an online survey participant takes to answer each question in the survey, it allowed Dr. Chen to rank student game performance by the correctness of their answers and the time it took them to respond. Moreover, Qualtrics XM can set up the time limit for each question in any survey, which helps create different levels of difficulty for questions. These educational games facilitate competitive and fun learning experiences through special game designs and rules (e.g., the time limit for each question, points earned based on the number of correct answers, and speed of game completion). Students are able to receive real-time, customized feedback through Qualtrics and observe a continuously updated Student Score Leaderboard posted on Canvas. An Example of the "The Stats Weekly" e-News Gamification via Qualtrics can be accessed by the following URL: Statistical Detective –* https://go.uis.edu/detective/
- ***Respondus "Lockdown Browser" and Respondus Monitor*** *– Respondus "Lockdown Browser" is a custom browser that locks down the testing environment within the learning management system (e.g., Canvas, Blackboard) to enhance students' awareness of academic integrity and it helps students avoid cheating. The LockDown Browser is a special web browser that students can download to take their exams/quizzes on Canvas. Moreover, the LockDown Browser can temporarily lock up the student's applications and resources on a computer (except the LockDown Browser) so that they can only take the exam/quiz on Canvas without using information searched from the Internet until they submit it. Students cannot print, view other websites, instant messages, or even open documents on their computer while taking an exam with LockDown Browser. Moreover, Respondus Monitor is a fully-automated proctoring solution by the Respondus company as well. Students use a webcam to record themselves during an online exam/quiz. As part of an effort to use technology to enhance student learning experiences with secure and cost-effective education, students have been required to use Lockdown Browser and Respondus Monitor for online testing in the following courses since 2020: MPH 513 (Epidemiology of Chronic Diseases) and MPH 514 (Analytical Epidemiology) taught by our Non-PIF, Dr. Amy Johnson; MPH 503 (Biostatistics) taught by Dr. Cheng-Chia (Brian) Chen; MPH 561 (Public Health Education) taught by Dr. Kathy DeBarr.*
- ***"Cidi Labs" DesignPLUS*** *– "Cidi Labs" was started in partnership with Utah State University to enable locally-developed instructional design tools and innovations. DesignPLUS (i.e., the flagship product in Cidi Lab) is an innovative tool to create digital content that can be used to improve the quality, consistency, and accessibility of Canvas courses providing students with a better learning experience. Beginning in Spring 2021, this tool is available for all UIS faculty to use and UIS Center for Online Learning, Research, and Service (COLRS) has held several workshops to teach faculty how to use the DesignPLUS. For example, one of our Non-PIF, Dr. Stacy Grundy, worked with an instructional designer at the COLRS to create a welcoming Canvas homepage using DesignPLUS for her MPH 501 (Introduction to Public Health). Dr. Chen-Chia (Brian) Chen and Dr. Kathy DeBarr went to the DignPLUS workshops in order to create more consistent and well-organized Canvas web pages that students can intuitively navigate and study multimedia teaching materials.*
- ***"Kaltura Capture"*** *– "Kaltura Capture" is a software program that enables easy video creation anywhere by anyone. It has been used to generate online video tours of course introduction and to provide verbal feedback to students about their performance of assignments. This technology has been integrated into the classroom by some faculty members (2 in 2020, 2 in 2021, and 4 in 2022). For example, Dr. Junu Shrestha recorded a welcome video using Kaltura Capture for her MPH 521 (Introduction to Environmental Health). Dr. Cheng-Chia (Brian) Chen used this tool to create concise concept illustration*

videos that combine screen capture and verbal explanation (2-5 minutes) to answer student questions via email and video attachments in all his courses.

- ***Zoom Virtual Conference Meetings*** *– Zoom can be used to provide face-to-face meetings with students and faculty to participate in remote classes and office hours. This technology has been integrated into the classroom by all faculty members since the beginning of the COVID-19 pandemic in 2020.*

Indicator #5: Program-Level Outcomes - Courses that employ active learning techniques
Most of the instructors use at least one of the active learning strategies (e.g., discussion board/forum, group project, video presentation) in their courses. We track active learning techniques used in the class through the review of the syllabi and Canvas sites for all courses. Since 2019, almost all non-PIF and PIF have been using discussion boards/forums to encourage active learning in their courses. Other active learning techniques used by faculty include gamification activities and infographic gallery walk with peer evaluation. For example, in MPH 503 (Biostatistics), students play asynchronous several competitive and gamified educational activities such as "Online Jeopardy Exam Review," and "Concept Review Bingo" using Google Slides. In MPH 541 (Social Determinants of Health), students create a 1-page infographic and introductory audio based on their County Health Assessment Project. Once students have completed views for all posted infographics, students share their comments and vote for the infographic they liked the best by using the Harmonize "Reactions" tool.

- *At the end of each calendar year, at least 80% of courses employ active learning techniques.*

Goal 1 (in B1: Guiding Statements): Provide professional education built on public health competencies for students.					
Unit-defined Measure	***Outcome Measure***	***Target***	***2019***	***2020***	***2021***
At the end of each calendar year, at least 80% of courses employ active learning techniques.	*% of courses*	*80%*	*100% (29/29)*	*94% (29/31)*	*87% (26/30)*

Indicator #6: Program-Level Outcomes - Implementation of grading rubrics
Our MPH faculty are encouraged to implement grading rubrics in their courses to help clearly communicate expectations for student assignments, exams, and projects. In addition, rubrics present a valid way to reduce grading bias and set a level playing field so that all students understand how to perform in order to achieve the required standards and formats. Since 2019, at least five out of six MPH faculty members have incorporated grading rubrics into their courses.

Other Meaningful Measures Needed to Measure MPH Program Goal 1 in B2-1
There are two other measures that have an impact on pedagogical techniques needed to measure aspects of our MPH Program Goal 1 in B2-1. The first outcome measure is the "pass rate of MPH Comprehensive Exam at their FIRST ATTEMPTS," which is the student learning outcome that is influenced by the utilization of different pedagogical techniques among most core courses and concentration courses. The second outcome measure is the student-to-faculty ratio. This measure can influence the designs and choices of the pedagogical techniques as some pedagogical approaches do not fit large classes. Therefore, tracking data based on these two measures can provide meaningful information to our program.

- *At the end of each calendar year, at least 80% of students passed the MPH Comprehensive Exam (i.e., MPH Degree Closure Exam) at their FIRST ATTEMPTS.*
- *At the end of each calendar year, the MPH Program maintained a student-to-faculty ratio not exceeding 10:1.*

Goal 1 (in B1: Guiding Statements): Provide professional education built on public health competencies for students.

Unit-defined Measures	***Outcome Measure***	***Target***	***2019***	***2020***	***2021***	***2022 Jan – May***
At the end of each calendar year, at least 80% of students passed the MPH Comprehensive Exam (i.e., MPH Degree Closure Exam) at their FIRST ATTEMPTS.	*% of exam first attempt passing rate*	*80%*	*63% (14/38)*	*96% (23/24)*	*88% (22/25)*	*100% (18/18)*
At the end of each calendar year, the MPH Program maintained a student-to-faculty ratio not exceeding 10:1.	*# of students compared to # of faculty*	*10:1*	*8:1*	*8:1*	*8:1*	*8:1*

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The program constantly evaluates faculty instructional effectiveness such as faculty instructional methods, competence, and performance in instruction.*
- *UIS provides great teaching resources, faculty professional development workshops, and IT/LMS support.*

Weaknesses:

- *It must be noted up front, though, that if the funds, compensation, and decrease of teaching workload (i.e., reception of non-instructional assignments for accreditation efforts) are declined or rejected, it will negatively impact the thoroughness of the evaluation system of the faculty instructional effectiveness, as well as other accreditation-related activities described in other CEPH criteria in the Self-Study.*

Plans:

- *The program will continue the current mechanism to evaluate faculty on their professional and instructional development.*

E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

   At UIS, scholarly or research activities are generally defined within the context of Ernest Boyer's model, which is derived from the "Scholarship Reconsidered" book published by the Carnegie Foundation. The scholarship is broadly defined at UIS to encompass a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem-solving, aesthetics, pedagogy, and the communities and broader public we serve. It includes the scholarship of discovery, integration, application, and teaching.

   The UIS "Faculty Personnel Policy" specifically provides various types of activities that could be documented for Scholarship which may include (1) engaging in applied research including surveys, assessments, evaluations, field studies, etc. (2) pursuing cross-disciplinary research projects, integrative studies, surveys of the literature, (3) interpretative analyses, etc., (4) conducting research and development aimed at the improvement of teaching and learning, (5) engaging in applied research related to assessment of learning outcomes, (6) conducting basic research for the discovery of new knowledge, (7) producing creative works of art, literature, media, etc., (8) giving creative public performances, readings, shows, exhibitions, etc., (9)giving paper/poster presentations at professional meetings, (10) publishing papers, articles, books, chapters, monographs, reviews, case studies, working papers, proceedings or creative works (single or joint authorship, as well as editing volumes; print and other media; refereed and non-refereed publications), and so on.

   To be considered for either promotion to the associate or full professor level, a tenured/tenure track faculty member has to demonstrate high quality in scholarship activities. Faculty members going for promotion must demonstrate that their scholarly products are published in peer-review journals. Assessment of scholarship performance takes place within the context of each faculty member's annual personnel review.

2) Describe available university and program support for research and scholarly activities.

   University Level Support
   Research and Sponsored Programs: Faculty members and students at UIS have access to a variety of resources to support and encourage research activities. The Research and Sponsored Programs provide support for grant writing, compliance with IRB guidelines, HIPAA compliance, notification of grant announcements, and funding sources. The Research and Sponsored Programs also coordinate internal funding opportunities for faculty. Examples include:
   - *The grant writing mentorship program has up to $8,500 to support new grant writers by matching them with mentors to assist them in submitting competitive proposals to external funding sources.*

- *Caryl Towsley Moy Endowed Fund for Collaborative Research provides $10,000 per grantee to fund scholarly activities that will directly advance the research project's goals and strengthen the potential to leverage external support.*
- *International travel program - $5,000: To support the dissemination of scholarly work at international conferences.*
- *Scholarly presentation support program - $30,000: To support funds to be applied toward registration and usual travel-related expenses such as transportation, lodging, and per diem.*
- *The competitive scholarly research grant program - $30,000: To support the scholarly growth of faculty and encourages faculty members to keep abreast of developments in their relevant fields of knowledge.*

The "Research and Sponsored Programs" organizes a yearly Student Technology, Arts and Research Symposium (STARS) to showcase faculty-led students' research programs on campus. The program is a vehicle to provide financial support for the academically related research activities of active UIS students.

College Level Support
Faculty members are allotted $1,000 each year for travel and training. Faculty promoted from Assistant Professor to Associate Professor will be provided access to a one-time amount of $1000 in additional professional development funds in the year after they are promoted. Faculty members promoted from Associate Professor to Professor receive $2,500 additional professional development fund which is a one-time amount in the year after they are promoted. Post-tenure reviews are to occur every seven years after a faculty member receives tenure. After the post-tenure review report has been received by the appropriate Dean's office, the faculty receives a $2,500 minimum one-time professional development fund to use in the following three years.

3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

In our MPH Program, students are encouraged to participate in research activities during their time. Students at graduate levels assist with faculty research by conducting literature reviews, collecting data, and assisting with data analysis. In addition, students gain experience with writing conference proposals through faculty-student research efforts. For example, our students consistently present findings in their research projects at conferences such as the annual state conference of the Illinois Public Health Association.

Example #1 (Faculty-Led Food Insecurity Research Project)
Four MPH students under the mentorship of Dr. Cheng-Chia (Brian) Chen completed a research project on food insecurity. Students conducted comprehensive literature reviews, developed survey questions using summaries from literature reviews and the U.S. Household Food Security Survey Module, helped collect data, and assisted with data analyses. Hinal Patel, the student leader of this project, won the UIS Graduate Student Research Grant to present the research findings and results with Dr. Chen at the conferences held by the American Public Health Association (APHA) and Illinois Public Health Association (IPHA). This is an example of several projects that engage students in community-based participatory research on public health issues. As of now, this is a longitudinal project with ongoing opportunities for our MPH students.

Example #2. (Faculty-Led Radon Research Project)
Dr. Cheng-Chia (Brian) Chen with his MPH research mentee, Bamidele Adeyanju, conducted a research project on Barriers to Radon Awareness, Testing, and Mitigation. Bamidele worked with Dr. Chen to submit the IRB at UIS, and then collected and analyzed data with Dr. Chen's assistance. They presented the results and research findings at the 2019 Annual Meeting of the Illinois Public

Health Association, entitled "A Health Belief Model-based instrument for assessing factors affecting radon interventions."

Example #3 (Faculty-Led Global Health Research Project: Water Quality & Gastroenteritis)
This example is related to a UIS Sponsored Student Research under MPH Faculty Support. Access to potable water supply remains a problem for rural residents in many parts of Africa. Common sources of drinking water include unprotected hand-dug well, unprotected springs, or surface water such as rivers, lakes, ponds, or streams. The quality of water from these sources is often not monitored. Therefore, those who depend on it for drinking purposes are prone to water-related diseases. During the summer of 2018, seven students took part in water sampling and quality assessment of drinking and surface water in seven communities in Hohoe, Volta Region Ghana. MPH students, Alexandra Madden, and Bredina Coale presented their research findings (a research project that involves the leadership of the former department chair) at the University of Illinois Springfield Student Technology, Arts & Research Symposium (STARS).

Example #4. (Various Student Opportunities related to Faculty-Led Research Projects)
Several students presented faculty-student collaborative research projects at state conferences (e.g., Illinois Public Health Association (IPHA) and Illinois Public Health annual conference) as well as at other scholarly venues. Examples of student presentations are as follows.

- ***Soni, S. (MPH Student)**, Madina, R.P., & **Shrestha, J. (Faculty)** (2019, September), Does socioeconomic status and unhealthy behaviors lead to adverse health outcomes? Illinois Public Health Association 2019 Annual Conference, Springfield, IL, United States.*
- ***Bhandari, S. (MPH Student)**, **Chen, C.C. (Faculty)**, Patel, H. (MPH Student), & Kyaw, P (MPH Student). (2017, September). New trends of e-cigarette consumption, marketing strategies, and influence on health: A systematic analysis from scientific-based evidence. Illinois Public Health Association 2017 Annual Conference, Springfield, IL, United States.*
- ***Akinsanya, O. (MPH Student)** (2019, November). Illinois Cyanobacterial Monitoring System: Implication for Public Health. American Public Health Association 2019 Annual Conference, Philadelphia, PA, United States. (a research project that involves the leadership of the former department chair)*

Example #5 (Integrative Faculty-Led Research Opportunities for Students)
Dr. Cheng-Chia (Brian) Chen has created a user-friendly research training center - Innovative Health Inequality, Policy & e-Education Research (iHIPER) on a Canvas Site where he shares abundant handouts and videos about how to conduct a rigorous study and publish it on a peer-reviewed journal. Training topics for his research mentees include researching and synthesizing available literature; data management and manipulation, data cleaning and analysis; research instrument construction and data collection; and information technology training for research (e.g., Qualtrics online survey methods). The faculty-led studies have been presented at professional and scholarly conferences. Dr. Chen and his research mentees meet regularly for a variety of practical research training workshops, skills-building activities, and student-led presentations and discussions. The hands-on opportunities at the iHIPER not only enhance research mentees' knowledge of content areas in public health, but also help establish practical analytical skills such as sampling methods, experimental designs, program evaluation, and so on.

4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples of material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Most MPH faculty members engage in scholarly and research activities based on their expertise, practical experiences, and research interests throughout their careers. They also attempt to integrate research, data analysis, and experimental design skills into their teaching materials in class.

Example #1
Dr. Cheng-Chia (Brian) Chen has been conducting a number of secondary data analyses and community-based participatory research (CBPR) projects in public health. One of Dr. Chen's CBPR projects is related to evaluation research for an innovative community health initiative for underserved populations with hunger and food insecurity. In 2014, Champaign County had a higher poverty rate (22.6%) than the Illinois state rate (14.3%). This provides evidence of food insecurity in underserved populations as poverty is a strong predictor of hunger and food insecurity. Friends of Champaign County Food Pantry (FCCFP) is an innovative and sustainable academic-community-health department partnership and initiative that allows the local multi-cultural communities and University of Illinois Springfield (UIS) faculty and students to collaborate with local public health professionals to alleviate food insecurity among underrepresented minority groups in Champaign County. Mixed methods and GIS/spatial analyses have been used to achieve a summative and formative evaluation of food supply, program satisfaction, food insecurity, and other health outcomes. With interdisciplinary collaboration/contribution, integration of resources, and marketing strategies, this model can play a significant role in reducing food insecurity for underserved populations.

Through a variety of illustrations and explanatory comments, he integrates his diverse analytical thinking and research experiences into his courses in MPH 503 (Biostatistics) and MPH 541 (Social Determinants of Health). Dr. Chen integrates his research expertise in advanced statistics into the MPH 503 course through a variety of visualized examples, illustrations via instructional animations, and hands-on applications from real-world analytical cases. Moreover, he explains the detailed process of how to conduct CBPR research using his research experience in examining the community health initiative for underserved populations with hunger and food insecurity in MPH 541. For instance, students in MPH 541 learn how to conduct literature reviews, construct conceptual frameworks, collect, analyze, evaluate data, and report results and findings from several sources of real-world datasets. In addition, students develop teamwork and planning skills from Dr. Chen's multiple collaborative research projects with county health departments in Sangamon County and Champaign County in Illinois.

Example #2
Dr. Junu Shrestha has extensive knowledge of heavy metal and pesticide toxicity created by environmental pollution of waterways through her ongoing research with colleagues at the University of Iowa. This practical experience informs her instruction in MPH 521 (Introduction to Environmental Health). Through the inspiration and application of Dr. Shrestha's research projects, students learn practical skills in the recognition, analysis, and control of significant environmental and occupational diseases such as lung cancer, renal dysfunction, asthma, and hormonal disturbances. Moreover, students create posters and deliver presentations on a variety of pollution case studies in the communities.

Example #3
Dr. Kathy DeBarr works in the area of health education research. She uses her experiences in writing research protocols, confidentiality concerns, and study instruments for IRB proposals and integrates them to teach students in the MPH 506 (Research Methods in Public Health) to prepare their own IRB proposals and narratives.

Example #4
In an Epidemiology class (MPH 511), Dr. Yu-Sheng Lee included a useful summary table from one of his peer-reviewed journal articles, entitled "Trends in Accuracy and Comprehensiveness of Pathology Reports for Resected Non-small Cell Lung Cancer (NSCLC) in a High Mortality Area of the United States," to demonstrated how to apply epidemiological skills to justify various associations such as relative risk (RR) and odds ratio (OR), as well as how to determine if RR (or OR) is significant by relevant confidence intervals.

- *Smeltzer MP, **Lee YS**, Faris NR, Fehnel C, Akinbobola O, Meadows-Taylor M, Spencer D, Sales E, Fullenwider JP, Okun S, Giampapa C, Anga A, Pacheco A, Ray MA,*

Osarogiagbon RU. Trends in Accuracy and Comprehensiveness of Pathology Reports for Resected Non-small Cell Lung Cancer (NSCLC) in a High Mortality Area of the United States. J Thorac Oncol. 2021; 16(10): 1163-1167.

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

Because "teaching remains the central function and excellence in teaching continues as the overriding goal" at the University of Illinois Springfield, activities related to the academic development of students have the highest priority in the evaluation of faculty.

As described in E4-1 in UIS "Faculty Personnel Policy," UIS faculty pursue scholarship as described in the Carnegie Foundation Report, "Scholarship Reconsidered," which is the scholarship of discovery, integration, application, and teaching. Assessment of performance in the four categories of scholarship is based on the quality of the work as documented in the faculty personnel files and portfolios based on the guidelines of the Faculty Personnel Policy.

Faculty members create portfolios administered by the Provost's Office that inform personnel decisions. Portfolios contain books, articles, correspondence, and other documents about the faculty member's research. The faculty must demonstrate teaching excellence and demonstrate a cumulative record of high quality in the combined areas of scholarship and service member in order to attain tenure.

6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

TEMPLATE E4-1

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	**Target**	**2019** (n = 4)	**2020** (n = 4)	**2021** (n = 5)
Percent of primary faculty participating in research activities each year.	90%	100%	100%	100%
Number of articles published in peer-reviewed journals each year.	4	4	2	5
Presentations at professional meetings each year.	4	6	4	9

Note. *There are only four tenured/tenure-track professors who are required to conduct research in 2019 and 2020. As defined by UIS Faculty Personnel Policy, only tenured/tenure-track faculty members are required to have scholarly activities. The number of articles published in peer-reviewed journals fell a little short from Spring 2020 to Spring 2021 (due to COVID-19 constraints). All human research studies were canceled or delayed due to the COVID-19 pandemic. Conferences were also routinely canceled for the three terms between Spring 2020 and Spring 2021. Research hours became a precious commodity as we scrambled to move all learning to online and remote courses.*

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Despite the heavy teaching load per academic year, MPH faculty members engage in active research and scholarly activities.*

Weaknesses:

- *Faculty members are in general expected to teach a 12-hour load each semester and this heavy teaching load limits time for research.*
- *A Non-Instructional (release time) assignment for four hours may be added to a few faculty members' workloads, which amplifies the shortage of research hours.*

Plans:

- *We plan to foster more collaborative research activities in the MPH Program and across different disciplines inside and outside the university through our community connections with the Illinois Public Health Association and Sangamon County Department of Public Health.*

E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

   The program expects faculty members to provide various services within the department, college, university, community, and profession, which relates to university definitions of Service. The University has a more broadly defined to include the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit or support individuals and/or groups on the campus, the university, professional associations, or external communities at the local, state, regional, national, or international levels. These expectations are commensurate with those of the University.

2) Describe available university and program support for extramural service activities.

   University: The university regularly notifies faculty of opportunities to participate in extramural service throughout the academic year via a university-wide email system, campus announcements, Campus Senate announcements, special requests from leadership, and other informal forms of communication. The Campus Sabbatical & Awards Committee (CSAC) recognizes outstanding service to the University each year through the UIS Faculty Service Award.

   College/Program: Our MPH Program encourages faculty to participate and serve in leadership roles of extramural services. Support for services typically includes travel to conference planning meetings for professional organizations or serving on academic boards. All faculty members are supported through the development funds ($1,000 per academic year) with priority emphasis on committee work, presentations, or other service engagements. In addition, the Dean's Office of our College considers additional travel funding requests as they arise.

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

   Example #1
   Dr. Cheng-Chia (Brian) Chen strives for excellence in service in the field of public health, which is a life-long goal and mission to enhance population health among diverse communities. He has been an active member of the County-Level Public Health Committee in Sangamon County, Illinois. The main purpose of this newly developed committee is to include public health and healthcare experts from UIS, SIU School of Medicine, Sangamon County Department of Public Health (SCDPH), Memorial Hospital System, and local health education professionals to brainstorm strategies to fight COVID-19. Dr. Chen shared these service experiences in his on-campus and online classes as illustrations of this important application of public health practice. In MPH 541 (Social Determinants of Health), students integrated knowledge learned from Dr. Chen's service

experiences and social determinants of health concepts to examine the multi-level impact of social determinants of health on COVID-19 and develop community awareness videos.

Example #2
Dr. Junu Shrestha collaborated with Illinois Public Health Association (IPHA) to work on community health projects on Hepatitis B and Breast Cancer among the African population in Central Illinois. She shared her experiences in her courses as illustrations of applied public health practice and community service. Her students heard first-hand public health actions about this innovative way to address health inequalities from a unique inter-sector collaboration. Dr. Shrestha is also an expert in geographic information systems (GIS). She and another UIS faculty member held a GIS workshop for students and people in our community. In MPH 521 (Introduction to Environmental Health), she showed students how to use ArcGIS to analyze public health data and foster students' learning motivation to enhance their spatial analysis skills for environmental health problems using ArcGIS.

Example #3
Dr. Lenore Killam has been serving on the Board of both the Illinois Public Health Association (IPHA) and the Illinois Environmental Health Association (IEHA) for many years. She also serves as the Publications Chair for the IEHA quarterly newsletter "the Cardinal." Dr. Killam leverages these extramural service activities and integrates them into her instructional materials in MPH 586 (Solid and Hazardous Waste). Then, students are able to identify and discuss waste disposal issues that have implications that could spill over the national borders via the lens of Dr. Killam's hands-on experiences of promoting environmental health policy resolutions in IPHA and IEHA. She also asks students to think critically about a sustainable practice that can be adopted for their residential communities.

Example #4
Dr. Cheng-Chia (Brian) Chen has served as a reviewer for a number of journals during the past several years. These journals include (but are not limited to) the American Journal of Public Health, BMJ (formerly British Medical Journal [Impact Factor: 5.48 in 2018]), American Journal of Preventive Medicine (Impact Factor: 4.53), Health Economics (Impact Factor: 1.63), and International Journal of Health Services (Impact Factor: 1.75). In the MPH 575 (Health Economics) course, students completed presentations regarding a public health issue and health economics from journal articles and other supportive materials. The purpose of the project is to encourage students to apply what they have learned in examining rigorous studies among peer-reviewed papers based on Dr. Chen's experiences as a journal reviewer. Consequently, students can select a relevant health issue to analyze current situations and provide suggestions to alleviate that issue from literature and other diversified resources.

Example #5
Dr. Cheng-Chia (Brian) Chen has been serving as a statistical consultant for a variety of county health departments and public health agencies. For instance, he was responsible for an Opioid Abuse Analysis Project for the Director of Champaign-Urbana Public Health District to assess the trends of drug-related deaths since 2011. He incorporated these real-world examples into biostatistics teaching materials, which allowed students to discuss this case when they worked on the Biostatistics Student Survey Project. When SPSS lectures (e.g., SPSS Custom Table for Descriptive Statistics) were taught, students were able to apply the analytical techniques that Dr. Chen used for the Opioid Abuse Analysis Project and adapt these skills to their desired public health career.

4) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.

   Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list in the criteria, the program may add indicators that are significant to its own mission and context.

Goal 3 (in B1: Guiding Statements): Participate in diverse community engagement through service, outreach, and partnerships.					
Outcome Measures for Faculty Extramural Services	***Outcome Measure***	***Target***	***2019***	***2020***	***2021***
At the end of each calendar year, at least 80% of primary faculty participated in extramural service activities.	*Percent of primary instructional faculty participating in extramural service activities*	*80%*	*100%*	*100%*	*100%*
At the end of each calendar year, at least 3 public/private or cross-sector partnerships for engagement and service are reported by faculty.	*Number of public/private or cross-sector partnerships for engagement and service*	*3*	*4*	*6*	*8*
At the end of each calendar year, at least 3 community-based service projects are reported by faculty.	*Number of community-based service projects*	*3*	*5*	*6*	*7*

This Goal 3 Outcome Measures Table contains outcome objectives and our faculty's collective efforts related to three indicators. As shown in the table, 100% of our primary faculty members have been participating in extramural services activities. Moreover, we have exceeded our current performance targets for "the total number of community-based service projects" and "number of partnerships for engagement and service."

5) Describe the role of service in decisions about faculty advancement.

Assessment of service, like teaching and scholarship, shall not be reduced solely to quantitative measures, but must include qualitative judgments as well. The faculty member in order to attain tenure must demonstrate teaching excellence and demonstrate a cumulative record of high quality in the combined areas of scholarship and service. The standard for promotion to full professor is documentation of high-quality service to the university, the discipline, and the external community. It must be noted that excellence in teaching has clear priority over both scholarship and service.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The UIS MPH faculty provides a variety of service opportunities to enhance and promote public health in the communities.*

Weaknesses:

- *Besides the $1,000 faculty development fund that can be used for MPH faculty's extramural services, there are limited funds to increase faculty's momentum to do extramural services.*

Plans:

- *We will continue to maintain a good quality of faculty extramural services and student service-learning opportunities through well-planned coordination, collaborative projects, and public health initiatives.*

F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

One of our program's methods to collect constituent input is through the UIS MPH Advisory Council (UIS MAC), which serves as our community advisory board. This Advisory Council meets annually and is composed of community public health professionals, community stakeholders, internship field supervisors, UIS MPH alumni, and members of other academic institutions with a program or school of public health.

UIS MPH Advisory Council (i.e., our community advisory board) members' credentials and professional affiliations are listed in the Table below.

Name	***Professional Affiliation***
Sherrie Elzinga	*Director* *Office of Graduate Public Service Internship Program* *University of Illinois Springfield*
Veronica Halloway, MA	*Chief* *Center for Minority Health Services* *Illinois Department of Public Health (IDPH)*
Tom Hughes	*Executive Director* *Illinois Public Health Association (IHPA)*
Wiley Jenkins, PhD, MPH, FACE	*Research Professor and Chief* *Epidemiology and Biostatistics, Population Science and Policy* *Southern Illinois University (SIU) School of Medicine*
Vidya Sundareshan, MD,	*Professor and Chief, Infectious Diseases* *Southern Illinois University (SIU) School of Medicine*
Molly Lamb, DrPH, MPH, MPA, CHES	*Executive Director (Alumni)* *Center of State Policy and Leadership* *University of Illinois Springfield*
Gina Lathan, PhD, MPH	*Chief Executive Officer (Alumni)* *LathanHarris, Inc. & Route History*
Julie Pryde, MPH, MSW	*Public Health Administrator (Alumni)* *County-Level Department of Public Health in Illinois* *Champaign-Urbana Public Health District*
Mohammed Shahidullah, PhD, MPH, MS	*State Demographer (Alumni)* *Illinois Department of Public Health (IDPH)*
Jessica Thoron-McAnelly, MPH	*Section Chief* *Division of Food, Drugs, and Dairies* *Illinois Department of Public Health (IDPH)*
Colleen Kelley, LEHP	*Assistant Director, Food Safety Program* *Sangamon County Department of Health*
Alexandra Madden, MPH	*Health Inspector (Alumni)* *Sangamon County Department of Health*
Benjamin Fletcher, MPH	*Former MPH Student Representative* *University of Illinois Springfield*

Semimo Adeleke	*MPH Student Representative*
Damilola Williams	*MPH Graduate Assistant (MPH Student)* *University of Illinois Springfield*
Mohammed Rahman, MS, MPH, LEHP	*Environmental Engineer* *Illinois Environmental Protection Agency*
April Caulk, MPH, LEHP, CP-FS	*Food Program Section Chief* *Illinois Department of Public Health (IDPH)* *Division of Food, Drugs, and Dairies*

The purpose of the UIS MAC is to provide insight and guidance on all aspects of our MPH Program, make recommendations for program enhancement, advocate for public health, and increase the visibility of our health program initiatives. The UIS MAC members consult on matters that arise at scheduled meetings and provide input via email communications on any program-related business between regular meetings.

2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

Internship supervisors in our MPH Program provide regular evaluative feedback on the professional skills and public health competency-based performance of our students. Their insights and comments have been used for program enhancement. These supervisors often give positive feedback about how well-prepared our students are when they enter their internship. For example, we have received comments that supervisors felt our MPH students equip themselves with good Foundational Public Health Knowledge and competencies through the courses taken before their internship. Examples of ways in which we have adapted instructional strategies based on supervisor feedback include focusing more on the practical learning experience of systems thinking and the application of social determinants of health concepts.

3) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

Through several mechanisms, the MPH Program engages constituents in regular assessment of the content and currency of public health curricula, as well as their relevance to current practice and future directions.

UIS MPH Advisory Council (UIS MAC)
The UIS MPH Advisory Council (UIS MAC) members always give our program valuable feedback regarding curriculum planning, program strength and weakness, and the CEPH accreditation process. We meet with the MPH Advisory Council members at least annually and communicate with the committee via emails and phones when needed. Within the meetings and through email/phone communications, many meeting items and program-related topics (e.g., current curricula and proposed changes, as well as their relevance to current and future practices within the public health workforce) are thoroughly discussed and debated to help program enhancement.

The UIS MAC also provides advice and suggestions for the accreditation process (e.g., preliminary CEPH self-study documents and items). They help with the identification of programmatic strengths, weaknesses, opportunities, and potential external threats to the program. They discuss the evolving practices within the field and examine the program's engagement in the local communities and the stakeholder in the state. Materials received from the program constituents are documented through note-taking, minutes recording and/or reporting. Then, their comments and suggestions are further discussed during the department meetings for feasibility confirmation and operationalization. Since MAC members' feedback has been provided, programmatic changes have occurred. To name a few, increased collaborative efforts have occurred between the program and community organizations. There have also been changes in teaching materials among program courses, as well as others, such as the incorporation of social determinants of health perspective into the fifth MPH-Environmental Health concentration competency.

Alumni Survey and Employer Survey

Our MPH Program has been using two different surveys to obtain a continuous assessment of the MPH curriculum, particularly concerning ongoing trends and future practice directions. These two assessment tools include an alumni survey and an employer survey via Qualtrics. The quantitative data acquired from these online surveys are reviewed by the department committees and used to assess student learning performance and outcomes as well as the strengths and weaknesses of our MPH Program.

Alumni Survey: The UIS MPH Alumni Survey is designed to capture the feedback from our alumni on their characteristics, self-reported public health competencies and skills gained from the program, as well as program strengths/weaknesses and post-graduate professional development opportunities and needs. Examples of demographic variables in the survey include respondents' year of graduation, the contact information of MPH graduates, and their supervisors. All 22 CEPH Foundational Competencies are evaluated by each survey participant regarding the level of practicality. The overall MPH Program satisfaction is evaluated as well. Finally, respondents were asked if they have attended any professional development or continuing education programs since graduation (yes/no). Surveys are sent annually to alumni who have graduated within one year.

Employer Survey: We have created an annual survey for UIS MPH alumni's employers to evaluate how the UIS MPH Program prepares our graduates to apply what they learned (e.g., 22 CEPH Foundational Competencies) to their job tasks. This online assessment tool is an anonymous survey designed and distributed through Qualtrics online survey system. Characteristics of employers (e.g., types of public health agencies, companies, and their sizes) are included in this survey for the MPH Program to learn more about employers' background information. In this survey, employers are asked about the level of our graduates' 22 CEPH foundational competencies that are derived from the public health education at UIS.

4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

Development of the Vision, Mission, Values, Goals, and Evaluation Plan

In 2017, our MPH Program attempted to revise the vision, mission, values, and goals which were deliberated at the UIS MPH Advisory Council (UIS MAC) meeting in the fall semester. Meeting participants included faculty, students, and UIS MAC members. Visions/mission and goals were discussed based on the most recent CEPH application progress and program information (e.g., curriculum spotlight, MPH student demographics). Moreover, ideas for MPH Program evaluation plans were discussed as well.

In 2021, faculty, UIS MAC members, an MPH Program graduate assistant (an MPH student), and a student representative had a productive meeting to discuss a variety of program evaluation plans, the CEPH accreditation process and plans to make adjustments to the vision, mission, values, and goals. We were able to figure out some strategies to simplify the vision and mission and further tighten the connections between and mission and goals.

At our UIS MPH Faculty & Advisory Council Joint Meeting in 2022, we reviewed our final version of the vision, mission, values, goals, and evaluation measures carefully and thoroughly again. The purpose was to (1) ensure that these program evaluation-related items were relevant, and (2) identify if any adjustment might be necessary.

Development of the CEPH Self-Study Document

In 2017, the UIS MAC members met MPH faculty and students and did a review of the selective portion of the preliminary self-study document. As subsequent drafts of sections were completed, we reached out to our Advisory Council members again to review the sections and provide feedback.

In the 2021 UIS MPH MAC Meeting, comments were solicited from MAC members on various sections of the self-study. They were eager to participate and provided feedback that we incorporated into this self-study. For example, Dr. Mohammed Shahidullah suggested social determinants of health (SDOH) should be a specific course for both concentrations. Ms. Julie Pryde also addressed that the SDOH course is where we just got to start focusing. In addition, Ms. Gina Lathan mentioned that SDOH training is critical for all MPH students to build a holistic package of public health skills and knowledge. These comments helped us develop CEPH Self-Study related materials such as D4-1 concentration competencies (including MPH-General and MPH-Environmental Health). For instance, 3 out of 5 MPH-General concentration competencies are directly related to social determinants of health to make sure MPH-General students have sound training in their curriculum. Moreover, adding one concentration competency related to the SDOH for MPH-EH students can provide them with extra opportunities to learn more about the SDOH. These two approaches can help our MPH Program to better address the needs for SDOH-related competencies in the public health workforce. With constant interaction and engagement with our external constituents and community partners, we were able to respond to changing practice and research needs in public health and modify program curricula. For example, our partnership with the Sangamon County Department of Public Health and the Illinois Public Health Association allowed the access to the latest information available on the status and new needs of the public health workforce in Sangamon County and Illinois. This important piece of information is helpful to provide directions to shape our curricula.

In 2022, we sent our MPH Program Evaluation Report with the selected sections of the self-study to the MAC members for review. All relevant comments/suggestions provided by the Advisory Council members have been incorporated into the documentation and narratives of the CEPH Self-Study. For example, we re-examined graduation rates data of different student cohorts based on the academic year (Fall, Spring, & Summer) they entered the MPH Program. We discussed the possible reasons for the lower-than-normal graduation rate during the 2017-2018 academic year. Moreover, one of the Advisory Council members, Dr. Wiley Jenkins provided his prediction of the 2019-20 cohort student graduation rate that could be very close to the borderline of the CEPH standard (i.e., a graduation rate of 70% for the master's degree).

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

We have provided minutes of the UIS Advisory Council Meeting on October 6, 2021, where external insight was initially collected and discussed on the MPH Program Evaluation measurements and CEPH self-study documents. In addition, we have included minutes of the UIS MPH Faculty & Advisory Council Joint Meeting on March 2, 2022, where Advisory Council members reviewed jointly with MPH faculty the most up-to-date MPH Program's vision, mission, goals, and values. During this meeting, we also went over the most recent "Evaluation Plan and Report" to discuss our findings and selected materials to be included and presented in the self-study.

Our program graduates' employers completed the employer survey. As part of the survey, they rated our graduates' abilities to demonstrate the CEPH 22 competencies at work as a result of our graduates' education and training through the UIS MPH Program.

Please see F1.5 Evidence of community input of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion F1 **(folder)**
  - F1.5 Evidence of community input **(subfolder)**
    - *2021 Advisory Council Meeting Minutes.docx*
    - *2022 Mar Faculty & Advisory Council Joint Meeting Transcript.docx*

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

Introduction of the UIS MPH Employer Survey

The UIS MPH Employer Survey has been developed and distributed to our alumni's employers or supervisors. Both quantitative and qualitative questions are asked through the Qualtrics online survey system. One of our strategies to get employers' contact information is to ask for such information in our alumni survey. The goal of this program evaluation measurement is to assess our graduates' abilities to use public health competencies in the workforce from their employers' perspectives.

Summary Data of the UIS MPH Employer Survey

We were able to identify 16 employers from our Alumni Survey. Out of these 16 participants, 11 participants completed the survey, which indicated a response rate of 69%. One of the measurements that we want to keep our eyes on is the percentage of employers who are extremely and somewhat likely to hire UIS MPH graduates. Based on the survey data, nine out of eleven employers (81%) stated their companies/agencies would extremely likely or somewhat likely hire our graduates in the future.

We asked about employers' experiences with our graduates employed in their organization regarding different kinds of skills (e.g., problem-solving skills, analytic skills, communication skills) that are trained by our MPH Program. The survey data show that most of the employers' answers about our graduates' professional skills were either "excellent" or "very good" based on a 5-point Likert Scale (excellent, very good, good, fair, and poor). In addition to these positive responses, the employers seemed to be least satisfied with our graduates' information technology skills to access, evaluate, and interpret public health data.

Moreover, our survey data suggest that the employers agreed that our graduates were either "highly competent" or "moderately competent" on almost all CEPH foundational competencies except two competencies (i.e., "21. Integrate perspectives from other sectors and/or professions to promote and advance population health" & 16. Apply leadership and/or management principles to address a relevant issue).

From the qualitative responses on the UIS MPH Program and graduates' strengths and weaknesses, most employers gave positive comments. The most useful and applicable CEPH foundational competencies that employers want our graduates to have when they enter the job are as follows:

- *16. Apply leadership and/or management principles to address a relevant issue*
- *18. Select communication strategies for different audiences and sectors*
- *19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation*
- *21. Integrate perspectives from other sectors and/or professions to promote and advance population health*

The employers thought our graduates are well-prepared for communication skills (Competency #18 & #19). Some employers suggested some areas for improvement. These areas include leadership and interprofessional and/or intersectoral practice. Finally, our program has discussed findings and indications from the Employer Survey and planned to make efforts in educating and training students in the areas that the Employer Survey suggested. For example, Dr. Yu-Sheng Lee (Instructor of MPH 501: Introduction to Public Health) developed a brand-new lecture and assessment to provide knowledge and training on leadership and management principles. In addition, Dr. Kathy DeBarr (Instructor of MPH 531: Public Health Policy) will team up with at least one social worker to create practical training and application opportunities for students to learn how to perform and communicate effectively on interprofessional teams and integrate insights from other professionals into students' policy analyses.

We summarized our survey data to demonstrate the number and percentage (%) of respondents that rated our graduate's skill as "excellent" and "very good" in the table below. Any area

consistently reported below 70% will lead to a review, which aims for the best practices through the collaborative efforts of the UIS MPH faculty and/or Advisory Council members for that area.

Based on your experience with UIS public health graduates employed in your organization, please rate our graduates in the following areas	***2022 (N=11) Response Rate: 11/16=69%*** *n (%)*
Problem solving skills	*11 (100%)*
Analytic/assessment skills	*11 (100%)*
Systems thinking skills	*10 (91%)*
Basic public health sciences skills	*10 (91%)*
Cultural competency skills	*10 (91%)*
Writing skills	*10 (91%)*
Oral communication skills	*9 (82%)*
Leadership skills	*10 (91%)*
Skills to conceptualize problems related to the field of expertise	*9 (82%)*
Skills to analyze determinants of health and disease using an ecological framework	*9 (82%)*
Information technology skills to access, evaluate, and interpret public health data	*8 (73%)*

We also summarized the survey data that contain the number and percentage (%) of respondents that believe the UIS MPH graduates who work or worked for them were "highly competent" and "moderately competent" in each CEPH Defined Foundational Competency. Any area consistently reported below 70% will lead to a review, which aims for the best practices through the collaborative efforts of the UIS MPH faculty and/or Advisory Council members for that area.

Think of UIS MPH Program graduates that you have hired or supervised in the past year. Please rate their average competence in the following 22 CEPH Foundational Competencies covered in the UIS MPH Program's Curriculum	***2022 (N=11) Response Rate: 11/16=69%*** *n (%)*
Apply epidemiological methods to settings and situations in public health practice	*10 (91%)*
Select quantitative and qualitative data collection methods appropriate for a given public health context	*9 (82%)*
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	*9 (82%)*
Interpret results of data analysis for public health research, policy, or practice	*9 (82%)*
Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	*10 (91%)*
Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	*10 (91%)*
Assess population needs, assets, and capacities that affect communities' health	*10 (91%)*
Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	*10 (91%)*
Design a population-based policy, program, project, or intervention	*9 (82%)*
Explain basic principles and tools of budget and resource management	*9 (82%)*
Select methods to evaluate public health programs	*10 (91%)*

Discuss the policy-making process, including the roles of ethics and evidence	*10 (91%)*
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	*10 (91%)*
Advocate for political, social or economic policies and programs that will improve health in diverse populations	*10 (91%)*
Evaluate policies for their impact on public health and health equity	*10 (91%)*
Apply leadership and/or management principles to address a relevant issue	*10 (91%)*
Apply negotiation and mediation skills to address organizational or community challenges	*11 (100%)*
Select communication strategies for different audiences and sectors	*10 (91%)*
Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	*10 (91%)*
Describe the importance of cultural competence in communicating public health content	*10 (91%)*
Integrate perspectives from other sectors and/or professions to promote and advance population health	*8 (73%)*
Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	*8 (73%)*

The following unedited comments about the UIS MPH Program and graduates' strengths and weaknesses were provided by the employers in the Employer Survey:

- *"Public Health Inspectors inspect facilities and interact with the general public on a daily basis. Staff is tasked with educating people on safe food handling and insuring the 2017 FDA Food Code is followed. Staff should be able to read government documents and discuss content and meaning with the general public. Staff should be able to discuss complex food handling behaviors and determine possible risks."*
- *"Staff employed from UIS have a strong background in public health and a firm grasp of public communication. Be able to read and reiterate government texts could be stronger."*
- *"Overall, the program has prepared your graduate well for an academic career. She excels in her job."*
- *"Subject matter expertise with regards to infectious diseases and public health implications have improved. Knowledge about external organizations and where to locate information is great. Ability to act as a liaison between the scientific community and lay persons is excellent. However, would like to see more confidence with regards to independent decision making and leadership skills."*
- *"My experience is that the program graduates perform to a high standard."*
- *"Students that worked and also went to their classes were the best prepared candidates. Entry level candidates with experience are the best!"*

7) Provide documentation of the method by which the program gathered employer feedback.

Please see F1.7 Employer feedback methodology of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion F1 **(folder)**
  - F1.7 Employer feedback methodology **(subfolder)**
    - *UIS MPH Annual Self-Evaluation Report.docx (See **Appendix C: UIS MPH Employer Survey – Methodology, Measurements, and Findings**)*

8) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *In our community, there has been great interest among our program constituents who are willing to participate in ongoing efforts to review our MPH Program and provide suggestions for program enhancement.*

Plans:

- *The UIS MPH Advisory Council will continue to function as planned and engage students, alumni, community stakeholders, employers, and partners if the funds and resources are continued to be offered by the school director, dean, and provost.*

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

Students are introduced to service, community engagement/professional development activities through the classroom and internship experiences (in both on-campus and online settings), the program's collaborative efforts with outside public health agencies (e.g., Illinois Public Health Associations), faculty extramural service and scholarly activities, and event announcements through the MPH Program's Listserv (accessible to both online and on-campus students). Our MPH students also have a variety of community engagement opportunities through diversified outlets including the Center for Academic Success, the Volunteer and Civic Engagement Center, student organizations such as the UIS Public Health Student Association (open to both online and on-campus students), and other school and department programs. Students can capture their chances of relevant activities facilitated through our MPH Program's Facebook, MPH Program newsletters, e-Magazines (i.e., Public Health Connections), event announcements/advertisements in the ListServ, and other venues.

For example, the UIS Public Health Student Association (PHSA) is an active caucus of the Illinois Public Health Association (IPHA) Student Section. Online and on-campus students often attend the General Meetings of the IPHA Student Section to have exposure to service and professional development opportunities.

- *A number of online students heard about the AmeriCorps program via the UIS PHSA and applied for AmeriCorps positions as their services.*
- *The UIS PHSA members participate in on-campus events such as World AIDS Day, the UIS Health Fair, and the UIS Graduate Fair and connect students to service and community engagement opportunities that are beneficial for their professional development with hands-on and practical practices in public health.*

Our MPH Program is fully involved with the Illinois Public Health Association (IPHA) and the Illinois Environmental Health Association (IEHA). Both associations are invested in developing students as future professional leaders in public health and environmental health. Our program coordinates with both associations to assure that students can attend their conferences as volunteers and poster presenters. Moreover, our college has an institutional membership with the IPHA that allows our students to join their IPHA memberships for free.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

Example #1. Student Service at Illinois Public Health Association (IPHA) Events & Campaigns

With our program's close connection with the IPHA, our MPH students have great opportunities to be involved in various public health services in the events and activities that are held by the IPHA. Dr. Cheng-Chia (Brian) Chen has been an active IPHA member and serving as a committee member for the Illinois Public Health Association Epidemiology and Health Statistics Section (IPHA-EHSS) since 2016. Dr. Chen along with 12 UIS MPH online and on-campus students participate in different IPHA health education campaigns, conference planning, and operations, development of proposals on Illinois public health policy resolutions. For example, Waheed Ogunwale (an on-campus MPH student) and Dr. Chen attended a series of IPHA-EHSS meetings to discuss the advocacy strategies for an Opioid Crisis Policy Resolution initiated by IPHA. Moreover, Waheed also served as a contributor to the IPHA Student Section Newsletter in Spring 2021. Moreover,

Jefferson McMillian-Wilhoit (an online MPH student) served as the Chair of the IPHA Epidemiology and Health Statistics Section to provide training for Illinois public health professionals, advocate public health policy-making efforts, and connect experts in this area.

More selected student professional and community service examples are as follows:

- *Semimo Adeleke, Illinois Public Health Association (IPHA), active members in the IPHA Membership Committee, Annual Meeting Committee, as well as Policy and Legislation Committee (2021 - present)*
- *Fawn Ames, Illinois Public Health Association (IPHA), active member in the Epidemiology and Health Statistics Section (2018 - 2021)*
- *Queen Bassey, Illinois Public Health Association (IPHA), active members in the IPHA Membership Committee, Annual Meeting Committee, Policy & Legislation Committee (2020 - 2022)*

Example #2. University of Illinois System Response, Evaluation and Crisis Help (REACH) Initiative

REACH is a collaborative initiative that brings together police officers, social workers, and public health faculty members in the University of Illinois System (Springfield, Chicago, and Urbana-Champaign Campuses) to meet the needs of community members who are experiencing mental health crises. The REACH team seeks to take an innovative approach to include social workers on emergency mental health-related calls in a co-responder model, which can better evaluate and assess the needs of an individual in a crisis of mental illness and make supportive treatment and referral decisions at the moment. In the Fall of 2021, Dr. Cheng-Chia (Brian) Chen teamed up with one online MPH student to support and provide professional service in program evaluation for the REACH Initiative. They did the literature search and reviews and used the findings to guide the REACH Program Online Survey that aims to assess program outcomes, user satisfaction, initiative strengths/weaknesses, and key success factors.

Example #3. UIS Graduate Public Service Internship (GPSI) Program

The UIS GPSI Program, ranked as one of the state's premier governmental internship programs, provides graduate students (including UIS MPH students) with an opportunity for experiential learning through a public sector internship while completing a master's degree. This program generally does not count as the Applied Practice Experiences in the MPH curriculum. Interns earn a tuition waiver, partial fee waiver, and a stipend while interning at state or local government agencies (e.g., Illinois Environmental Protection Agency [Illinois EPA], Illinois Department of Public Health), as well as some non-profit agencies. Upon graduation, interns may begin their careers and gain professional experiences in the public sector at the federal, state, or local levels, as well as in the private sector. Online MPH students who live in Greater Springfield and Chicago areas also have GPSI internship opportunities in our program. GPSI interns can receive an extra $300 each year in addition to their regular stipend for professional development opportunities, such as attending conferences, purchasing scholarly journals, memberships in professional organizations, and so forth.

Example #4. Student Organization

Within the last three years, students have taken part in a myriad of professional and community, and service activities. For instance, MPH students have participated in the annual UIS Health and Wellness Fair to facilitate a public health station promoting health and prevention, designed specifically for the Springfield community, and its surrounding areas as well as UIS. In collaboration with community partners, the Public Health Student Association (PHSA), open to all MPH students, engages in many public health service activities. They hosted health promotion events and collaborated with the Illinois Department of Public Health to run health education campaigns during the annual National Public Health Week in early April each year. Moreover, PHSA also hosted our annual World AIDS Awareness Day event to bring awareness to HIV/AIDS, public health speaker series events (e.g., Lupus Awareness Symposium), facilitated CPR training events, and participated in a variety of community service voluntary activities (e.g., Big Brothers Big Sisters of Central Illinois events).

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The program has a great ability to foster student participation in service, community engagement, and professional development activities through the various mechanisms mentioned above.*
- *These mechanisms have provided a variety of professional and community service opportunities in which our MPH students can participate.*

Plan:

- *We will maintain our strengths in providing diverse student service opportunities in the communities to promote and enhance population health if the funds and resources are continued to be offered by the school director, dean, and provost.*
- *Our students can participate in various community engagement opportunities through service (e.g., GPSI Program), outreach (e.g., REACH Initiative), and partnerships (e.g., Illinois Public Health Association).*

F3. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

1) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.

TEMPLATE F3-1

	Education/training activity offered	**How did the unit identify this educational need?**	**External participants served**
Example #1	**Illinois New Food Code & Advanced Food Safety Training and On-Site Education for County-Level Health Inspectors** Dr. Cheng-Chia (Brian) Chen provides training for health inspectors at the Sangamon County Department of Public Health and at the 2022 Illinois Environmental Health South Chapter Annual Conference held in the City of Marion, Illinois. The topics of the training activities include cultural competency skills, frugality principles of Chinese restaurant owners/employees, and strategies to tackle the challenge of poor English proficiency among most Pan-Asia restaurants. After Dr. Chen completed translating 250+ educational PowerPoint slides based on different key food safety areas from English to simplified Chinese (i.e., most used Mandarin) and offering these materials in a "side-by-side bilingual format," health inspectors are equipped with new tools to enhance the effectiveness of communications about the new Illinois Food Code and food safety-related operations and compliance. In addition, Dr. Chen attended many on-site inspections with different health inspectors in order to provide on-site education on	The UIS Public Health Program has been in collaboration with the Sangamon County Department of Public Health (SCDPH) since 2017. Both parties have similar health-oriented missions to promote public health in the communities. With the new Illinois Food Code launched in 2019, SCDPH needed to train their health inspectors with better communication skills to educate all restaurant owners/workers about the updates and new focal points to meet the federal government's standards. Additionally, there was another challenge to educating restaurant workers who have limited English proficiency and mainly speak Mandarin Chinese. Thus, SCDPH Food Program contacted Dr. Cheng-Chia (Brian) Chen and asked for assistance to develop new communication strategies and tools to increase health inspectors' awareness and knowledge of the cultural perspective in restaurant food handling environments.	91 (13 participants at the Sangamon Co. Dept. of Public Health & 78 public health/environmental health professionals at the 2022 Illinois Environmental Health South Chapter Annual Conference) **Note: Continuing Education Units [CEUs] were given to the 78 participants, required by the State of Illinois Licensed Environmental Health Practitioners and Local Health Departments.)

	culturally-specific food preparation processes and tendencies of repeated violations of the Food Code.		
Example #2	**Springfield Illinois School Districts "Return to Learn" COVID-19 Planning Workshop for Public Health Nurses and School Superintendents: Lessons Learned from COVID-19 Spreading Pattern & Prevention Strategies** Dr. Cheng-Chia (Brian) Chen at UIS teamed up with Dr. Kemia Sarraf and Dr. Vidya Sundareshan at SIU School of Medicine to develop a COVID-19 Planning Workshop via Zoom in August 2020. Dr. Chen compiled and presented the most up-to-date COVID-19 spreading trends and infection patterns based on the most recent scientific papers from highly reputable peer-reviewed journals (e.g., Journal of American Medical Association [Impact Factor: 56.27 in 2020]). Moreover, Dr. Chen advocated and promoted mask mandate policies, the latest knowledge of COVID testing: contact tracing and surveillance, and infectious disease prevention principles (e.g., body temperature checks, and communication strategies) based on evidence-based resources. With enhanced COVID-19 responding skills, public health nurses in schools can help superintendents to make a decision on the course offering format (on-campus or online) and design effective school-wise preventive methods.	In the summer of 2020, several school superintendents (in the city of Springfield and Sangamon County, Illinois) contacted the Sangamon County Public Health Committee (SCPHC) and UIS Public Health Program about their need to train school public health nurses to increase their knowledge with COVID-19 infection mechanism and prevention strategies. Dr. Chen has been an active member of the SCPHC and he has been teaching biostatistics and social determinants of health for the UIS MPH Program. Dr. Chen took action to respond to this education need in the community and collaborate with other medical and public experts in the SCPHC to develop an educational workshop.	28
Example #3	**UIS MPH Graduate Certificates** Our MPH Program has offered several graduate certificates in public health: Community Health Education, Emergency Preparedness and Homeland Security, Environmental Health, and Epidemiology. Many certificate	Our MPH Program's Vision is "Enhancing health among diverse communities ***in Springfield Illinois and beyond***." Providing graduate certificates to a high percentage of remote working professionals has been one of the methods to	33 (working professionals who were not in the MPH degree program, enrolled between 2019 and 2022,

	students are current practitioners in public health and healthcare-related fields.	achieve our program's vision. This approach could expand our program's impact on enhancing health over a wider geographic area. These competency-based graduate certificates are designed to provide opportunities for continuing education for health professionals without formal public health training, for those interested in life-long learning, and for mid-career professionals.	most graduate certificate working professionals are remote learners.)

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program has been actively engaged in a variety of services to our community.*
- *Through sustained partnerships and trusted professional relationships, our program provides targeted and on-demand public health education, training, and assistance to respond to the needs of the communities.*
- *Our MPH Graduate Certificates offer additional strengths to our program to meet the needs of the current public health workforce.*

Plans:

- *The UIS MPH Program will continue to contribute our expertise in advancing public health by addressing the professional development needs of the public health workforce if the funds and resources are continued to be offered by the school director, dean, and provost.*

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

   *Our MPH Program's self-defined, priority under-represented populations for **STUDENTS** are **students of color and international/non-resident aliens.***

   *Our MPH Program's self-defined, priority under-represented populations for **FACULTY** are **full-time and/or part-time faculty of color (PIF & Non-PIF).***

   There are three reasons why those populations are of particular interest and importance to our MPH Program.

   - *Given that the UIS embraces diversity (Value Statement #5) in the "UIS Strategic Compass - Mission, Vision, Value" statements (https://www.uis.edu/strategic-compass/mission-vision-values), our MPH Program echoes the UIS value statement and emphasizes the importance of diversity in all its forms, which represents both an intellectual commitment and a social responsibility. Moreover, we foster an inclusive culture that recognizes the needs and contributions of every individual. It is important to run our program to be in line with the university's strategies and CEPH standards.*
   - *There is a continuous demand for culturally competent public health workers among diverse communities. Through career fairs around the state of Illinois, the university marketing experts encourage our program to put greater efforts into recruiting more students from minority racial/ethnic groups. In addition, based on a summary report of the public health workforce from the "Public Health WINS 2017" Database (https://debeaumont.org/wp-content/themes/debeaumont/ph-wins.html#vizContainer/), whites make up the majority of the governmental public workforce in state agencies (59%) compared to Blacks or African Americans (16%), Hispanics (13%), Asians (5%), and other individuals reporting multiple and other races (7%). Historically, the ethnicity percentages of students and faculty members in our public health program at UIS were predominantly white. Thus, our program has been aiming for maintaining a diverse group of faculty and students, which is important to generate more culturally competent graduates to join the public health workforce.*
   - *In 2017, only 27% of UIS's full-time faculty and 14% of the staff came from backgrounds of historically marginalized populations, which indicates room for improvements in campus-*

wide diversity. In addition, the City of Springfield is less diverse than the state. While UIS faculty diversity as a whole more closely mirrors the diversity of the city, UIS's Black population of faculty and students is lower than that of the state and the city. In 2021, our MPH Program had only one Black full-time PIF (17% of all PIFs) and we had only one part-time Black non-PIF (25% of all non-PIFs).

The processes used to define the priority population for students and faculty are as follows:

- *Student Race/Ethnicity: Our program has used several methods to define the priority populations to be students of color and international/non-resident aliens. For example, we have been analyzing student admissions data and enrollment data for the distributions of students of color and international/non-resident aliens, which provides directions in defining priority population(s). Secondly, we compare our student diversity data to the U.S. Census and diversity data from our flagship campus (i.e., University of Illinois at Urbana-Champaign). Moreover, we also use (1) national data on the gender and race/ethnic diversity of the United States public health workforce, (2) the gender and ethnic diversity of the overall US workforce to help our determination of priority group, and (3) a discussion among program faculty regarding the program's population diversity gaps.*
- *Faculty Race/Ethnicity: The processes used to determine that faculty of color and international/non-resident aliens should be a priority of interest include (1) an analysis of faculty composition data across the UIS MPH Program, UIS, and the state of Illinois and (2) analytical results of our MPH Faculty Survey and faculty profile.*

2) List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

The program's goals for increasing our targeted race/ethnicity representations are based on the suggestion of the following two priority areas for improvement by the Committee on Rights, Opportunity, Access, and Diversity. The diversity and cultural competence goals of our program are listed as follows:

- ***Diversity Goal #1:** To increase efforts on recruiting and retaining diverse faculty members and students*
- ***Diversity Goal #2:** To provide learning opportunities for students to develop cultural competence awareness and skills*
- ***Diversity Goal #3:** To raise awareness about the value of diversity among prospective and admitted students*

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

Diversity Goal #1: To increase efforts on recruiting and retaining diverse students and faculty members

*Strategy 1 – Recruitment Strategy for **Students**: At faculty meetings, we discuss recruitment and marketing strategies for programs using enrollment and admissions data. We will continue to advertise and conduct outreach about our programs on social media and in local areas where there are increased numbers of racial/ethnic minorities. We will review demographic data derived from student enrollment to monitor trends and the progress of recruitment efforts.*

*Strategy 2 – Retention Strategy for **Students:** There are activities that support overall retention and timely completion of study programs. Each student in the MPH Program is paired with a faculty adviser who continuously engages them on a regular basis to ensure study plans are reviewed and updated to enhance retention. Frequent use of the UIS degree audit tool (i.e., Degree Audit Report) allows students to monitor their own progress. An early application deadline and open*

communication channels between students and faculty advisors allow ample time to review applications, conduct early outreach as needed, as well as give academic advice. Moreover, scholarships, financial aid, and the "Graduate Public Service Internship Program" not only provide great recruiting tools, but also yield an incentive for student retention. We will promote the scholarship and financial support opportunities through different channels and media to our students.

*Strategy 3 – Recruitment Strategy for **Faculty**: Our faculty recruitment strategy aligns with the "AEO UIS Best Practices to Diversity Faculty and Staff" that is provided by the UIS Office of Access and Equal Opportunity for recruitment, retention, and promotion of qualified individuals for all positions, including faculty. Currently, our MPH Program has diversified faculty members and we will do our best to maintain our faculty diversity.*

*Strategy 4 – Retention Strategy for **Faculty**: The overall guideline for faculty retention is to establish a welcoming climate, support faculty professional development, and monitor departmental health.*

- *Examples of faculty retention strategies for establishing a welcoming climate will be developing a sound mentoring practice for all faculty (PIF & Non-PIF) and increasing opportunities for faculty to communicate department policies/expectations more clearly and early enough for the newly arrived faculty. Therefore, the UIS MPH Program will offer mentoring support for all faculty across the ranks and PIF/Non-PIF status by focusing on the following different areas.*
    - *Tenure-Track Assistant Professors – most commonly targeted for tenure process and assistance*
    - *Clinical/Non-PIF – targeted on professional development, assistance with unique aspects of teaching)*
    - *Associate Professors – focused on key areas to ensure smooth progression to the rank of full professors and leadership roles*
    - *Full Professors – targeted on progressing into advanced leadership roles*

  Within the MPH Program, the chair serves a variety of supportive capacities for tenure-track assistant professors, clinical professors, and Non-PIF. These capacities include (1) assistance with instructional technology, (2) support for scholarship, (3) collaborative engagement in community service, (4) assistance with improving pedagogical approaches and methods, and (5) advice on the unique aspects of learning and teaching in an online format, which assists in the guidance and retention of diverse faculty. In addition, to assist untenured faculty members to be successful in their career development and fulfill the requirements of promotion and tenure, internal mentor(s) and external mentor(s) will be assigned by the MPH Program. Additionally, the Dean of our College is the mentor for all tenured professors in our program.
- *Another example of faculty retention strategies with respect to supporting faculty professional development is to provide new faculty orientation, faculty development workshops, and pedagogical and research mentorship, which have been implemented at UIS.*
- *Examples of faculty retention strategies for monitoring departmental health will continue to meet with faculty regularly to provide and receive feedback and review decision-making processes checking for any biases.*

Diversity Goal #2: To provide learning opportunities for students to develop cultural competence awareness and skills

Strategies for Diversity Goal #2: Some MPH courses with the course content of cultural competence foster competencies to appreciate the inclusion of diversity and cultural considerations in public health. For example, the program identifies social, cultural, behavioral, demographic factors, relationships to domestic and international public health issues, and determinants of health. Examples of MPH course content areas related to cultural competence are selected topics and assignments on social determinants of health and environmental justice. The chair of the curriculum

committee will review MPH syllabi in order to monitor a good number of courses that address cultural competence to help students develop a good set of skills to work with diverse populations.

Diversity Goal #3: To raise awareness about the value of diversity among prospective and admitted students

Strategies for Diversity Goal #3: Diversity-related materials have been provided to prospective and admitted students during campus visits and "Graduate Week@UIS" through Zoom. An introduction to the diversity emphasis (i.e., UIS Diversity Center) is introduced at the new student orientation for both graduate and undergraduate students. The commitment to diversity and highlights of diversity-related activities (e.g., Necessary Steps Mentoring Program) is featured on the University's website. In addition, we will add diversity and inclusion resources to the MPH Welcome Webpage (for prospective students) and the "MPH Program Quick Start Guide" Webpage (for newly admitted students).

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

One of the program's constant objectives is to integrate cultural competence and diversity concepts and skills into our public health course content, discussions, and projects. For example, in our social determinants of health, our students learn to use the culture-based perspective to analyze public health issues.

Curricular Requirements
MPH 541 (Social Determinants of Health): Students develop county health assessments using several real datasets and measurements to identify and summarize factors that influence the health of the population of interest, including cultural influences on health behavior and social factors that may impact equity and resource access. Through in-class materials, students display and explain the project they have developed, they must depict any culture- or ethnicity-specific factors addressed to tailor their findings from peer-reviewed literature reviews and self-identified datasets to their priority populations. With these instructional efforts, students will better equip themselves with cultural competence training to promote a culturally competent environment in the field of public health and healthcare.

MPH 527 (Environmental Risk Assessment): Students read and study knowledge of cultural sensitivity and environmental justice related to risk communication with the community from the ATSDR Public Health Assessment Guidance Manual. Group discussion and project-based assessments are used to assess students' learning outcomes.

MPH 561 (Public Health Education): The students are directed to readings about the intersection of bias, structural racism, and social determinants with health care inequities and watch the Iago Galdston Lecture from New York Academy of Medicine: Inequalities Unmasked – Discussion of disparities along lines of race, politics, and region.

MPH 581 (Internship): Through the Internship learning experience among public health agencies in the communities, our students apply culturally competent practices through their engagement with diverse populations, preceptors, and community agencies that provide services for a wide variety of populations. They also have opportunities and apply their competence training in real-world conditions and public health circumstances.

Faculty and Student Scholarship Community Engagement with Diverse Populations
Our MPH faculty members frequently serve as mentors for students in researching the public health needs and intervention outcomes of vulnerable, at-risk, or underserved populations. For example,

Dr. Cheng-Chia (Brian) Chen's research project, "Nutritional Epidemiology Research in Food Insecurity and Hunger," has been in collaboration with the Friend of Champaign County Food Pantry, an outreach of the Central Illinois Mosque and Islamic Center. This research project has demonstrated an innovative and sustainable academic-community-health department partnership/initiative that allows local multi-cultural communities and UIS faculty, students, and alums to collaborate with local public health professionals to alleviate food insecurity among underrepresented minority groups.

Faculty and Staff Training

The University of Illinois Springfield Center for Faculty Excellence (CFE) Educational Workshops: All faculty and staff members at UIS are highly encouraged to attend the CFE workshops. There are a variety of opportunities over the course of the academic year for faculty and staff to attend workshops related to cultural competency. For example, Dr. Kathy DeBarr participated in the "Integrating Social Justice in Your Courses" workshop to explore and learn how to integrate social justice into MPH courses. Another example is that Dr. Yu-Sheng Lee attended one-half-hour training regarding "Equity, Anti-Racism, and Inclusion: Faculty Perspectives" during the 3-Day new faculty orientation. Each year, the University of Illinois System provides mandatory education and training to MPH faculty and staff on matters related to Title IX, discrimination, harassment, the Academic Search Process, the Affirmative Action Plan, Americans with Disabilities Act Amendments Act (ADAAA), and other related topics to ensure compliance around Affirmative Action and Equal Employment Opportunity.

Action to Educate Community about the Diverse Nature of COVID-19

In 2020, the Director of the University's Diversity Center, Justin Rose, recognized the diverse aspect of COVID-19 and reached out to the MPH Program. He proposed a collaborative project to educate UIS students, faculty, and community members about the diverse nature of the pandemic. Then, Dr. Cheng-Chia (Brian) Chen led a 3-person team that includes Dr. Chen, Justin Rose, and Jantzen Eddington (Dean of Students) to design an informative and comprehensive infographic. The final product has been posted on the official website of the UIS Diversity Center. The public health education infographic also can be directly accessed through the following URL: https://go.uis.edu/COVID19diversity

Additional Opportunities for Students to Develop Cultural Competency Skills

The UIS Coalition Builders (an affiliate of the National Coalition Building Institute) provides wonderful diversity training and development opportunities including "Diversity Training – Cultural Competency" and "Crisis & Conflict – Custom Workshops" and other workshops. Students are encouraged to voluntarily attend these workshops to build skills in cultural competencies. For example, the "Bias & Prejudice Reduction Workshop" consists of a series of incremental, participatory activities that empower individuals of all ages and backgrounds to take leadership in building inclusive communities in their workplaces, social groups, and neighborhoods. These workshops build effective relationships within and across group identities while learning how to effectively interrupt bias and prejudice.

5) Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

The table below shows the percentage of students enrolled each year in the MPH Program. Students of color are defined as students who self-identify as African American, Mexican American, Latinx, Asian, Native American, and/or a mix of the aforementioned racial identities. Our targeted percentage of international students is based on the international student data from the University of Illinois flagship campus (i.e., University of Illinois at Urbana Champaign, UIUC). The targeted percentage of students of color is based on the Census data of Sangamon County in Illinois, where the UIS MPH Program is located.

Diversity Percentage based on UIS MPH Student Enrollment							
	Target	***2015-2016***	***2016-2017***	***2017-2018***	***2018-2019***	***2019-2020***	***2020-2021***
International Students (i.e., international/non-resident aliens)	*> 20%*	*24%*	*13%*	*35%*	*42%*	*58%*	*43%*
Students of Color	*> 18%*	*27%*	*32%*	*38%*	*19%*	*18%*	*14%*
White, Non-Hispanic	*< 40%*	*48%*	*55%*	*26%*	*38%*	*25%*	*43%*
Unknown Race/Ethnicity	*-*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*

Based on the data presented in the UIS MPH Student Diversity table above, our targeted criterion of international students (i.e., international/non-resident aliens) has been met, except in 2017. Although some academic programs from other institutions might suffer from the decrease in international students due to the Covid-19 pandemic, the University's Graduate Public Service Internship (GPSI) scholarship program adapted quickly by changing in-person internship job interviews to the online format. Consequently, more international perspective students received the benefits of this new format and secured their financial aid earlier than before. In addition, our online MPH Program is open to international students who live overseas. These are possible reasons that might lead to the record high percentage (58%) of MPH international students during 2019-2020.

We noticed a decreasing trend in the percentage of students of color from 2018 to 2021. Possible reasons could be decreased funding and scholarship opportunities due to the impact of the Illinois Budget Impasse (2016-2018) and the negative economic impact resulting from the Covid-19 pandemic. We also observed an unstable trend in the percentage of non-Hispanic White students. After we compared this trend with the multi-year trends of the headcounts of non-Hispanic White students in the UIS MPH Annual Self-Evaluation Report (in ERF), the enrolled White students have been around 10 students each year from 2018 to 2021. Thus, the trend seems to reflect the fluctuation of international students. For example, in 2020, our international students represented 58% of the entire student body while the non-Hispanic White represented 25% of all MPH students. In 2021, the percentage of international students decreased to 43% (15% deficit from the previous year) of all students while the percentage of non-Hispanic White increased to 43% (18% increase compared to 2020 data).

The fundamental approach for our MPH Program to maintain good student diversity is to monitor student data closely each semester. According to the presented data in the above table and our self-collected student data in the UIS MPH Annual Self-Evaluation Report, the most challenging topic is to flatten the decreasing curve of students of color. Thus, we took several approaches to tackle this challenge.

First, we added a variety of financial aid resource information in the department welcome email to every newly admitted student starting in Spring 2022. Second, we canceled the GRE requirement after all faculty had fully discussed potential impacts in the hope to decrease the financial burden for students of color starting in Fall 2021. Third, we started to look up application data/records more closely on minority graduate certificate students and rejected applicants who might be interested in re-applying to our program.

Finally, we attempted to find their strength and encourage them to pursue the degree of MPH in our program. Finally, we continued to participate in the Graduate Student Recruitment Initiatives and campaigns sponsored by the University's Office of Diversity and Inclusion as well as the UIS Graduate Public Service Internship scholarship program.

The summary of the faculty diversity is described in the G1-1 Section. Moreover, the Table below indicates how the faculty diversity of the UIS MPH Program stands with respect to the faculty diversity of the entire UIS and the State of Illinois.

Faculty Diversity in Comparison across the UIS MPH Program, UIS, and State of Illinois			
Race/Ethnicity	***Faculty in Illinois***	***Faculty at UIS***	***Faculty (PIF & Non-PIF) in the MPH Program***
American Indian/ Alaskan Native	*-*	*-*	*-*
Asian	*14%*	*8%*	*10%*
Black	*6%*	*4%*	*20%*
Hispanic	*5%*	*3%*	*-*
Non-resident alien	*-*	*12%*	*20%*
Multi-racial	*1%*	*1%*	*-*
Native Hawaiian/Pacific Islander	*-*	*-*	*-*
Unknown	*3%*	*1%*	*-*
White	*67%*	*69%*	*50%*

Based on the Faculty Diversity table above, our MPH Program has a diverse lineup of faculty. There are two African Americans (1 PIF & 1 Non-PIF), four Caucasians (2 PIFs & 2 non-PIFs), one Caucasian (non-PIF), one Asian (PIF), and two non-resident aliens (2 PIFs). Of the ten current faculty members (PIF & Non-PIF), we are 30% male and 70% female. In addition, Dr. Stacy Grundy (Non-PIF) is an African American adjunct faculty who joined our public health faculty in the Fall of 2021. She also enriches the ethnic diversity of our faculty in ways that will further expand our capacity to achieve our vision, mission, and goals. We have not included staff in this report because, though we also value a diverse staff, we have had no control over staff hires in the program. We are committed to maintaining our level of diversity by following the "UIS Task Force on Faculty Recruitment and Retention."

Our program operates its diversity policies that are set at the university level. The Office of Access and Equal Opportunity requires that the recruitment of faculty and staff should be guided by a commitment to diversity. The Office ensures all searches attract highly qualified candidates irrespective of race, gender, or ethnicity.

6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

Students' perception of diversity and cultural competence in our MPH Program is measured in the student Exit Survey, which is required for all students to complete. According to our collected data, the majority of students feel welcome at UIS. At the end of each calendar year, at least 80% of students are very satisfied or somewhat satisfied with diversity and cultural competence.

Outcome Measures for Diversity and Cultural Competence (%, "Strongly Agree" & "Agree")	
Outcome Measure	***2022***
Survey Sample Size & Response Rate	***n = 18 (100%)***
You felt welcome here at UIS.	*100%*
The program has a diverse faculty.	*100%*
The program has a diverse student body.	*95%*
I felt comfortable overall with the climate in program classrooms.	*95%*
I felt comfortable overall with the climate in the MPH office.	*89%*
I felt comfortable overall engaging with program faculty.	*100%*
I felt comfortable overall engaging with staff.	*100%*
I felt comfortable overall engaging with other students in the program.	*100%*
The MPH Program related office staff are responsive to my needs.	*83%*

In January 2022, the MPH Program conducted the most recent faculty survey statements from faculty to describe their perceptions of the program's climate of diversity and cultural competence.

- *PIF member #1: "I think that the MPH program is pretty diverse and well organized. The faculty members are diverse in terms of representing identifiable backgrounds. In addition, students enrolled come from different professional backgrounds which makes the department well adapted to various ideas and knowledge. Most of our students are from medical backgrounds but we have students from environmental science, pharmacy, agriculture, business management, and more."*
- *PIF member #2: "Our department is quite diverse in terms of race and culture within both the faculty and student populations. With that said, we do not engage in any type of structured awareness training for cultural competence. Perhaps this is not a priority for our group because of the cultural competence that is integrated into our academic structure due to the pursuit of CEPH competencies. I can only hope I am adequately culturally sensitive to my peers and students."*
- *PIF member #3: "The MPH program provides a diverse workplace and culture. The faculty members are formed of different races and ethnicities. The faculty members value this unique work culture and share different cultural and educational backgrounds. The variety of human characteristics helps enhance the program's cultural competency and faculty's ability to respond to students' needs among diversified races/ethnicity."*
- *PIF Member #4: "We endeavor to make students aware of the social dimensions of health and illness, the issues of race, poverty, BIPOC populations and LGBTQ persons, and how we might better serve them. Students can see themselves in our faculty as it is quite diverse. Students are encouraged to select specific populations that they can provide health education guidance."*
- *PIF Member #5: "The Department of Public Health is one of the most diverse at the University of Illinois Springfield. This has been achieved over the years due to the department's push for international applicants. We also intend to continue increasing diversity by increasing our visibility in our city, state, and globally. Also, we will continue to have open discussions with our current and previous students and ask for their feedback on how to improve our programs."*
- *Non-PIF member #1: I am not on campus and cannot speak to this intelligently.*
- *Non-PIF member #2: Since I was only an adjunct faculty member for the 2020-21 academic year at the UIS Master of Public Health Program at the University of Illinois Springfield, my teaching assignments and status do not allow me to provide meaningful materials for these particular questions. I do not have an assessment or perception of the MPH's climate regarding diversity and cultural competency due to being an adjunct instructor.*

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program, in alignment with UIS, has a strong commitment to diversity and inclusion among students and faculty members.*
- *We have continued to demonstrate efforts and positive outcomes relative to racially and ethnically diverse program applicants, students, and faculty.*

H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

   Graduate Student Orientation from the University and Department: *The MPH Program collaborates with the Office of New Student Orientation to coordinate orientation and provide basic training for all students accepted into the program. Moreover, the graduate orientation brochure will be mailed to domestic students who have already accepted their admission. The brochure contains critical information such as Orientation Schedule, Things to Bring, and To-do Checklist. The University of Illinois Springfield online orientation materials can be accessed by the following URL: https://www.uis.edu/orientation/transfer-graduate-orientation/.*

   Additionally, Dr. Cheng-Chia (Brian) Chen sends out multiple emails and reminders that contain advisors' information, student admission status, MPH Program Guide, registration information, and necessary documents. Moreover, Dr. Chen arranged specific MPH Program Virtual Orientation events (https://go.uis.edu/MPHorientation) in 2022 twice for all MPH on-campus and online students. Due to lots of positive feedback and strong voice heard from prospective students and current students to watch the virtual orientation again, Dr. Chen has completed video editing and posted the virtual orientation video on YouTube with cloud access to the presentation slides for the audience. The video has been viewed at least 275 times. The URL to this video is https://youtu.be/gyM5fPlAInA. These events and activities can be sustainable if the continuum of extra funds for the MPH program director and new staff support can be secured in the future.

   International Students Orientation: *The UIS Office of International Student Services (OISS) provides a mandatory orientation program during the week before the first day of each semester. All new international students are required to attend the "Check-In" event and orientation programs. The director, international peers, faculty, and university staff (Residence Life, Health Insurance, Health Services, Library, etc.) provide important information and guidance to facilitate a smooth transition for new international students. More specifically, the orientation programs will provide information on academic, financial, personal, social, institutional, cross-cultural, and governmental issues. The brochure and resources can be accessed by the following URL: https://www.uis.edu/internationalstudentservices/newly-admitted-students/orientation/*

2) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

   All graduate students are assigned a faculty advisor by the department chair upon admission to the degree program. The Department Chair reviews the entire candidate's application package (e.g., statement of purpose) to match students' educational/career goals and abilities with the most relevant faculty member. Individual academic advising primarily involves assisting students with curriculum planning and course selection, monitoring student progress, and providing information regarding continuing education and/or career options related to the field of study. Advisors are consulted whenever students have questions about academic policies as outlined in the UIS Catalog or need to file official paperwork that requires departmental approval, such as petitions and education plans. Students may decide to change an advisor or change their concentration at any time by emailing the department chair/program director.

After the admission is confirmed, a new MPH student will be notified of the assigned faculty academic advisor via email from the UIS Office of Admissions. Then, the student will receive welcome letters from the MPH Program and his/her academic advisor. The MPH Program and faculty advisor will inform the advisee of the links to the UIS Catalog and MPH Education Plan webpage to help them develop a workable course-taking plan. Overall, academic advising is provided by all primary instructional faculty members to their advisees. Our program ensures advising responsibilities are communicated transparently to all parties involved. Academic advising includes the following:

Education Plan and Course Load: *Each student is mandated to contact their advisor at the beginning of their degree to develop a written education plan that lay out all courses that students want to take. Students consult their academic advisor to create an MPH educational plan that is feasible and meets the requirement of the MPH degree. The educational plan is expected by the advisor before the registration of courses commences. Around the end of each semester, students and their faculty advisor receive a registration reminder email for the next semester from the department chair/program director, which serves as a method to connect students and advisors to discuss if there is a need for adjustments.*

An MPH student is expected to take 4 to 12 credit hours of academic work a semester. MPH students can register for the maximum allowable 16 credit hours (4 courses) per semester. For international students, the U.S. Immigration and Naturalization Service (INS) has created the Student and Exchange Visitor Information System (SEVIS) to maintain current information on non-immigrant students, visiting scholars, and their dependents (i.e., all those in the F or J visa status). Students monitored by SEVIS must maintain full-time enrollment (at least 9 credit hours) and are allowed to take 1 course or 3 credit hours online during the fall and spring semesters.

3) Explain how advisors are selected and oriented to their roles and responsibilities.

Academic advisors are selected based on the following two influence factors:

1. *Advisees selected concentration and career goals as aligned with faculty expertise, teaching, scholarship, and community engagement activities.*
2. *Advising load per faculty member*

Advisors receive guidelines on advising and are given directions and resources on the program's curriculum, concentration-related knowledge and course rotation plans, and student education plan samples with workable options. The academic advising process for the MPH online students does not differ in quality or accessibility from that of the on-campus students. Such training occurs both formally at the university level (e.g., mandatory faculty orientation) and informally at the department/program level (e.g., advising training/discussion through monthly faculty meetings and emails).

All academic advisors are Primary Instructional Faculty members who are familiar with the most current degree requirements of the program and with academic policies outlined in the University of Illinois Springfield (UIS) Catalog. The UIS Catalog serves as a fundamental resource for both current and prospective students by offering information regarding academic programs, academic policies, procedures, and requirements.

Moreover, the advising load per faculty member varies and is dependent upon a range of factors including consistency between faculty and student areas of interest, and faculty responsibilities (including service or teaching obligations, level of research, etc.). Faculty members often designate specific periods to unify a standard of advising. The department chair/program director has been maintaining a good balance of the advising load among all faculty and pairing junior faculty members with senior faculty to ensure the quality of advising. Each faculty member had approximately 15 advisees.

4) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

The samples of advising materials are as follows.

University of Illinois Springfield (UIS) Catalog (https://catalog.uis.edu/): *The catalog provides information concerning programs, procedures, requirements, standards, and fees. Catalog year, typically, reflects a student's first semester at UIS. Students must follow the policies and complete the requirements described in the UIS Catalog. The UIS Catalog will be reviewed and updated (if necessary) annually.*

Education Plan (https://go.uis.edu/EducationPlan/): *This page has links to the form of the MPH graduate student education plan that each student must complete before beginning coursework. The two-year MPH course rotation (https://go.uis.edu/rotation/) is also provided by the department.*

MPH Student Handbook (https://go.uis.edu/MPHHandbook/): *The MPH Student Handbook outlines the basic policies and procedures of the MPH Program at the University of Illinois Springfield.*

Please see H1.3 Sample of advising materials of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion H1 **(folder)**
  - H1.3 Sample of advising materials **(subfolder)**
    - *Education Plan.docx*
    - *MPH Student Handbook (2022-2023).docx*
    - *Two-Year MPH Course Rotation.pdf*
    - *UIS Catalog (2021-2022).pdf*
    - *UIS Orientation Guidebook.pdf*

5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

The "satisfaction with academic advising" is measured on the Exit Survey, which has become a requirement for all students since Fall 2021, which improves the response rates in 2021 and 2022. At the end of each calendar year, at least 80% of students are very satisfied or somewhat satisfied with advising satisfaction. (Note. Although the 2021 data of the three outcome measures show that all students strongly agreed with the quality of academic advising, the smallest sample size (n=6, compared to sample sizes in 2019, 2020, and 2022) should be noted to avoid misleading interpretation.)

Outcome Measures for Advising Satisfaction (%, "Strongly Agree" & "Agree")				
Outcome Measure	***2019***	***2020***	***2021***	***2022***
Survey Sample Size & Response Rate	***n = 11 (69%)***	***n = 17 (85%)***	***n = 6 (100%)***	***n = 18 (100%)***
Student feels comfortable asking my academic advisor questions.	*91%*	*82%*	*100%*	*84%*
Academic advisor is knowledgeable.	*100%*	*88%*	*100%*	*83%*
Academic advisor is available to consult.	*91%*	*94%*	*100%*	*95%*

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program uses a variety of methods to provide robust academic advising services to students such as assignments for faculty academic advisors for all students and constant updates/enhancement in the MPH Student Handbook.*

H2. Career Advising

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

   Career advising is offered in a variety of formats for all students and alumni, regardless of their employment status. The UIS MPH full-time faculty and part-time adjunct instructors often provide their practical experiences in job searching, professional development, and career advising to students. These services allow students to receive mentorship from faculty and hands-on work experiences in the fields of public health and environmental health. Potential job opportunities and Facebook job posts created by faculty, alumni, professional networks, students, and community partners are shared via the "MPH Public Health Program Email Listserv," which includes emails of current students and alumni. To promote professional networking in public health and professional development, announcements on upcoming job fairs, workshops, and workshops are publicized on the Listserv. Besides specific career advice, faculty members are also available to write letters of recommendation for students and alumni as they pursue job positions.

   Our MPH Program encourages students to join and become involved in professional public health organizations such as the Illinois Public Health Association (IPHA) and others to grow their professional networks for developing their careers. Currently, there are a total of twenty-five IPHA memberships including 11 students and 14 alumni. Moreover, students have access to the career services offered by the IPHA's and Illinois Environmental Health Association's "job boards" and additional career tools. Our efforts to involve students as much as possible in professional organizations expose them to the two most influential groups of professionals and practitioners in Illinois. The IPHA also hosts professional development workshops. For example, the IPHA student section hosted a career preparation webinar on February 16, 2022, to help public health students to learn helpful tips on cover letter writing, how to create a good resume, and how to shine during the interview process.

   *Moreover, the graduate students and alumni of our MPH Program can use the UIS Career Development Center (UIS CDC) for professional development for job/internship search. Overall, the UIS CDC provides consultation on interview skills including career counseling, career coaching, (e.g., mock interview and follow-up feedback/suggestions, resume building/writing), and career suit/walk-ins. In addition, UIS CareerConnect is an online platform that facilitates one-on-one career conversations and networking among MPH alumni and students. Students can find jobs and internships from hundreds of different employers, schedule a one-on-one counseling appointment, and get access to other resources such as OptimalResume, O*NET Online, Handshake, Going Global, as well as sign up for other career development events hosted by the UIS CDC. Career counseling services both in-person and online for alumni are offered with a few simple fee options. The UIS CDC also collaborates with local companies to organize career events each semester.*

Based on the Exit Survey results for the past three years, the most popular service that our MPH students use is Career Coaching. During recent focus group interviews, students indicated that the services that they had taken advantage of were mock interviews and resume/cover letter writing consultations, which are under the Career Coaching service at the UIS Career Development Center.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

All faculty members in the MPH Program provide career advising to their academic advisees and research mentees based on faculty expertise and focused teaching and research areas. MPH junior faculty members have been oriented to the university resources to enhance their knowledge in public health career advising. They also utilize the department chair/program director, internship coordinator, and senior faculty as resources for career advising.

The Career Development Center at UIS has hired staff members who are experts in career advising, higher education, and/or public health. The diversity of experience and knowledge that the staff possesses has fostered strategic career advising and the capability to connect to a wide-ranging network of potential employers. To assure that Career Development Center professionals are up to date on the needs of the public health workforce, MPH program faculty work with the staff at the career development center to help them equip more knowledge about various types and demands of jobs in the field of public health, which is helpful for MPH students to prepare job hunting with more accurate pictures of the public health and healthcare-related jobs.

Service	***UIS Career Development Center***	***MPH Faculty***
Networking (e.g., Public Health Student Association, Connection with GPSI staff, interns, and/or public health professionals, Conferences)		*X*
Career Counseling	*X*	*X*
Career Suit/Walk-ins	*X*	
Career Coaching (e.g., Mock Interview)	*X*	*X*
Job Search Database/Resources such as CareerConnect and UIS MPH website	*X*	*X*
Available Public Health Positions (e.g., Public Health Department Email Listserv, Facebook)		*X*
Career Fairs	*X*	

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

Example 1 (students and alumni): *Our MPH faculty, Dr. Cheng-Chia (Brian) Chen has been offering a variety of career advising services to academic advisees and some students in his courses since 2015. From 2019 to 2022, Dr. Chen provided a variety of career coaching such as resume polishing advice with specific job requirements, methods to prepare for job/internship interviews, tips to make LinkedIn help students find a job, ways to engage potential employers through different vehicles and strategies for more than 20 students and 10 alumni. For example, Ankita Konkatti was uncertain about strategies to find a job that is directly related to public health or nursing because she also got her license to be a registered nurse. After a few consultations and communications with Dr. Chen during her last semester in Spring 2021, Ankita was able to land a public health program supervisor job that leads 10+ public health nurses based on her strengths and a strong letter of recommendation from Dr. Chen.*

In September 2021, another example was Dr. Chen's career advising for an MPH alumna, Ashley Ray. Ashley received Dr. Chen's advice to manage better strategies to showcase her diverse professional experience/training in her resume. Dr. Chen also demonstrated her strengths very well with specific examples in a letter, which led to a successful transition of Ashley's career from an entry-level epidemiologist to a program coordinator who is responsible for a wide range of epidemiological surveillance projects. In the Fall of 2022, Dr. Chen worked with three MPH alumni (who were his academic advisees) to provide an Alumni Career Talk Zoom Seminar. The alumni panelists shared their advice, experience, and expertise on career and professional development-related topics with 8 students and 3 alumni to help better prepare them for job hunting and career advancement after graduation. The recorded Career Talk video has been posted on YouTube and shared with prospective students with more than 113 views (https://go.uis.edu/CareerTalk).

***Example 2 (students and alumni):** From 2019 to 2021, the UIS Career Development Center provided career counseling services for seventeen MPH students and eight alumni. Students and alumni schedule appointments with the career counselor to explore career options, prepare for job search, decide about relevant graduate schools, and/or strategies to make a career transition. In the Fall of 2022, Dr. Brian Chen collaborated with the Director of the UIS Career Development Center (Dr. Kathyy Battee-Freeman) to develop a career development workshop that is specifically for MPH students. Dr. Chen compiled public health career outlook and shared trends of public health jobs with Dr. Battee-Freeman. They teamed up together to host a Zoom Webinar on October 14 and four participants (three students and one faculty) showed up. To increase our MPH students' exposure to this useful webinar, the recorded video of the workshop has been posted to Dr. Chen's UIS YouTube Channel (https://youtu.be/BH1JM9CbDr0). There have been more than 122 views of this video since Dr. Chen shared this URL with current students, alumni, and MPH faculty.*

***Example 3 (students):** From 2019 to 2021, the UIS Career Development Center (UIS CDC) provided career coaching services for twenty-five MPH students. The services include one-on-one help with (1) writing a resume and/or cover letter, (2) having a resume, cover letter, and personal statement critiqued, and (3) simulating mock interviews with the option of being videotaped and a thorough critique upon competing. For example, Vanitaben Patel shared her appreciation of the resume improvement services offered by the UIS CDC during her last semester at UIS through the semi-structured alumni interview. Moreover, one of the students during a recent comprehensive exam information session stated that mock interviews had helped prepare for the Graduate Public Service Internship program interview.*

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

Our Public Health Program captures data related to the level of student satisfaction with career advising through the Exit Survey, which is required for all students to complete, starting in Fall 2021. At the end of each calendar year, at least 50% of students strongly agree or agree that the career service was helpful. Moreover, at the end of each calendar year, at least 50% of students are aware of job postings. In the Spring 2022 Exit Survey, less than 15% of students selected "disagree or strongly disagree" on the Career Development Center (UIS CDC) service satisfaction question.

Outcome Measures for Career Service Satisfaction				
Outcome Measure	***2019***	***2020***	***2021***	***2022***
Survey Sample Size & Response Rate	***n = 11 (69%)***	***n = 17 (85%)***	***n = 6 (100%)***	***n = 18 (100%)***
The service was helpful for my career and professional development ("Strongly Agree" and "Agree")	*55%*	*53%*	*50%*	*56%*
I am aware of job postings from the MPH Faculty on the UIS	*36%*	*71%*	*63%*	*72%*

Public Health Department Email Listserv and/or Facebook. (Yes)				

Based on the table above, the first outcome measure over the years has met our goal. However, we do want to make improvements to increase students' satisfaction with this measurement. The primary reason for the relatively low percentage of satisfaction is that part-time students/working professionals in our MPH Program often do not need services from the UIS CDC because they have already had full-time jobs. Consequently, they can NOT comment if they agree or disagree that the UIS CDC service was helpful. This specific group of students might select the "Neither Agree Nor Disagree" option for this satisfaction survey question. For example, in 2020, 2021, and 2022, the percentages of respondents who chose the "Neither Agree Nor Disagree" option for the first outcome measure were 41%, 50%, and 33%, respectively.

To further understand what MPH Program may do to improve the first outcome measure question (i.e., The service was helpful for my career and professional development.), a focus group interview was conducted by Dr. Cheng-Chia (Brian) Chen to explore more information that may not be identified through the online Exit Survey. The interviews were held during the Comprehensive Exam Information Sessions via Zoom in the Spring and Fall of 2022. Here is a list of thoughts and concerns by the students from these focus groups, which may explain why the trend of the first outcome measure (see Table above) has not been in an ideal situation regardless of the implementation of some UIS CDC awareness promotional strategies.

- *We have full-time positions and haven't been looking or thinking about our resumes for quite a while.*
- *More detailed information on the web pages of the career development center is hard to navigate.*
- *The UIS CDC was not formally introduced nor frequently addressed.*

In addition, students also suggested what kind of career advising they needed or wanted. The suggestions are listed as follows:

- *To provide job resources and search strategies for international students.*
- *To create two separate web pages and post the job postings based on the concentrations (i.e., MPH-Environmental Health or MPH-General)*
- *To increase students' awareness of services provided by the UIS CDC to enable students to use the available career development resources more often.*

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The faculty has sufficient professional experience and provides students with a number of different suggestions for their career development.*

Weaknesses:

- *We recognized a few signals of dissatisfaction with career and professional development services at UIS from the Exit Survey, and then we conducted a focus group interview to explore underlying user experience, which will help explore how to improve satisfaction levels.*
- *It must be noted up front, though, that if the funds, compensation, and decrease of teaching workload (i.e., reception of non-instructional assignments for accreditation efforts) are declined or rejected, it will negatively impact the full execution and quality of career advising services to MPH students, as well as other accreditation-related activities described in other CEPH criteria in the Self-Study.*

Plans:

- *We will continue to enhance the MPH faculty's knowledge of the UIS CDC services and encourage them to share this great resource with students. Faculty can be a good driver to direct students to these resources as well.*
- *With the continued funds and resources for the MPH program and program director, we can collaborate with the UIS CDC more frequently to promote career services through different channels in order to increase students' awareness so they can use the available resources more often in Spring 2023 and beyond.*
- *We will communicate with our students with full-time jobs about the importance to use career development services (e.g., resume polish service) even if they may not need them immediately.*
- *To distinguish students' satisfaction between UIS CDC users and non-users, we will adjust the Qualtrics survey logic parameters to catch more accurate responses or use multiple questions to assess the usage and satisfaction of UIS CDC.*

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1) Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

Informal Complaint Resolution
An attempt is always made first to resolve matters informally through discussion between the parties involved. In matters involving academic programs and/or faculty, informal resolution may be sought with the assistance of the program coordinator, chair, or director or as provided for by the Department of Public Health By-Laws. The Dean(s) of the appropriate College(s) or the Vice-Chancellor for Student Affairs or their designee may also be called upon by one or more of the parties to facilitate an informal resolution. If matters cannot be resolved to the satisfaction of all parties, or if the student chooses to forego attempts of informal resolution, the following procedures shall apply.

Formal Grievance: Filing a Grievance
A student with a grievance against another member of the Campus community shall file a written grievance with the Vice-Chancellor for Student Affairs within 20 regular Campus class days of the contested action of the date the action became known to the student, or of the date that informal efforts at resolution are ended. The grievance should contain as much of the following information as possible. The remaining information must be submitted in writing as soon thereafter as possible. The Vice-Chancellor for Student Affairs or his/her designee will assist the grievant in obtaining the necessary information.

1. *The name, address, telephone number or other means by which the grievant can be contacted.*
2. *The respondent's name, title (if any) and address (if known.)*
3. *Description of the contested action.*
4. *Date of contested action.*
5. *If a BOT/Campus policy, regulation or rule is at issue, a specific reference should be made to it, if known.*
6. *A statement of the harm suffered.*
7. *A statement of the remedy sought.*
8. *The names and addresses, if known, of proposed witnesses for the grievant.*
9. *Copies of supporting documentation, if any (e.g., papers, tests, etc.)*

Transmission of Grievance to the Student Hearing Board
Upon receipt of a grievance, the Office of the Vice-Chancellor for Student Affairs shall forward the grievance to the Chair of the Executive Panel of the Student Hearing Board by the end of the next working day. The Office of the Vice-Chancellor shall record the name, the date received, and the date transmitted by the grievant to the Executive Panel. If the grievance involves the Vice Chancellor for Student Affairs, the grievance should be submitted to the Chancellor of the Campus. The Executive Panel shall maintain the official files and records of the proceeding.
The formal grievance procedures are publicized through the university website. The URL of the procedure and student grievance code is as follows: https://www.uis.edu/policy/student-grievance-code

2) Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

UIS Student Hearing Board

Upon receipt of a grievance, the Chair of the Executive Panel will immediately send a copy of the grievance and this Procedure to the respondent. Within 7 calendar days of receipt, the Executive Panel will proceed as follows:

1. *Dismiss a case as inappropriately filed or clearly frivolous, providing written reasons. Grievances which have been filed past the 20-day time limit will not be rejected if there is good cause for the delay.*
2. *Seek the agreement of the affected parties to attempt informal resolution of the grievance by acting as neutral mediator.*
3. *Hear a case which involves a time-sensitive emergency or which it considers minor in importance and make an appropriate determination.*
4. *Assign the case to an appropriately constituted hearing panel.*

Hearing

Then, the Hearing Panel will schedule a hearing for the grievant and respondent to present relevant information, documents, and witnesses. The Panel members may pose questions and seek such information as is necessary for the fair and just resolution of the matter. Formal rules of legal evidence and procedure do not apply. Each party may bring to the hearing a non-witness friend or representative, who may be an attorney.

Such non-witnesses may participate at the discretion of the panel. The Panel will make a determination based upon the evidence presented. Within 5 working days of the completion of the hearing, the Chairperson shall submit a report on behalf of the Panel to the Chair of the Board, the grievant, and the respondent. The report will include findings of fact, conclusions, and an order specifying the remedy and implementation.

Appeal and Implementation

The determination of the hearing panel is final and binding upon the parties unless either of the parties files an appeal with the Executive Panel Chair within 10 working days of the panel's decision.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

There have been no formal complaints or student grievances submitted in the last three years. All complaints have been successfully resolved informally.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *The MPH Program complies with the university-level policy to handle student complaint procedures.*
- *Faculty always encourage students to share and exchange any thoughts regarding their personal and professional life.*

H4. Student Recruitment and Admissions

The program implements 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.

1) Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

UIS Public Health Program has established a variety of activities to recruit students who have the potential to serve as strong workforces in the area of public health, medicine, nursing, and other health-related fields. Descriptions and examples of recruitment activities are as follows:

Public Health Program Website and Social Media
Starting in the Summer of 2022, the UIS Web Service initiated a campus-wide project to redesign the websites for all UIS colleges/departments/programs. The newly updated UIS MPH Program website (https://www.uis.edu/public-health/) presents easily navigable information on our admissions policies and procedures, as well as a link to the program's application forms. Recent activities of our students and faculty are also highlighted on the website as examples of achievements they have made, both because we are proud of those achievements and because we want prospective students to realize their potential as UIS MPH degree candidates. The MPH Program also has an official Facebook website that notifies prospective students about a variety of activities among MPH students and faculty. Additionally, our Facebook informs prospective students, current students, and alumni of practicum and service opportunities, public health/healthcare jobs, and events (e.g., public health webinars, invited lectures, and health summits), which connect UIS MPH stakeholders and give them a wider and more tangible view of the UIS Public Health Program.

From August 24, 2020, to November 30, 2022, our program used the Google Web Development Tool (i.e., Google Site) to design a brand-new MPH Program Welcome Webpage that outlines introductions to our programs, prerequisites for admissions, tuition fees, cost information, scholarship opportunities, and other miscellaneous items. Three videos of MPH Student Interviews – 'Leadership Lived' featuring three alumni success stories – are embedded in this new webpage as our new efforts to attract more prospective students. In 2022, Dr. Cheng-Chia (Brian) Chen did a complete make-over of the Master of Public Health Program Welcome Webpages with the implementation of the search engine optimization (SEO) approach by using advanced HTML and Cascading Style Sheets (CSS). As a result, the responsive webpage elements/contents can be viewed nicely across all major electronic devices (e.g., smartphones, tablets, and iPads).

Please see H4.1 Admissions policies and procedures of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion H4 **(folder)**
  - H4.1 Screenshots of MPH welcome webpages **(subfolder)**
    - *01_MPH Welcome Homepage.jpeg*
    - *02_How To Apply Webpage.jpeg*
    - *03_FAQ Webpage.jpeg*
    - *04_Tuition and Aid Webpage.jpeg*
    - *05_Accreditation Webpage.jpeg*
    - *06_Happening at Illinois Webpage.jpeg*

According to the "MPH Welcome Webpage" user experiences and lessons learned from recruitment activities at the "This Is Public Health Graduate School Fair" held by the Association of Schools and Programs of Public Health (ASSPH), we concluded that the provision of rich web

contents on the MPH Welcome Webpage in addition to the MPH official website might not be as effective as we had hoped. Prospective students who were referred to the MPH Welcome Webpage often could not find specific program materials they wanted and emailed MPH faculty again with their questions. Thus, we have started to migrate the MPH Welcome Webpage contents into PDF documents that targeted the most commonly asked program questions and answers (e.g., how to apply, tuition & financial aid, accreditation) since December 1, 2022.

In addition, the official UIS MPH Program Facebook (https://www.facebook.com/uispublichealth/) has been assigned three account managers to enhance the management and effectiveness of program promotion efforts. These three managers are Blake Wood (Assistant Director of Public Relations at UIS), Dr. Cheng-Chia (Brian) Chen (Associate Professor & Chair of Dept. of Public Health), and Ms. Christina DeWerff (Administrative Associate at the College of Public Affairs & Administration). Then, Dr. Chen started to lead this team to create a variety of posts that attracted more views and interactions since April 2021. One of Dr. Chen's achievements is that the "UIS MPH Facebook" followers have increased from 2,800+ people to more than 3,400 people.

University Recruitment Events, Program's Presence at Public Health Conferences, and Promotional Materials and Advertisement

The UIS MPH Program has been creating flyers advertising the MPH degree program, and supplies flyers annually to several university events and conferences since 2015. Each year, faculty members attend several recruitment events such as Preview Day at UIS, Career Fair held by the University of Illinois at Urbana-Champaign, Illinois Public Health Association, and Illinois Environmental Health Association. During these events, we circulate the flyers, which contain information on our degree program offerings, admissions requirements, a link to the website, and contact information. For example, Dr. Cheng-Chia (Brian) Chen was the presenter to promote the MPH program through online webinars at the Fall 2022 UIS Graduate Week Event. The recorded presentation video link (https://go.uis.edu/MPHinfoVideo) and flyers (https://go.uis.edu/flyer) were also sent to all event participants. These program promotion materials were shared with prospective students when they contacted Dr. Chen. Another example is the program's presence at an exhibitor booth at a state-level public health conference. Dr. Lenore Killam and our Graduate Assistant, Damilola Williams, represented our program at the UIS MPH booth at the 2022 Illinois Environmental Health Association Educational Conference. They took advantage of the big crowd of booth visitors and promoted our program. In addition, the program placed program promote advertisements in conference brochures and newsletters.

International Recruitment Activities

One of the recruitment activities for international students is the dissemination of informational brochures by the designated staff at the Office of Admission and MPH faculty members. For example, the chairs of the MPH Program have been doing international recruiting among African and Asian countries such as Nigeria, India, Taiwan, Ghana, and Gambia.

Starting in November 2022, the MPH Program became one of the five UIS graduate programs that will get tremendous international student recruitment support from Shorelight, a company that connects prospective students, universities, and counselors to provide streamlined graduate program application processes at UIS and guidance for international students such as visa interview preparation.

The program also teams up with the College of Public Affairs and Administration to recruit prospective MPH and public health undergraduate minor students at the UIS Graduate Public Service Internship (GPSI) Fair and UIS Open House events. We have successfully attracted students from beyond our region who are looking for an international experience in our MPH Program.

2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

Students who have earned a bachelor's degree from a regionally accredited college or university are eligible to apply for admission to the MPH Program at UIS. All college/university transcripts, including verification of the bachelor's degree and transcripts of all graduate work taken beyond the bachelor's degree, must be submitted to the UIS Office of Admissions. To receive maximum consideration for graduate admission, applicants are encouraged to apply at least three months before the desired term starts. Application forms can be submitted online at https://www.uis.edu/admissions/applyToday/.

An applicant's file is considered complete (and eligible for review) once the applicant has a completed graduate application on file with the Office of Admissions and all required application material has been submitted to the Department of Public Health. Then, the department chair reviews all application materials using a standardized evaluation rubric.

Please see H4.2 Admissions policies and procedures of the electronic resource files.

ERF Outline with Folder & File Names:

- Criterion H4 **(folder)**
  - H4.2 Admissions policies and procedures **(subfolder)**
    - *MPH Admission Process.docx*

Full Admission:

Full admission to the MPH Program may be granted to those who earned a baccalaureate degree with a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale. Applicants must also have met all entrance requirements specific to the MPH Program. The admission policies and procedures for full admission are illustrated below:

Degree Program	***Program Type***	***Dept Application Materials and Admission Criteria***	***Prerequisite Course Requirements***	***Department Admission Reviews***	***Dept Conditional Admits***	***Dept Appeal***
MPH-General, MPH/HMS, & MPH/MPA Joint Degrees	*On-Campus & Online*	• *Minimum overall GPA of 3.00 for previous academic work* • *Complete university application form* • *Essay addressing the areas outlined in the application form* • *Three letters of recommendation from employers, professional peers, or educators*	*N/A*	*Department Chair/Program Director; an evaluation rubric is used for file review*	*Yes, for applicants who are missing one or more of the conditions listed*	*No*
MPH-Environmental Health	*On-Campus & Online*	• *Minimum overall GPA of 3.00 for previous academic work* • *Complete university application form* • *Essay addressing the areas outlined in the application form* • *Three letters of recommendation from employers, professional*	*Minimum of 30 semester hours in the natural sciences at baccalaureate level or higher*	*Department Chair/Program Director; an evaluation rubric is used for file review*	*Yes, for applicants who are missing one or more of the conditions listed*	*No*

		peers, or educators • *Students are required to have 30 natural science credit hours (e.g., biochemistry, biology, math, calculus, physics, chemistry, etc.)*				

Conditional Admission

Our MPH Program may offer conditional admissions in cases where an applicant falls just short of our admissions standards but shows promise and potential. Conditional admission means that students were admitted to the university with the approval of the program (and graduate school) in a probationary status due to certain deficiencies in the application (i.e., low GPA, missing prerequisite coursework, etc.). Conditionally-admitted students must meet specific department requested criteria (e.g., completion of the first three MPH courses with at least a B grade) within their first term or year to remain in the program.

3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.

TEMPLATE H4-1

Outcome Measures for Recruitment and Admissions				
Outcome Measure	**Target**	**2018-19**	**2019-20**	**2020-21**
Percentage of graduate students in MPH-Environmental Health accepting offers of admission	60%	65%	77%	94%
Percentage of graduate students in MPH-General accepting offers of admission	60%	86%	83%	98%
Percentage of priority under-represented students* accepting offers of admission	60%	78%	80%	70%

Note. *Under-represented students include African American, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, Hispanic or Latino, international and multi-race. Updated numbers have been requested.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- *Our MPH Program has various recruiting methods including flyers, conference appearances (e.g., exhibitor booth), international recruiting efforts and resources, great content on the official website, Facebook posts, and other recruitment and program promotion activities (e.g., GPSI "Scholarship/Funding" Experience Workshop).*
- *We have received assistance in recruitment efforts via our partnership and connection with the Shorelight, Illinois Public Health Association (IPHA), and Illinois Environmental Health Association (IEHA).*

Weaknesses:

- *Program resources and administrative support (including compensation and NIAs) are critical to maintaining the accreditation. Some recruiting resources will rely on the support from the new director of the School of Integrated Sciences, Sustainability, and Public*

Health that will be elected in Spring 2023. Though we did lots of field research on marketing, recruiting, and advertising and understand other accredited MPH programs' strategic plans to develop effective recruitment plans, these plans won't work if the administrative support and resources to deliver the plans are not continued. In other words, the program is not able to grow at the desired and sustainable rate.

Plans:

- *We plan to identify more venues and media (e.g., advertisements in the Journal of Environmental Health) to distribute and promote our program and attract more prospective students, as well as seek funding support through different channels and methods.*

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

Due to the UIS campus-wide reorganization process (Summer 2022 – Summer 2024) and major university-wide web content/design changes, some random incorrect or dead links might be shown throughout the preliminary self-study. Once the reorganization and website upgrades are completely done, the number of dead links should be decreased to a very minimal number.

Academic Calendar:
https://www.uis.edu/registrar/registration/academic-calendars/

Admissions Policies:
- *MPH-General and Joint Degrees (MPH/HMS & MPH/MPA)*
  https://catalog.uis.edu/graduate-students/cpaa/publichealth/#admissionsrequirementstext
- *MPH-Environmental Health*
  https://catalog.uis.edu/graduate-students/cpaa/environmentalhealth/#admissionsrequirementstext

Grading Policies:
https://catalog.uis.edu/graduate-students/cpaa/publichealth/#masterstextcontainer

Academic Integrity:
https://www.uis.edu/academic-integrity

Degree Completion Requirements:
- *MPH-General:*
  https://catalog.uis.edu/graduate-students/cpaa/publichealth/comprehensive-mph/
- *MPH-Environmental Health:*
  https://catalog.uis.edu/graduate-students/cpaa/environmentalhealth/#masterstext
- *MPH/HMS Joint Degree:*
  https://catalog.uis.edu/graduate-students/cpaa/publichealth/mph-hms-joint-degree/
- *MPH/MPA Joint Degree:*
  https://catalog.uis.edu/graduate-students/cpaa/publichealth/mph-mpa-joint-degree/
- *Graduate Certificates in the MPH Program (Click on "CERTIFICATES" tab):*
  https://catalog.uis.edu/graduate-students/cpaa/publichealth/#certificatestext/

Note: Although the "MPH Professional Option" still appears on the web, this option has been closed to new admissions.