

**4.3 Student Recruitment and Admissions. 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.**

#### **Required Documentation**

**4.3.a Description of the school's recruitment policies and procedures.\* If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.**

The College seeks students who have the potential to become leading practitioners, scientists, administrators and educators, and who demonstrate both an ability to succeed at the undergraduate or graduate level, as appropriate, and a commitment to their chosen disciplines.

Recruitment efforts are individualized for each instructional program in the College. However, because the College offers degrees at the bachelor's, master's and doctoral levels, recruitment efforts span many groups of potential students, and the instructional programs themselves serve as pipelines for higher level degrees. The Bachelor of Health Science (BHS) program reaches out to students in high school, community colleges and UF undergraduate programs. The BHS program serves as an important pipeline for some of our master's programs and, since the student bodies of PhD programs represent a broad array of previous educational experiences, the students in our master's programs constitute a talented pool from which to recruit.

All instructional programs in the College participate in recruitment activities that include:

- Presentations to students in courses and health-related career clubs
- Information sessions hosted by individual instructional programs
- University recruitment events held throughout the academic year
- Professional conference recruitment opportunities, such as exhibitions and presentations
- Program descriptions in UF graduate and undergraduate catalogs
- Up-to-date websites with opportunities for prospective student contact and follow-up

In addition, some programs use direct advertising in university and professional media and email communications with large numbers of potential students. All programs carry print materials for other related programs to professional meetings and career fairs for distribution. For example, the UF display at the annual APHA meeting is a recruitment hub for the MPH, MS and PhD programs in public health disciplines.

Recruitment activities of the MPH and academic programs are described below.

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\* Other professional degrees are not included in responses in 4.3.a.

### **MPH Recruitment**

Recruitment activities of the MPH program are directed to a broad audience, including UF undergraduate students and students in UF professional programs with which joint degrees have been established, individuals who access the ASPH and SOPHAS websites, other populations who can be accessed via email and in-person contacts at career fairs and professional meetings, and health professionals. The associate director of the MPH program coordinates recruitment activities and meets regularly with prospective students. Recruitment activities undertaken in a typical year include:

**Website and print materials.** The website is updated throughout the year, as necessary, but it is completely reviewed and revised each summer in advance of the recruitment period for applicants in the next academic year. Every person who visits the MPH website and leaves contact information is logged into the program's email, and the individual is contacted with an offer of additional information. Those who respond are linked to the program for feedback and assistance in preparing applications.

Each summer, brochures, posters and mailing lists are reviewed and updated, as necessary. Mailings occur throughout the year and the materials are distributed at recruitment events.

We also advertise periodically in Florida public and private campus newspapers, such as the UF Alligator, and the student newspapers at Florida State University, University of Central Florida, Florida Atlantic University, University of Miami, University of North Florida, University of Tampa, and Florida Gulf Coast University

**Information sessions.** MPH information sessions are held throughout the calendar year. The MPH associate director uses these sessions to reach out to UF students in the bachelor of health science programs and graduate programs in fields complementary to public health. Student populations are also reached through the pre-health advisor network at UF and advisors for other colleges in Florida.

**Presentations.** MPH staff and faculty are invited to deliver presentations on public health as a career choice and on the MPH program in appropriate courses and health-related club meetings throughout the year.

**Recruitment events.** Recruitment events and professional meetings are used as vehicles to display information and discuss the MPH. Program staff participate in the following events every year. As opportunities arise, other events are usually added.

- UF Graduate and Professional Schools Day
- UF College of Agriculture and Life Sciences Career Expo
- Public Health Week activities, in collaboration with the Public Health Student Association
- Events of the UF Office of Graduate Minority Programs, which invites well qualified minority applicants to campus
- Santa Fe College Gator Day

- Professional conferences, including APHA, Florida Public Health Association, Florida Rural Health Association and Area Health Education Centers annual meetings
- Graduate and Professional School days at other universities in Florida

**SOPHAS.** The MPH, the MS in Epidemiology and the PhD programs in Epidemiology, Health Services Research, and Social and Behavioral Sciences participate in the Schools of Public Health Application System (SOPHAS). SOPHAS provides a number of opportunities to connect with individuals considering public health programs and to encourage those who are interested in UF to complete their applications. Staff send general recruitment emails to “In Progress” applicants who have indicated interest in our school but have not submitted SOPHAS applications. When an application is received, we send a welcoming email to applicants, with additional information about the UF application process. Since UF requires a university application in addition to the SOPHAS application, this second step can be a deterrent. To mitigate the inconvenience, we stay in touch with SOPHAS applicants and facilitate the process as needed.

MPH staff also participate in SOPHAS Virtual Fairs, which provide an efficient way for schools of public health to recruit applicants and showcase their degree programs in a live virtual setting.

**Scholarships.** Beginning in 2013-2014, the College will offer “Dean’s Scholarships” to five highly qualified MPH applicants.

**Joint Programs.** Recruitment of students into the joint DVM/MPH program is undertaken in collaboration with the College of Veterinary Medicine. Applicants for the DVM program receive detailed information about the joint program before decisions about DVM interviews are released. Those who are invited to interview for the DVM program are eligible to apply to the joint program. If accepted by both programs, they begin MPH coursework the summer before the fall start of the DVM.

Recruitment for other joint programs (DPT/MPH, MD/MPH, JD/MPH, and PharmD/MPH) is carried out primarily through information on the MPH and collaborating programs’ websites and individual contacts with faculty and staff in the participating colleges. Unlike DVM/MPH students, individuals in these professional programs apply to the MPH after they are in their respective professional programs.

### **PhD Recruitment**

During 2011 and 2012, each of the PhD programs in the college conducted a self-study and developed a five-year plan that included a detailed set of action steps for recruitment. The PhD Five-Year Plans are in the Resource File. While each program developed a plan specific to its discipline, all of them include specific strategies for minority recruitment, recruitment of international students, diversification and expansion of financial support for PhD students, direct faculty involvement in recruitment, and continuous review and revision of website and print materials. These plans are in the Resource File. As indicated

in Criterion 2.7.b, recruitment policies and procedures for the PhD in Biostatistics have been revised in fall 2013 for fall 2014 admissions.

### **MS Program Recruitment**

The target populations for recruitment to the MS programs in Biostatistics and Epidemiology include individuals with strong interests in careers in research. Thus, the strategies developed for the PhD programs are also used to recruit for the MS programs.

### **4.3.b Statement of admission policies and procedures. If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.**

Each instructional program in the College engages in a competitive admission process to identify students who are qualified and motivated to succeed in the program and in their careers. Completed applications are reviewed by designated faculty members in each instructional program for applicants to that program. All applications must conform to University policies and procedures, which are published in the undergraduate and graduate catalogs (online at <https://catalog.ufl.edu/ugrad/current/Pages/home.aspx> and <http://gradcatalog.ufl.edu/>).

### **Admission to Undergraduate Programs**

The minimal requirements below apply to undergraduate admission and readmission to any college or division of the University.

- Online application for admission received by the Office of Admissions by the deadline.
- A nonrefundable application fee of \$30 for each term of application.
- A satisfactory academic record. Each applicant must furnish a complete chronological record of educational institutions attended. Official transcripts must be submitted according to instructions on the application.
- Satisfactory scores on achievement or aptitude tests.
- A satisfactory conduct record.

### **Admission to the Bachelor of Health Science Major**

University of Florida applicants to the BHS major must submit original transcripts from all colleges or universities attended, the College Student Application Form, and an essay on career interest. Community college transfer students must also complete a University application. Minimal requirements for admission to the program are:

- 3.0 cumulative grade point average for Health Science and 2.7 GPA for Communication Sciences and Disorders (based on a 4.0 scale).
- Completion of 60 college level transferable semester credit hours. Undergraduates from Florida Public Community Colleges must have their AA degree by the time the program begins.
- Completion of all general education requirements. These include all general education coursework, the CLAST or CLAST waiver, foreign language (if not completed in high school) and Gordon Rule requirements. The requirements for

UF students are outlined in greater detail in the UF undergraduate catalog at <https://catalog.ufl.edu/ugrad/current/Pages/home.aspx>.

- Completion of supervised volunteer/work experience is recommended to demonstrate interest and commitment.
- All requirements must be successfully completed by the end of spring semester for Summer B admission and by the end of Summer A term for fall admission.

### **Admission to the Graduate School**

The MPH and academic programs in the college are under the academic purview of the UF Graduate School. To be admitted to graduate study in a given academic unit, the prospective student must meet the requirements of the unit and the Graduate School. The minimum requirements are:

- A prior bachelor's degree, master's degree or doctoral degree from a regionally accredited US institution, or a degree deemed equivalent to them by the UF Office of Admissions' evaluation of official transcripts.
- Minimum grade point average of 3.0 for upper division undergraduate work.
- Scores acceptable for the program to which the student is applying on the general test of the Graduate Record Examination (GRE) or on the Graduate Management Admission Test (GMAT). Applicants with prior master's degrees, doctoral degrees or professional degrees from a regionally accredited US institution can be exempted from the GRE or GMAT requirement at the department's discretion. Applicants with degrees from non-US institutions must submit admission test scores, regardless of the level of their degree.

Non-US and Puerto Rican applicants must meet the required minimum on the verbal portion of the GRE, plus one of these English language tests:

- IELTS (International English Language Testing System): 6
- MELAB (Michigan English Language Assessment Battery): 77
- TOEFL (Test of English as a Foreign Language – Internet-Based): 80
- TOEFL (Test of English as a Foreign Language – Paper-Based): 550
- Verbal GRE (scores from tests taken before August 1, 2011): 320
- Verbal GRE (scores from tests taken August 1, 2011 onward): 140

Exceptions to the GPA and GRE requirements are made only when these and other criteria, including letters of recommendation, are reviewed by the academic unit, recommended by the college, and approved by the dean of the Graduate School. Two UF units evaluate application to the UF Graduate School: the [UF Office of Admission](#), which determines eligibility for admission to the University, and the department in which the instructional program is located, which determines eligibility for its graduate program. The [UF International Center](#) also evaluates proof of pre-existing funds of non-US applicants to determine eligibility for a student visa.

**Admission to Graduate Programs in the College of Public Health and Health Professions**

All master's and doctoral programs in the College adhere to the minimum admission requirements of the Graduate School. In addition to Graduate School criteria, the MPH and academic programs in the college require a professional statement that matches the philosophy and focus of the program and three letters of reference.

Previous work experience, especially in public health, a prior degree in a health-related field, and current enrollment in a professional or graduate program are considered favorably in MPH admission decisions. For admission to the Biostatistics concentration, a broad knowledge of biology and a solid understanding of mathematics, statistical methods, and measures are expected. The Environmental Health concentration seeks students with coursework or equivalent experience in chemistry, biology and statistics.

Admission to the Combined Bachelor/Master of Public Health program requires a 3.2 grade point average and GRE scores. Students must have completed the published pre-requisite courses for the combined degree program and any additional prerequisite requirements depending upon the concentration.

Application requirements and deadlines are posted on the website of each program.

**4.3.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 webpage that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.**

The Undergraduate and Graduate Catalogs for the University of Florida are available online at <http://www.registrar.ufl.edu/catalog/> and <http://gradcatalog.ufl.edu/>. These documents, as well as the *Graduate Handbook* in the Resource File, include information about degree requirements, academic calendars, and the UF grading system and GPA calculations. The Graduate Handbook and parts of the Graduate Catalog apply to all programs offered through the UF Graduate School. Degree requirements specific to individual programs are also included in the Graduate Catalog, but more detail is provided in the programs' handbooks. The Handbooks for the MPH and the academic programs in the College are in the Resource File.

Electronic copies of printed recruitment materials for all programs in the College are in the Resource File.

**4.3.d Quantitative information on the number of applicants, acceptances and enrollment, by concentration for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.**

Table 4.3.d.1 shows applicants, acceptances and enrollments for the degree programs in the Instructional Matrix (Table 2.1.a.1). During this three-year period, the number of applications to the college has increased by 600. The percent of applicants offered admission has decreased from 38% to 32%. The percent of new enrollments (of those accepted) has remained fairly steady, between 67% and 71%. In the MPH program, the number of applications has also increased in recent years. The percent of applicants accepted by the program has decreased from 63% to 48%, and the percent of enrollments (of those accepted) has remained steady, between 44% and 47%. PhD programs in the College tend to have low acceptance rates and high enrollments by those accepted.

**Table 4.3.d.1 Admissions Process Data: Information on Applicants, Acceptances and New Enrollments, by Program and MPH Concentration, CY 2011, 2012 and 2013**

| Program  | Category | CY 2011 | CY 2012 | CY 2013 |
|--|----------|---------|---------|---------|
| BHS Health Science                             | Applied  | 302     | 270     | 371     |
|  | Accepted | 228     | 232     | 237     |
|  | Enrolled | 197     | 209     | 211     |
| BHS Communication Sciences & Disorders         | Applied  | 94      | 73      | 143     |
|  | Accepted | 50      | 49      | 81      |
|  | Enrolled | 50      | 49      | 73      |
| MPH Biostatistics                              | Applied  | 11      | 14      | 27      |
|  | Accepted | 6       | 8       | 10      |
|  | Enrolled | 1       | 2       | 2       |
| MPH Environmental Health                       | Applied  | 37      | 41      | 41      |
|  | Accepted | 27      | 18      | 25      |
|  | Enrolled | 12      | 6       | 9       |
| MPH Epidemiology                               | Applied  | 70      | 97      | 127     |
|  | Accepted | 46      | 43      | 61      |
|  | Enrolled | 18      | 14      | 24      |
| MPH Public Health Management and Policy        | Applied  | 69      | 52      | 82      |
|  | Accepted | 40      | 26      | 31      |
|  | Enrolled | 16      | 15      | 13      |
| MPH Public Health Practice                     | Applied  | 9       | 12      | 30      |
|  | Accepted | 7       | 10      | 14      |
|  | Enrolled | 6       | 7       | 10      |
| MPH Social and Behavioral Sciences             | Applied  | 55      | 49      | 67      |
|  | Accepted | 36      | 28      | 34      |
|  | Enrolled | 17      | 20      | 14      |
| MPH Public Health Practice - Distance Learning | Applied  | 28      | 65      | 54      |
|  | Accepted | 15      | 28      | 34      |
|  | Enrolled | 7       | 24      | 20      |
| <b>MPH Total</b>                               | Applied  | 279     | 330     | 428     |
|  | Accepted | 177     | 161     | 209     |
|  | Enrolled | 84      | 88      | 92      |

### 4.3 Student Recruitment and Admissions

| Program   | Category | CY 2011 | CY 2012 | CY 2013 |
|---|----------|---------|---------|---------|
| MS Biostatistics  | Applied  | 46      | 49      | 68      |
|   | Accepted | 18      | 32      | 28      |
|   | Enrolled | 8       | 7       | 8       |
| MS Epidemiology <sup>1</sup>                                    | Applied  | 0       | 0       | 16      |
|   | Accepted | 0       | 0       | 2       |
|   | Enrolled | 0       | 0       | 1       |
| MA Communication Sciences and Disorders                         | Applied  | 250     | 298     | 284     |
|   | Accepted | 57      | 60      | 60      |
|   | Enrolled | 28      | 35      | 26      |
| MHS Environmental and Global Health: One Health <sup>3</sup>    | Applied  | 0       | 3       | 5       |
|   | Accepted | 0       | 3       | 5       |
|   | Enrolled | 0       | 3       | 1       |
| Master of Health Administration                                 | Applied  | 94      | 95      | 61      |
|   | Accepted | 23      | 24      | 30      |
|   | Enrolled | 23      | 22      | 20      |
| Master of Occupational Therapy                                  | Applied  | 135     | 161     | 178     |
|   | Accepted | 56      | 48      | 54      |
|   | Enrolled | 47      | 46      | 45      |
| Doctor of Audiology – Distance Learning                         | Applied  | 54      | 57      | 36      |
|   | Accepted | 53      | 43      | 29      |
|   | Enrolled | 53      | 40      | 24      |
| Doctor of Audiology   | Applied  | 116     | 113     | 104     |
|   | Accepted | 41      | 17      | 25      |
|   | Enrolled | 17      | 13      | 14      |
| Doctor of Physical Therapy                                      | Applied  | 473     | 581     | 704     |
|   | Accepted | 109     | 119     | 113     |
|   | Enrolled | 55      | 55      | 68      |
| PhD Biostatistics   | Applied  | 47      | 51      | 71      |
|   | Accepted | 12      | 12      | 19      |
|   | Enrolled | 4       | 7       | 5       |
| PhD Epidemiology  | Applied  | 20      | 43      | 50      |
|   | Accepted | 4       | 12      | 4       |
|   | Enrolled | 4       | 8       | 4       |
| PhD Health Services Research                                    | Applied  | 29      | 24      | 32      |
|   | Accepted | 5       | 4       | 6       |
|   | Enrolled | 5       | 4       | 4       |
| PhD Psychology  | Applied  | 318     | 263     | 293     |
|   | Accepted | 20      | 17      | 15      |
|   | Enrolled | 16      | 17      | 13      |
| PhD Public Health: Environmental and Global Health <sup>2</sup> | Applied  | 16      | 23      | 7       |
|   | Accepted | 14      | 14      | 1       |
|   | Enrolled | 8       | 7       | 0       |
| PhD Public Health: One Health <sup>3</sup>                      | Applied  | 0       | 1       | 16      |
|   | Accepted | 0       | 1       | 7       |
|   | Enrolled | 0       | 1       | 5       |
| PhD Public Health: Social and Behavioral Sciences <sup>2</sup>  | Applied  | 6       | 12      | 16      |
|   | Accepted | 6       | 6       | 6       |
|   | Enrolled | 6       | 4       | 5       |
| PhD Rehabilitation Sciences                                     | Applied  | 20      | 28      | 19      |
|   | Accepted | 8       | 6       | 8       |



### 4.3 Student Recruitment and Admissions

| Program                                  | Category | CY 2011 | CY 2012 | CY 2013 |
|--|----------|---------|---------|---------|
|  | Enrolled | 8       | 5       | 8       |
| PhD Communication Sciences and Disorders | Applied  | 12      | 16      | 10      |
|  | Accepted | 8       | 13      | 3       |
|  | Enrolled | 6       | 4       | 1       |
| Total                                    | Applied  | 2,311   | 2,490   | 2,912   |
|  | Accepted | 889     | 873     | 942     |
|  | Enrolled | 619     | 624     | 628     |

<sup>1</sup>The MS in Epidemiology admitted its first student in fall 2013

<sup>2</sup>The PhD in Public Health admitted the first cohorts in Environmental and Global Health and Social and Behavioral Sciences in fall 2011.

<sup>3</sup>The first student in the PhD in Public Health One Health concentration was admitted in fall 2012, as were the first three students in the MHS in One Health.

**4.3.e Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full-time and part-time students and a full-time equivalent conversion, by concentration for each degree, for each of 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 4.3.2.**

Headcount and FTE conversion data for students in each degree program listed in the Instructional Matrix (Table 2.1.a.1) are shown in Table 4.3.e.1 for the past three years.

The headcount and FTE student enrollment in the College has increased slightly in this timeframe. While enrollments in most of the instructional programs have remained steady, growth has occurred in the public health master's and PhD programs, which have been implemented gradually during the past decade. There has been an overall reduction in the number of students enrolled in the distance learning Doctor of Audiology program. This program was developed to assist practicing audiologists meet requirements for the AuD degree, the current standard for workforce entry. The number of individuals who can benefit from this program is expected to continue diminishing.

All MPH concentrations have robust enrollment except Biostatistics. This has been the case since the MPH started and is believed to be influenced by disciplinary and market factors. Potential students looking for careers in quantitative methods, even in the health fields, are often advised to seek an MS in Statistics or Biostatistics rather than an MPH in Biostatistics because they will have opportunities to develop greater depth and, thus, have more career options at higher salaries. On the other hand, the MPH in Biostatistics is well-suited for health professionals who engage in research. A renewed effort to recruit from this population will be launched in 2014 under the leadership of the new chair of the Department of Biostatistics.

### 4.3 Student Recruitment and Admissions

The largest differential between head count and FTE is in the MPH program, due primarily to online student enrollment. Students in the online program, 31.6% of MPH students, are usually employed while they pursue the degree on a part-time basis.

**Table 4.3.e.1 Total Enrollment Data: Students Enrolled in Each Area of Specialization Identified in the Instructional Matrix in Fall 2010, 2011 and 2012**

| Degree & Specialization                                       | 2011        |               | 2012        |               | 2013        |               |
|---|-------------|---------------|-------------|---------------|-------------|---------------|
|   | HC          | FTE           | HC          | FTE           | HC          | FTE           |
| <b>BHS Health Science</b>                                     | 398         | 398           | 408         | 408           | 415         | 415.0         |
| <b>BHS Communication Sciences &amp; Disorders</b>             | 91          | 91            | 93          | 93            | 120         | 120.0         |
| MPH-Biostatistics   | 2           | 2.0           | 2           | 2.0           | 3           | 3.0           |
| MPH-Environmental Health                                      | 22          | 20.5          | 18          | 17.5          | 10          | 10.0          |
| MPH-Epidemiology  | 32          | 30.5          | 29          | 26.5          | 30          | 30.0          |
| MPH-Health Management and Policy                              | 19          | 18.5          | 23          | 21.5          | 20          | 18.5          |
| MPH-Public Health Practice                                    | 4           | 3.5           | 9           | 8.5           | 4           | 2.0           |
| MPH-Social and Behavioral Sciences                            | 34          | 33.0          | 31          | 29.5          | 29          | 29.0          |
| MPH-Public Health Practice(Online)                            | 37          | 20.5          | 56          | 35.0          | 60          | 33.0          |
| MPH-Collaborative Degrees                                     | 34          | 24.5          | 38          | 28.0          | 34          | 31.0          |
| <b>MPH Total</b>  | <b>184</b>  | <b>153.0</b>  | <b>206</b>  | <b>168.5</b>  | <b>190</b>  | <b>156.5</b>  |
| <b>MS-Biostatistics</b>                                       | 10          | 9.5           | 13          | 12.5          | 14          | 13.5          |
| <b>Master of Health Administration</b>                        | 43          | 43.0          | 45          | 45.0          | 41          | 41.0          |
| <b>Master of Occupational Therapy</b>                         | 85          | 85.0          | 88          | 88.0          | 91          | 91.0          |
| <b>Master of Health Science - One Health</b>                  | 0           | 0             | 3           | 3.0           | 7           | 6.0           |
| <b>MA Communication Sciences and Disorders</b>                | 59          | 58.5          | 67          | 66.5          | 66          | 65.0          |
| <b>Doctor of Audiology - Distance Learning</b>                | 78          | 65.5          | 75          | 64.0          | 62          | 51.0          |
| <b>Doctor of Audiology</b>                                    | 50          | 50.0          | 50          | 50.0          | 51          | 45.5          |
| <b>Doctor of Physical Therapy</b>                             | 166         | 165.0         | 165         | 165.0         | 177         | 177.0         |
| <b>PhD Biostatistics</b>                                      | 11          | 10.5          | 16          | 15.0          | 16          | 15.5          |
| <b>PhD Communication Sciences and Disorders</b>               | 20          | 18.5          | 25          | 22.5          | 20          | 19.5          |
| <b>PhD Epidemiology</b>                                       | 17          | 15.5          | 26          | 23.0          | 24          | 22.5          |
| <b>PhD Health Services Research</b>                           | 18          | 17.0          | 20          | 17.5          | 17          | 15.0          |
| <b>PhD Psychology</b>   | 82          | 80.5          | 84          | 82.0          | 83          | 74.0          |
| <b>PhD in Public Health – Environmental and Global Health</b> | 7           | 7.0           | 14          | 13.0          | 10          | 8.5           |
| <b>PhD in Public Health – One Health</b>                      | 0           | 0             | 2           | 2.0           | 9           | 8.5           |
| <b>PhD in Public Health – Social and Behavioral Sciences</b>  | 8           | 8.0           | 12          | 10.5          | 15          | 13.5          |
| <b>PhD in Rehabilitation Science</b>                          | 37          | 35.0          | 38          | 36.0          | 32          | 29.0          |
| <b>Total</b>  | <b>1364</b> | <b>1310.5</b> | <b>1450</b> | <b>1385.0</b> | <b>1461</b> | <b>1388.5</b> |

Data source: UF Registrar database and instructional program data.

FTE Conversion: Full-time: 1.0; Part-time: 0.5

**4.3.f Identification of measurable objectives 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.**

Table 4.3.f.1 shows the two outcome measures we have selected to monitor the quality of our student body. GRE percentiles reflect one key aspect of academic capability. The percent of MPH students enrolled in dual programs, including joint programs with professional degrees, concurrent degrees with other master's, and non-traditional degrees with PhD programs, reflects the commitment of the College to collaboration across disciplines as expressed in our mission. In addition, these collaborative program students bring different perspectives to their classes, thus enriching the educational experiences for all students.

GRE scores of new enrollees during the past three years are close to the 50<sup>th</sup> percentile, with verbal scores slightly higher and quantitative scores slightly lower. Our target is to maintain the verbal percentile at  $\geq 55$  and bring the quantitative percentile up to that level. The percent of MPH students enrolled in dual degree programs was 17.8 in 2012-13 in contrast to 23% in 2010-11. Our target is to reverse that trend and increase the percent to 20.

**Table 4.3.f.1 Outcome Measures for Quality of Students**

| Outcome Measure  | Target |    | 2010-11 |      | 2011-12 |      | 2012-13 |      |
|--|--------|----|---------|------|---------|------|---------|------|
|  | V      | Q  | V       | Q    | V       | Q    | V       | Q    |
| Mean percentile of Graduate Record Exam scores of new enrollees <sup>1</sup> |        |    |         |      |         |      |         |      |
| MPH  | 55     | 55 | 51.8    | 42.0 | 57.4    | 46.8 | 57.0    | 48.8 |
| PHHP   | 55     | 55 | 56.0    | 48.8 | 55.5    | 46.7 | 61.1    | 51.2 |
| Percent of MPH students enrolled in dual degree programs                     | 20.0%  |    | 23.0%   |      | 18.4%   |      | 17.8%   |      |

<sup>1</sup>GRE percentiles are published annually by the Educational Testing Service ([www.GRE.org](http://www.GRE.org)).

**4.3.g Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.**

This criterion is met.

**Strengths:**

1. Instructional programs in the College have multiple recruitment strategies in place that effectively identify and attract qualified applicants.
2. Minimum admission standards, policies and procedures are intended to select motivated and capable students.
3. Admission and degree completion requirements and procedures are published in the University catalogs, the College website, and the student handbooks of individual programs.
4. Enrollment in the College is strong and steady.

### 4.3 Student Recruitment and Admissions

5. Mean GRE percentiles indicate a well-qualified graduate student body.
6. Almost 20% of MPH students are in dual degree programs.

**Weaknesses:**

1. The MPH concentration in Biostatistics has not attracted a critical mass of students.
2. The percent of dual degree students has decreased in the past two years.

**Plans:**

1. Develop new strategies for increasing enrollment in the Biostatistics MPH.
2. Increase outreach to students in relevant bachelor's, professional and PhD programs across campus to acquaint them with the benefits of a dual degree with the MPH.
3. Begin a scholarship program to attract highly qualified applicants to the MPH program.