Lots of progress to report.

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events
Growth of undergraduate training

- Continue to offer SPHG 101 – over 250 students have enrolled this year alone!!
- 2 new BSPH core courses developed and approved by APC
- Assured Admissions program through Excel@Carolina
- Continue strategic planning for growth of undergraduate training

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHG 351</td>
<td>Foundations of Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>EPID 600</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>BIOS 600</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>SPGH 352</td>
<td>Public Health Systems &amp; Solutions</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
Doctoral curriculum...

- Launched Graduate FLO course (for Doctoral / non-MPH/MSPH Masters)
- BIOS DrPH “on pause”
- HPM DrPH in compliance with new guidelines
Enrollment...

- Bachelor’s will offer admission to about the same number of students as 2018 (~130)
- Doctoral – applications are down approx. 80 students from 2018
- Master’s degrees overall are up approx. 100 applications (mostly due to an increase in residential MPH applications; see below)

**MPH APPLICATIONS**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Residential</td>
<td>629</td>
<td>891</td>
</tr>
<tr>
<td>MPH Asheville</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>MPH @ UNC</td>
<td>218</td>
<td>199</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>862</td>
<td>1111</td>
</tr>
</tbody>
</table>

*Data Sources: 2018 Gillings Datamart Admissions Census; 2019 Slate as of March 22, 2019*

*Note: Year 2019 includes applications of May 2019, August 2019, September 2019 and Fall 2019.*
Growth of new Gillings MPH Degree... Residential

- COMPASS and MPH Core fully implemented
- 12 Concentrations approved and required courses under development
- Applied Practice Experience (APE) /Practicum and Integrated Learning Experience (ILE) being finalized
- Coordinators for Residential and MPH@UNC on board
- MPH Practicum Director hired
- Applications Coordinator in place
**MPH curriculum... Joint MPH in Asheville...**

**Place-Based Community Health Transformation Concentration**

<table>
<thead>
<tr>
<th>Course number(s) and name(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHT 731 Place-based Theory in Public Health</td>
<td></td>
</tr>
<tr>
<td>PHBT 732 Individual Transformation Applied to Public Health and Place</td>
<td></td>
</tr>
<tr>
<td>PHBT 733 Place Based Community Transformation</td>
<td></td>
</tr>
<tr>
<td>PHBT 735 Place-based systems transformation</td>
<td></td>
</tr>
<tr>
<td>PBHT 734 Implementation of Place-based Theory and Design in Public Health</td>
<td></td>
</tr>
<tr>
<td>PBHT 734 Implementation of Place-based Theory and Design in Public Health</td>
<td></td>
</tr>
</tbody>
</table>

...request to establish joint MPH program is with UNC System office now
Progress to date…

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events

MPH curriculum... MPH@UNC

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Concentration</th>
<th>September 2018</th>
<th>January 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT</td>
<td>Leadership in Practice</td>
<td>66</td>
<td>54</td>
</tr>
<tr>
<td>NEW</td>
<td>Leadership in Practice</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registered Dietitian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>66</td>
<td>88</td>
</tr>
</tbody>
</table>

Census Day numbers
Applications for the MPH are up...

Progress to date...

✓ Curriculum & Accreditation
✓ Applications & Enrollment
✓ Communications
✓ Events

<table>
<thead>
<tr>
<th>Concentration</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH-Applied Epidemiology</td>
<td>150</td>
<td>72</td>
<td>31</td>
</tr>
<tr>
<td>MPH-Environmental Health Solutions</td>
<td>30</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>MPH-Equity</td>
<td>95</td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td>MPH-Global Health</td>
<td>132</td>
<td>145</td>
<td>97</td>
</tr>
<tr>
<td>MPH-Health Behavior</td>
<td>103</td>
<td>90</td>
<td>77</td>
</tr>
<tr>
<td>MPH-Health Policy</td>
<td>105</td>
<td>72</td>
<td>57</td>
</tr>
<tr>
<td>MPH-Leadership in Practice - Asheville Campus</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MPH-Leadership in Practice - Main Campus</td>
<td>18</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>MPH-Maternal, Child and Family Health</td>
<td>71</td>
<td>77</td>
<td>37</td>
</tr>
<tr>
<td>MPH-Nutrition</td>
<td>6</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>MPH-Nutrition-RD</td>
<td>104</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MPH-Population Health for Clinicians</td>
<td>33</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>MPH-Public Health Data Science</td>
<td>30</td>
<td>49</td>
<td>16</td>
</tr>
<tr>
<td>Grand Total</td>
<td>895</td>
<td>684</td>
<td>505</td>
</tr>
</tbody>
</table>

Data Source: SOPHAS

Note: This table shows the number of applicants that have selected a concentration as first, second and third options.
### MPH...residential

<table>
<thead>
<tr>
<th>Program</th>
<th>Applications</th>
<th>Acceptances</th>
<th>Deposits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Data Science</td>
<td>28</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Health Solutions</td>
<td>29</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Applied Epidemiology</td>
<td>151</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Health Behavior</td>
<td>103</td>
<td>74</td>
<td>7</td>
</tr>
<tr>
<td>Health Policy</td>
<td>106</td>
<td>59</td>
<td>3</td>
</tr>
<tr>
<td>Maternal, Child, and Family Health</td>
<td>74</td>
<td>49</td>
<td>8</td>
</tr>
<tr>
<td>Nutrition</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Leadership in Practice</td>
<td>21</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Population Health for Clinicians</td>
<td>44</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>Health Equity, Social Justice &amp; Human Rights</td>
<td>88</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Registered Dietician</td>
<td>106</td>
<td>51</td>
<td>16</td>
</tr>
<tr>
<td>Global Health</td>
<td>133</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong>*</td>
<td><strong>891</strong></td>
<td><strong>508</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

Source: Slate as of 3/22/2019

*Does not include Asheville and MPH@UNC.

Unknown 2 apps, 2 accepts, 1 deposit
Progress to date...

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events

Best practices for getting acceptance students to enroll

- Encourage admitted students to attend Experience Gillings (yield for attendees is 65-70%)
  - March 29 – all non-MPH & doctoral
  - April 5 – all MPH
- Provide timely notification of acceptance and funding information
- Faculty interactions are critically important
- Use best practice communications...
  - Post cards
  - Phone calls
  - Social media
  - Email
Timeline for CEPH Reports

5/9/2018
- Substantive Change:
  - One MPH from 8
  - New MPH Core
  - MPH@UNC
  - 11 MPH Concentrations
  - MPH NUTR online
  - Asheville site
- Interim Report:
  - HPM MPH & MSPH
  - Practica/APE
  - Culminating Experiences/IIE

9/26/2018
- Substantive Change:
  - BIOS DrPH
  - EPID MSPH
  - 2 MPH NUTR Concentrations
- Interim Report:
  - Draft- uniform syllabi
  - Drafts- 24 Templates, 66 Syllabi

11/10/2018
- CEPH Workshop & Consultation:
- Compliance Report:
  - Drafts- 13 Templates, 36 Syllabi

12/8/2018
- Annual Report:
  - Graduation Rates
  - Employment Rates
  - Faculty Resources

1/9/2019
- Compliance Report:
  - Instructional Matrix
  - BSPH Core- 5 Templates, 8 Syllabi
  - MPH Core- 2 Templates, 5 Syllabi
  - DrPH Core- 2 Templates, 20 Syllabi
  - Grad FLO- 3 Templates, 3 Syllabi
- Interim Report:
  - Uniform syllabi
  - MPH Concentrations- 24 Templates, 66 Syllabi
Results: CEPH compliance & interim reports ...

- **Bachelor’s Core:**
  - 9/9 Foundational Domains
  - 2/2 Foundational Competencies

- **MPH Core:**
  - 12/12 Foundational Learning Objectives
  - 20/22 Foundational Competencies

- **DrPH Core:**
  - 12/12 Foundational Learning Objectives
  - 18/20 Foundational Competencies

- **Syllabus Template:** Consistent presentation of
  - Teaching and assessment of competencies
  - Expectations for successful student learning outcomes
Next steps: CEPH compliance & interim reports ...

- **MPH Core:**
  - ✓ Submit course syllabi for 2 out of 22 MPH foundational competencies

- **DrPH Core:**
  - ✓ Submit course syllabi for 2 out of 20 DrPH foundational competencies

- **MPH Concentrations:**
  - ✓ Submit course syllabi for MPH concentration competencies (which ones will depend on CEPH results, anticipated this week).

- **School-wide Evaluation Plan**
School-wide Evaluation Plan: CEPH guidance ...

The school defines appropriate evaluation methods and measures that allow the school or program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic, and well-documented.

- CEPH 2016 Criteria, B5
School-wide Evaluation Plan ...

- Mission, Values, and Goals
- Planning and Objectives
- Adjust and Enhance
- Measure, Assess, and Evaluate
- Analyze and Report

Progress to date...

✓ Curriculum & Accreditation
✓ Applications & Enrollment
✓ Communications
✓ Events
Progress to date...

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events

YEAR 1

- New student survey
- Mid-year focus groups
- Course evals
- Grades analysis
- Student/faculty/staff satisfaction, inclusive excellence, research, faculty service, alumni, employers, etc.

YEAR 2

- Mid-year targeted interviews
- Course evals
- Grades analysis
- Exit survey
Faculty development

- Revisions to the APT Manual and review process
- New Faculty Orientation
- Faculty Professional Development workshops
  - Understanding Unconscious Bias training

Progress to date:

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events
Progress to date...

✓ Curriculum & Accreditation
✓ Applications & Enrollment
✓ Communications
✓ Events

MPH communications...

- Gillings MPH Decisions Summary
- FAQs
  - MPH Concentrations
- Academic Affairs e-newsletter
- Talking Points from Academic Affairs
Progress to date...

- Curriculum & Accreditation
- Applications & Enrollment
- Communications
- Events

---

Events...

- Celebrate the Gillings MPH
- Teaching Awards – Join us today!
- More to come...

---

Join us in presenting the 2019 TEACHING EXCELLENCE AND INNOVATION AWARDS

We recognize one faculty member from each department who inspires students; enhances student learning through creative, engaging and innovative teaching methods; and/or supports student success in the classroom and student growth as public health professionals.

Presented Monday, March 25
3:30 – 5:30 p.m.
Jim Hardman Atrium
Michael Hooker Research Center

Light refreshments will be provided.
CONGRATULATIONS TO OUR WINNERS!
2019 Teaching Excellence and Innovation Award Winners

Feng Cheng Lin, PhD
Associate Professor
BIOSTATISTICS

Karin Yeatts, PhD
Associate Professor
EPIDEMIOLOGY

Marc Serre, PhD
Associate Professor
ENVIRONMENTAL SCIENCES & ENGINEERING

Alexandra Lightfoot, EdD
Assistant Professor
HEALTH BEHAVIOR

Alyssa Mansfield Damon, PhD
Assistant Professor
HEALTH POLICY & MANAGEMENT

Benjamin Meier, PhD, JD
Adjunct Associate Professor
HEALTH POLICY & MANAGEMENT

Catherine Sullivan, MPH, RDN
Assistant Professor
MATERNAL AND CHILD HEALTH

Seema Agrawal, EdD
Assistant Professor
NUTRITION

Alyssa Mansfield Damon, PhD
Assistant Professor
HEALTH POLICY & MANAGEMENT

Dana Rice, DrPH
Assistant Professor
PUBLIC HEALTH LEADERSHIP PROGRAM
Thank you...and...any questions?