

Criterion 4

Faculty, Staff, and Students

4.4 Student Recruitment and Admissions

CEPH Criterion

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

CEPH Required Documentation

- a. Description of the school's recruitment policies and procedures.
- b. Statement of admissions policies and procedures.
- c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates degree requirements as the official representation of the school. In addition, references to website addresses may be included.
- d. Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years. Data must be presented in table format. See CEPH Data Template J.
- e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format. See CEPH Data Template K.
- f. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.
- g. Assessment of the extent to which this criterion is met.

4.4.a. Recruitment Policies and Procedures

Required Documentation: *Description of the school's recruitment policies and procedures.*

Recruitment Policy

The school has an equal opportunity approach to student recruitment, treating all prospective students according to the nondiscrimination policies described in section 4.4.b.

Recruitment Procedures

The school's recruitment efforts occur formally and informally at both the department and schoolwide levels, with department program directors and faculty committees playing a major role in identifying and recruiting qualified students. Each department has unique programs and needs, so most recruitment occurs within departments, where student services staff support recruitment activities and serve as an invaluable resource for prospective students.

Many of the degree programs rely on the school's Office of Student Affairs (OSA) for outreach to groups of prospective students. OSA staff work with department student services staff, program directors, and student volunteers to support more than 50 recruitment events and programs annually. These events include school representation at graduate and professional career fairs throughout the country, as well as career sessions on the UNC campus for area high school students and UNC undergraduates. In all, OSA staff members interact with more than 1,500 prospective students each year at events, by phone and email, or in meetings at the school. Recruiting activities include the following:

- Sponsoring open houses and informational events for prospective students and applicants
- Arranging campus visits
- Attending undergraduate seminars, classes, and lectures to discuss careers in public health and describe the school's training opportunities
- Connecting with prospective students identified at professional and scientific conferences and other events
- Participating in various recruitment fairs
- Networking with other professionals to identify prospective students
- Helping to raise funds for scholarships and awards
- Making selective visits to other campuses, especially historically black colleges and universities
- Coordinating activities such as the summer enrichment programs (see Criterion 4.5.b.)

OSA recruitment efforts focus on introducing prospective students to public health fields and presenting students with information about specific degree programs and other educational opportunities in the school. On-campus sessions for secondary school students often

include entertaining and informative exercises related to statistics or basic public health concepts. OSA staff members attend sessions for undergraduate peer health advisors on the university campus as well as meetings of the North Carolina Association of Advisors for the Health Professions. OSA staff members always conclude their contact with prospective students by connecting them with a specific department or program of interest.

The variety of online recruitment and outreach activities and information directed toward prospective and newly admitted students includes RSS feeds through iGoogle (<http://tinyurl.com/sphnews>); a Facebook page, launched in 2008, with 1,250 fans by July 2009 (<http://www.facebook.com/>); and new website sections that include separate pages for prospective and for admitted students. A LinkedIn site (<http://tinyurl.com/linkto>) and a Flickr site contain several photo collections (<http://tinyurl.com/flickpics>). We use these social media sites to create/enhance communities of students with shared interests and to provide some insight into the benefits of applying and matriculating into the school's programs.

In December 2008, the Dean's Council approved the creation of undergraduate and graduate student recruitment and retention advisory committees, comprising all degree program directors in each category, along with appropriate student services staff. The committees each meet quarterly to encourage 1) sharing of best practices, 2) interdepartmental collaborations (e.g., for open houses), and 3) consideration of common issues (such as how to handle gaps in Graduate School tuition support).

Student Involvement in Recruitment

Current students play an important role in department and OSA recruitment activities. In MCH, students serve as hosts and mentors for admitted students during the admissions process, including their visits to campus. In HPM, students sit on committees responsible for recruitment and admissions. Throughout the school, students volunteer to attend recruitment events and talk with prospective students about the school, their programs, and their experiences. Several of the school's student organizations (e.g., the Minority Student Caucus, the ESE Student Organization) sponsor outreach activities that connect their membership with local secondary school students interested in public health. In addition, a minority student in coordinates OSA's summer recruitment programs, which are primarily aimed at increasing diversity. (See Criterion 4.5.b., and <http://tinyurl.com/sphdiverse>.)

Financial Aid Incentives

Many of the school's students receive scholarships and other awards from the school and university, as well as research assistantships located in both school-based units and in departments, and teaching assistantships, which are offered through departments. For assistantships meeting eligibility criteria defined by the Graduate School, health insurance is included; tuition coverage is often but not always a part of the assistantship package. (See <http://tinyurl.com/finclinfo> for additional information.)

The school’s deans, department chairs, and others join the school’s External Affairs Office in fundraising efforts to increase the pool of competitive scholarships. The Dean’s Council agreed to make raising funds for students’ scholarships the top fundraising priority for 2009-2010, with a goal of raising at least 30 new scholarships. The Annual Fund has also been earmarked as an important source of scholarships; this academic year, the school awarded eight \$5000 scholarships to departments and PHLP through this mechanism. In addition, for the last two years, the state-supported University Cancer Research Fund has supported one scholarship each in the five departments with substantial cancer research activity. And, recognizing the difficult financial situation caused by the current economic climate, we have decided to allocate a pool of funds from the Gillings’ gift for scholarships in each department to support their recruiting some of their top choices. Thus, we have come together as a school and decided to place major focus on securing funds for our most important asset—our students.

Table 4.4.a. reports school-level awards made to graduate students for academic year 2008-2009.

Table 4.4.a. Academic Year 2008-2009 Schoolwide Recruitment and Retention Awards*		
Self-nominated Awards		
<i>Award</i>	<i>Amount</i>	<i>Eligibility</i>
(SPH) Alumni Association President’s Challenge Scholarship, NEW in 2009	\$1,500 (2)	A minority student or any student who intends to pursue topics that are the focus of the UNC Program on Ethnicity, Culture and Health Outcomes (ECHO)
Robert and Kristen Greczyn Scholarship in Public Health	\$2,000 (2)	A promising student, as defined by strong academic ability and practice, service, or research experience.
Sandra Winn Green Scholarship in Public Health	\$1,200	An outstanding student, defined by strong academic ability and practice experience, and demonstrated potential to contribute to the field of public health
Naomi R. Koehler Endowment for Professional Development in Nutrition and Women’s Health	\$1,500	An applicant with a commitment to the fields of nutrition and/or women’s health (preferably both), who will use this award to further professional development
Curtis Glenn Southard Award in Community Mental Health	\$1,200	A graduate student with experience in community mental health and future plans for professional work in this field
Robert Verhalen Endowed Scholarship in Injury Prevention / Trauma Management	\$1,700	Any graduate student with a commitment to the field of injury prevention and/or trauma management, who will use this award to further her/his professional development
Department-nominated Awards		
Annual Fund Scholarships, NEW 2009	\$5000 to each dept (8)	An outstanding incoming student, as defined by strong academic ability and practice experience, and demonstrated potential to contribute to the field of public health.
Miriam L. Cole Scholarship Fund	\$3,500	Incoming master’s student with strong academic ability & potential to contribute to the field of public health.
Table continued on next page		

<i>Department-nominated Awards, continued</i>		
Greenberg Award for Excellence in Doctoral Research	\$2,500 (2)	A doctoral student with outstanding doctoral research, as defined by impact on public health, clarity, and contribution to the appropriate discipline
Ibrahim Fellowship.	\$8,000 (2)	Incoming doctoral student with strong academic ability and potential to contribute to the field of public health
Donald and Jennifer Holzworth Merit Scholarship, NEW in 2009	\$20,000	An outstanding incoming student, as defined by strong academic ability and practice experience, and demonstrated potential to contribute to the field of public health
Gary G. and Carolyn J. Koch Merit Scholarship in Public Health, NEW in 2009	\$25,000	A highly qualified, incoming doctoral student; support available up to five years
Susanne Moulton and Thomas Wong Endowed Scholarship Fund in Health Policy	\$1,250 (2)	An outstanding, incoming NC graduate student in HPM or EPID, with a diverse background and an interest in health policy
Winstanly Scholarship, NEW in 2009	\$1,250	An outstanding incoming student, as defined by strong academic ability and practice, and demonstrated potential to contribute to the field of public health.

* This list does not include awards made from HRSA Public Health Traineeship monies, or the American Recovery and Reinvestment Act [ARRA] funds to supplement these monies over the next three years.

The school awards do not guarantee that all departments' "first choices" will choose to come to Carolina, as multiple factors influence an applicant's choice of graduate program. However, the applicant pool in all programs is extremely well qualified, and these awards help to assure that many of their top choices matriculate at Carolina. This is why student funding is now the school's number one fundraising priority.

4.4.b. Admissions Policies and Procedures

Required Documentation: *Statement of admissions policies and procedures.*

Non-Discrimination Policy

To ensure fair admissions decisions, the school has adopted the university's commitment to base decisions on individuals' abilities and qualifications. "Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression." (See <http://tinyurl.com/uncnondisc>.)

Application and Selection Procedures

The Graduate School is the admitting unit for graduate degree programs, and the school is the admitting unit for the BSPH programs. The university uses a bifurcated admissions process for its graduate programs; applicants simultaneously submit application materials to the appropriate department(s) within the school and to the Graduate School. Undergraduate students submit applications directly to relevant department prior to their junior year, with copies sent to OSA.

At the department level, the admissions process is multi-tiered. First, each department has at least one committee responsible for reviewing applications and making admissions recommendations. Membership of these committees varies, but generally consists of faculty members, student services staff, and students. Some departments require full faculty approval of proposed admissions. In all departments, the final decision on proposed admissions rests with the department chair. After departments have concluded their review of applications, department chairs submit the proposed admissions to either the school (for undergraduates) or to the Graduate School (for master's and doctoral applicants). The school and Graduate School have final approval and send the official acceptance letters.

Selection Criteria

Graduate Degree Programs

Basic admissions criteria for graduate degree programs are promulgated by the Graduate School. Minimum requirements include an undergraduate degree from an accredited college or university or its international equivalent (based on a four-year curriculum) and a grade point average of "B" or better for the last two years of study. The Graduate School also requires a minimum level of competency on specific standardized tests, including the TOEFL for international students.

Each department imposes additional admissions requirements specific to individual degree programs, often including specific prior coursework and/or work or volunteer experience. For example, MCH gives priority to applicants who have had post-baccalaureate MCH-related, community-based health experience.

Departments also strive to provide opportunities to applicants who show potential for success but do not meet all minimum requirements. In these cases, departments may justify their admission recommendation based on other compensating factors related to successful degree completion. To help ensure that students admitted in this manner successfully complete their degree programs, departments may recommend that an applicant fulfill certain requirements prior to matriculation.

Undergraduate Degree Programs

Four SPH departments offer the Bachelor of Science in Public Health (BSPH) degree. To be eligible to apply to one of the four programs, current students in the university must complete BSPH program prerequisites (<http://tinyurl.com/sphbsph>) and have completed most of the university's general education requirements—typically 52-60 credit hours of course work (<http://www.unc.edu/depts/uc/06overview.html>). Interested students generally apply to the school in the second semester of their sophomore year of study for fall admission to a BSPH program the following academic year. Transfer students who are eligible for admission to the university (as determined by the Office of Undergraduate Admissions) may also be considered.

Tracking Applications and Admissions

The university is in the midst of implementing a new campuswide administrative information system, ConnectCarolina (<http://connectcarolina.unc.edu>), SPH leaders, and student services staff have been actively engaged in the process since fall 2007. The student systems component of ConnectCarolina focuses on the admissions, process (including registration), student financials and financial aid, i.e., most aspects of student services and support. The university initiated this new enterprise resource planning system to process undergraduate applications this past summer (2009), and graduate applications will follow in summer 2010. This transition has been a catalyst for reviewing the school's recruitment and admissions processes to improve their efficiency.

4.4.c. Recruitment and Admissions Materials

Required Documentation: *Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates degree requirements as the official representation of the school. In addition, references to website addresses may be included.*

OSA and departments have a variety of recruitment tools that describe the school's degree programs and other educational opportunities. These are available in the Resource File.

In 2008, renaming of the school served as a catalyst to update and review the school's print and online recruitment materials for their effectiveness. The result was a major redesign of many materials to enhance their clarity and improve access to important student information. The redesign allows the school to better showcase how it deploys technology, faculty, and staff to provide the best possible experience for prospective and current students.

School Website

The school's website is the primary mechanism to communicate admissions and academic information to prospective (and current) students. A substantial amount of audience-testing two years ago led to refined student components of the website, which now includes the following:

- Degrees, certificates, and continuing education opportunities: <http://tinyurl.com/degreesetc>
- Contact information for prospective students: <http://tinyurl.com/contactvisit>
- Admissions deadlines: <http://tinyurl.com/deadlins>
- Admissions statistics: <http://tinyurl.com/admitstats>
- Admissions procedures and selection criteria: <http://tinyurl.com/admitcrit>
- Academic calendars, grading policies, and registration information: <http://tinyurl.com/miscinfo>
- Degree requirements: <http://www.sph.unc.edu/departments/>
- Course information:
 - The "Course Information Database" menu option on the SPH website links to a database of current and recent courses offered: http://sph.unc.edu/course_database.
 - The "Courses" menu option on each department's section of the school's website links to university catalogs and department courses

4.4.d. Admissions Data

Required Documentation: *Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years.*

Table 4.4.d. (Template J) provides detailed admissions data for academic years 2006-2008. In the past three years, new enrollment in the school has increased by 8%, all taking place in fall 2008. This increase in new enrollments appears to reflect increases in applications across the school, while admission and matriculation rates remain about the same. Moreover, the increases are in particular areas and not always consistent from year to year. The HPM MHA program experienced an increase in applications and new enrollment. While applications to the BIOS PhD program declined, the program admitted more students.

ASPH data show that in fall 2008 (the most recent data publicly available), the school's admission to application rate was 45 percent compared with 53 percent for all accredited schools of public health. The school's matriculation rate was 60 percent compared with 43 percent for all schools.

Table 4.4.d. Quantitative Information on Applicants, Acceptances, & Enrollments by Program Area, AY 2006 to AY 2008			AY 2006-07	AY 2007-08	AY 2008-09	
Biostatistics	BSPH	Applied	8	5	11	
		Accepted	7	3	10	
		Enrolled	7	3	10	
		MPH	Applied	7	8	17
			Accepted	5	3	9
			Enrolled	4	2	3
		MS	Applied	67	77	63
			Accepted	33	39	38
			Enrolled	14	11	11
	DrPH	Applied	10	8	14	
		Accepted	5	7	8	
		Enrolled	4	5	5	
	PhD	Applied	141	119	99	
		Accepted	24	35	46	
		Enrolled	9	8	14	
Environmental Sciences & Engineering	BSPH	Applied	5	12	10	
		Accepted	4	11	8	
		Enrolled	4	11	8	
		MPH	Applied	8	8	14
			Accepted	5	4	7
			Enrolled	0	2	1
		MSPH	Applied	19	18	30
			Accepted	16	13	26
			Enrolled	11	5	16
	MS	Applied	59	45	48	
		Accepted	36	21	31	
		Enrolled	14	6	17	
	MSEE	Applied	19	17	12	
		Accepted	15	9	8	
		Enrolled	4	3	4	
	PhD	Applied	81	101	83	
		Accepted	16	21	23	
		Enrolled	8	8	11	
Epidemiology	MPH	Applied	53	41	58	
		Accepted	18	13	14	
		Enrolled	11	12	11	
Effective AY2007-2008, students admitted directly to PhD program rather than to the MSPH program.	MSPH	Applied	57	0	0	
		Accepted	0	0	0	
		Enrolled	0	0	0	
	PhD	Applied	149	162	135	
		Accepted	64	65	55	
		Enrolled	31	32	27	
Health Behavior & Health Education	MPH	Applied	199	203	229	
		Accepted	96	82	97	
		Enrolled	49	36	45	
	PhD	Applied	62	70	60	
		Accepted	20	18	17	
		Enrolled	7	9	4	

Table 4.4.d. Quantitative Information on Applicants, Acceptances, & Enrollments by Program Area, 2006 to 2008, continued			AY 2006-07	AY 2007-08	AY 2008-09
Health Policy & Management – Residential	BSPH	Applied	52	51	69
		Accepted	36	38	38
		Enrolled	36	36	35
	MPH	Applied	44	26	35
		Accepted	23	17	20
		Enrolled	11	6	10
	MSPH	Applied	59	55	71
		Accepted	25	34	40
		Enrolled	13	20	21
	MHA	Applied	126	140	114
		Accepted	51	49	51
		Enrolled	31	27	28
	PhD	Applied	63	49	78
		Accepted	17	20	21
		Enrolled	11	10	12
Health Policy & Management – Executive	MPH	Applied	22	30	29
		Accepted	17	24	21
		Enrolled	10	15	14
	MHA	Applied	24	50	43
		Accepted	19	41	36
		Enrolled	17	30	30
	DrPH	Applied	67	86	150
		Accepted	12	12	14
		Enrolled	10	11	12
Maternal & Child Health	MPH	Applied	70	87	104
		Accepted	24	33	47
		Enrolled	18	19	28
	MSPH	Applied	22	25	7
		Accepted	13	16	3
		Enrolled	10	13	3
	DrPH	Applied	16	6	5
		Accepted	2	0	0
		Enrolled	2	0	0
	PhD	Applied	23	27	22
		Accepted	6	10	10
		Enrolled	4	6	6

Table 4.4.d. Quantitative Information on Applicants, Acceptances, & Enrollments by Program Area, 2006 to 2008, continued					
			AY 2006-07	AY 2007-08	AY 2008-09
Nutrition	BSPH	Applied	16	31	40
		Accepted	11	22	17
		Enrolled	10	22	16
	MPH	Applied	58	72	68
		Accepted	29	33	39
		Enrolled	22	23	24
	MS	Applied	6	9	15
		Accepted	2	4	3
		Enrolled	1	2	0
Beginning with fall 2010, the DrPH in Nutrition will no longer be offered.	DrPH	Applied	2	4	2
		Accepted	0	0	0
		Enrolled	0	0	0
	PhD	Applied	46	43	57
		Accepted	15	10	16
		Enrolled	8	6	10
Public Health Leadership – Residential	MPH	Applied	84	75	73
		Accepted	62	58	53
		Enrolled	54	48	43
	MS	Applied	0	1	0
		Accepted	0	0	0
		Enrolled	0	0	0
Public Health Leadership – Distance	MPH	Applied	70	71	84
		Accepted	53	51	50
		Enrolled	44	40	48
	MS	Applied	0	0	0
		Accepted	0	0	0
		Enrolled	0	0	0
Total	Applied		1814	1832	1,949
	Accepted		781	816	876
	Enrolled		489	487	527

4.4.e. Enrollment Data

Required Documentation: Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time equivalent conversion, for the last three years. Explain any important trends or patterns, including a persistent absence of students in any program or specialization.

Table 4.4.e. (Template K) provides enrollment data for academic years 2006-2009. The school’s total FTE enrollment increased less than 5% each year, from fall 2007 to fall 2008. Enrollment in part-time, distance learning programs increased by 20% during the study period. As with the applications data, enrollment patterns vary across degree programs and departments.

Table 4.4.e. Students Enrolled in Each Degree Program by Area of Specialization, Academic Years 2006 to 2009										
		2006 to 2007			2007 to 2008			2008 to 2009		
		HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
BIOS	BSPH	16	0	16.00	10	1	10.50	14	0	14.00
	MPH	5	4	7.00	6	2	7.25	4	5	7.00
	MS	22	3	23.50	20	1	20.50	18	4	20.75
	DrPH	10	18	19.75	10	19	21.00	8	22	20.25
	PhD	34	27	49.50	34	30	49.50	38	33	55.50
ESE	BSPH	14	0	14.00	16	0	16.00	19	0	19.00
	MPH	3	0	3.00	2	0	2.00	1	0	1.00
	MSPH	24	2	25.00	23	0	23.00	25	4	27.00
	MS	25	9	29.75	19	3	21.00	24	1	24.25
	MSEE	9	0	9.00	8	2	9.00	8	3	10.00
	PhD	45	22	56.25	48	16	56.25	48	18	56.75
EPID	MPH	21	5	23.75	20	3	21.75	22	3	23.50
	MSPH*	11	2	12.50	6	2	7.00	0	2	1.25
	DrPH	0	0	0	0	1	0.50	0	0	0.00
	PhD	54	69	92.25	67	72	105.00	73	72	111.50
HBHE	MPH	85	3	86.50	83	0	83.0	81	1	81.25
	DrPH	1	3	2.50	1	1	1.50	0	1	0.50
	PhD	19	27	32.75	17	27	31.25	14	23	26.75
HPM	BSPH	63	0	63.00	71	1	71.75	73	0	73.00
	MPH	14	1	14.75	10	1	10.75	14	3	15.50
	MSPH	26	1	26.50	33	1	33.50	37	1	37.50
	MHA	65	2	66.25	57	1	57.75	57	0	57.00
	DrPH	0	3	1.50	0	1	0.75	0	2	1.00
	PhD	19	32	35.25	20	25	33.00	21	31	36.75
	MPH†	0	38	27.25	2	47	36.00	5	43	35.75
	MHA†	4	81	61.25	3	107	79.50	8	117	93.25
	DrPH†	3	16	14.75	2	29	21.25	0	37	21.25
MCH	MPH	40	1	40.50	38	0	38.00	51	1	51.50
	MSPH	11	2	11.75	16	1	16.75	6	1	6.50
	DrPH	3	3	4.25	3	2	4.00	0	3	1.75
	PhD	10	10	15.00	12	9	16.75	12	11	17.75
NUTR	BSPH	20	1	20.75	32	0	32.00	34	1	34.25
	MPH	34	3	36.25	41	2	42.50	47	3	49.00
	MS	1	0	1.00	3	0	3.00	1	0	1.00
	DrPH	0	0	0.00	0	0	0.00	0	0	0.00
	PhD	42	9	46.75	41	5	43.5	43	6	46.00
PHLP	MPH	56	10	61.50	55	31	68.75	50	20	59.0
	MS	1	0	1.00	0	1	0.50	0	0	0.00
	MPH †	4	97	67.75	5	113	76.75	3	134	91.25
	MS†	0	0	0	0	0	0	0	0	0
Total		814	504	1120.00	834	557	1172.75	859	606	1229.25

HC = Head Count; FT = Full-time students (9 credit units or more per semester)

PT = Part-time students; FTE = Full-time equivalent students

*Effective AY2007-2008, students admitted directly to PhD program rather than to the MSPH program.

† Distance Learning

4.4.f. Student Body

Required Documentation: Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.

One of the school’s objectives is to “recruit and retain a diverse, accomplished student body.” A key indicator of success in enrolling a qualified student body is average GRE score (percentiles) for incoming graduate students. The school’s goal is to admit master’s and doctoral students with average verbal and quantitative GRE score percentiles above the 65th (master’s) and 70th percentiles (doctoral). On the basis of this measure, it is clear that the school has continued to enroll a highly qualified student body over the past three years (see table 4.4.f.). Average verbal score percentiles for incoming master’s and doctoral students have been consistently higher than the target levels, and average quantitative score percentiles have increased over the past two years. Doctoral students were below the quantitative target level in fall 2006 but met the target level in the fall of 2007 and 2008; in the past two years, incoming master’s students were just under the target level. The school is continuing to develop more and better financial aid packages, along with academic, research, teaching, and service opportunities that will attract top students.

Table 4.4.f. Outcome Measures: Enrolling a Qualified Student Body, Academic Years 2006-2008				
Outcome Measure	Target	2006-07	2007-08	2008-09
Average verbal and quantitative GRE scores at matriculation	Above the 65 th percentile (Master’s)*	<i>Master’s</i> V = 72 Q = 55	<i>Master’s</i> V = 78 Q = 61	<i>Master’s</i> V = 73 Q = 61
	Above the 70 th percentile (Doctoral)*	<i>Doctoral</i> V = 80 Q = 64	<i>Doctoral</i> V = 85 Q = 73	<i>Doctoral</i> V = 83 Q = 74
Degree completion rates**	95%	UG = 92% M = 90% D = 74%	UG = 90% M = 89% D = 72%	UG = 89% M = 92% D = 83%

*The Graduate School recommends a minimum of the top 50th percentile.

**Time to completion is designated by the university: Undergraduate (UG) = 2 years (in major, i.e., junior and senior years), Master’s (M) = 5 years, Doctoral (D) = 8 years. Degree completion rates are calculated by identifying the cohorts of students who matriculated two, five, or eight years in advance of the May graduation dates (depending on the degree level) and calculating the proportion of students who complete their degree within that time period.

The school consistently has higher graduation rates than average for accredited schools of public health. In 2008, the average graduation rate for all MPH programs was 79%. For the school, MPH graduation rates ranged from 77% in the HPM Executive Master’s Program to 100% in BIOS, HBHE, the residential program in HPM, and MCH. Similarly, for PhD programs, the 2008 graduation average for accredited schools of public health was 59%, while at UNC the average was 72%.

4.4.g. Assessment of Student Recruitment and Admissions

Required Documentation: <i>Assessment of the extent to which this criterion is met.</i>

Strengths

- Strong undergraduate programs in four departments
- Redesigned and improved recruitment materials, including revamped website, to recognize the different stages of recruitment process—viz., thinking about UNC, applying, accepted—as well as current students
- Multifaceted recruitment processes and events involving faculty, students, department student services staff, and the Office of Student Affairs
- Clearly articulated and fair admissions procedures
- High matriculation rate for high quality students
- Commitment across the school to seek more diverse student body and more funding for students—funds from the Annual Fund to support Annual Fund Scholars, from the Gillings gift for student scholarships, and many new scholarships in the past year, a number focused on diverse student recruitment
- Several new programs in development to reach out to diverse potential applicants

Challenges

- Enhancing comprehensive and effective mechanisms to identify qualified, diverse prospective students and encouraging them to apply
- Effectively using information systems that support recruitment and admissions processes
- Increasing competitive financial student aid

Future Directions

- Recruit and maintain a highly qualified and diverse student body
- Continue to develop more efficient recruitment and admissions processes via major changes in systems (as part of the university's change to new student information systems)
- Enhance fundraising for student scholarships and awards

This Criterion is met.
