

2.7 Assessment Procedures. There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

Required Documentation.

- a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.**

Expectations for academic performance are provided to students in the CEOMPH Student Handbook. The primary system of monitoring an individual student's progress is the assignment of letter grades in all core and generalist track courses. The student is expected to successfully complete each all core, generalist track, and graded elective courses, maintaining a grade point average of 3.0 or better. Students are graded based on the individual course requirements, which include (but are not limited to) successful completion of exams, scholarly papers, course projects, and course participation.

In addition to successfully completing all core, generalist track, and elective courses, students are expected to complete Capstone Project I and Capstone Project II (described in response to Criterion 2.5.a.). Capstone Project I is satisfactory/unsatisfactory; the student is provided formative feedback. Capstone Project II is the culminating experience of their program. Part of the grading for this project involves an evaluation of the extent to which the student has successfully and accurately integrated public health theory into public health practice. This grading decision is made by both the faculty preceptor and community preceptor.

Capstone Project I contains exercises designed to assess the student's comfort in demonstrating the competencies in the middle of the program. Students complete knowledge quizzes, and assignments on data analysis, article interpretation, program planning and evaluation, and writing and oral communication skills to diverse audiences. Each student is provided written and oral feedback on what he/she did well and what could be improved. Links to their recorded oral presentation are also provided so they can review the three presentations that he/she delivered. Capstone Project I assignments, sample feedback forms, and other course materials are in Appendix 2.5.a

In order to graduate from the program, the student is required to give an exit presentation and submit an electronic portfolio of her/his academic achievements (described in response to Criterion 2.5.a.), demonstrating his/her ability to identify integration of public health concepts and competencies gained across both core and elective courses. This presentation is graded by at least two faculty members. As part of the exit presentation, the student outlines the competencies that he/she achieved in the core courses and electives in the program. The portfolio includes a completed competencies template in which the student indicates all of the competencies that were achieved in each of the courses in the program. The evaluation of the portfolio is mostly to determine that the required components are present. At the end of each academic year, the program compiles the portfolio information for monitoring student self-reported achievement of competencies.

- b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.

	Cohort of Students	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
2009-10	# Students entered	36						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2010-11	# Students continuing at beginning of this school year	36	31					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	14	0					
	Cumulative graduation rate	38.9%	0%					
2011-12	# Students continuing at beginning of this school year	22	31	38				
	# Students withdrew, dropped, etc.	0	2	0				
	# Students graduated	10	7	0				
	Cumulative graduation rate	66.7%	22.6%	0%				
2012-13	# Students continuing at beginning of this school year	12	22	38	29			
	# Students withdrew, dropped, etc.	2	0	1	0			
	# Students graduated	4	8	11	1			
	Cumulative graduation rate	77.8%	48.4%	28.9%	3.4%			
2013-14	# Students continuing at beginning of this school year	6	14	26	28	26		
	# Students withdrew, dropped, etc.	2	0	0	0	0		
	# Students graduated	4	3	14	12	0		
	Cumulative graduation rate	88.9%	58.1%	65.8%	44.8%	0%		
2014-15	# Students continuing at beginning of this school year	0	11	12	16	26	35	
	# Students withdrew, dropped, etc.		0	0	0	0	2	
	# Students graduated		1	1	9	5	0	
	Cumulative graduation rate		61.3%	47.4%	75.9%	19.2%	0	
2015-16	# Students continuing at beginning of this school year		10	11	6	21	33	25
	# Students withdrew, dropped, etc.		0	0	0	0	0	0
	# Students graduated		4*	3*	1*	8*	2	0
	Cumulative graduation rate		74.2%	76.3%	79.3%	50%	5.7%	0%

*Expected to graduate by the end of the academic year

	2012-2013	2013-2014	2014-2015
Employed	13 (72.2%)	23 (71.9%)	13 (52.0%)
Continuing education/training (not employed)	1 (5.6%)	5 (14.6%)	8 (32.0%)
Actively seeking employment	2 (11.1%)	3 (9.4%)	2 (8%)
Not seeking employment (not employed and not continuing education/training, by choice)	0 (0%)	1 (3%)	0 (0%)
Unknown	2 (11.1%)	0 (0%)	2 (8%)
Total	18 of 18	32 of 32	25 of 25

2A. Each academic year, 100% core and generalist track courses achieve at least a 3.0 weighted average (out of a 4.0 scale) on all course learning objectives.	100% of core and generalist track courses receive at least a 3.0 on all learning objectives.	Fall—PHC, HSA, EHS Spring—SBS, EPI, PHPI, GW BIO (4 of 5 objectives between 2.78 and 3.0) ACHIEVED except for 1 course	Fall—PHC, HSA Spring—SBS, EPI, PHPI, GW BIO (1 of 5 objectives between 2.94 and 3.0) EHS (1 of 6 objectives between 2.81 and 3.0) ACHIEVED except for 2 courses	Fall—BIO, HSA Spring—to be updated with final self-study EHS (1 of 6 objectives between 2.93 and 3.0) PHC (1 of 12 objectives) was 2.71 SO FAR, NOT ACHIEVED
2B. Each academic year, students indicate that at least 80% of core and generalist track course competencies are attained. (REVISED—new competencies in 2015)	80% of core and generalist track competencies attained.	Fall—PHC, HSA, EHS Spring—SBS, EPI, PHPI BIO—10 of 18 between 70-80% attained ACHIEVED (except for 1 course)	Fall—PHC, HSA, SBS Spring—SBS, EPI, PHPI BIO—4 of 18 between 70-80% attained EHS—5 of 32 between 70 and 80% attained GW—17 of 43 between 74 and 80% attained NOT ACHIEVED in 3 courses	Fall—EHS, HSA Spring—available June 2016 PHC--1 of 7 competencies at 71.4% HSA—1 of 10 competencies 77.78% NOT ACHIEVED in 2 courses
2C. Each academic year, 90% of graduates achieve core course GPA of 3.0 or better.	90% of graduates with core course GPA of 3.0 or better.	100% ACHIEVED	100% ACHIEVED	So far >90% ACHIEVED
2D. Each academic year, 80% of graduates mark their capstone experience	80% of students indicate that course competencies are	82% ACHIEVED	99% ACHIEVED	STILL COLLECTING DATA

at least 4 out of a 5 point scale on the capstone evaluation form.	achieved on the course evaluations.			
2E. Each academic year, graduates attain 80% of competencies (16 of 19 competencies) (UPDATED 2015).	Graduates completing graduate exit surveys indicate at least 80% of competencies achieved (16 of 19 competencies).	88% attain>80% 6% >75% 6% > 69% (17/19 completed) (with the ASPPH 119 competencies) ACHIEVED	100% attain>80% (16/20 completed) (with the ASPPH 119 competencies) ACHIEVED	100% attain>80% (3/5 completed) (with new competences) (STILL NEED TO COLLECT SPRING 2016 DATA) ACHIEVED
1K. Each academic year, the graduation rate of the cohort that started 6 years prior is at least 70%.	Graduation rate is at least 70% for cohort that started 6 years prior.	57% (2 students continuing) NOT ACHIEVED	88.9% ACHIEVED	Will have at end of July 2016 STILL COLLECTING DATA
1L. Within a year of graduation, 80% of graduates are employed within one year of graduation (students not desiring employment excluded).	80% of graduates employed within one year of graduation.	88.9% (2013) ACHIEVED	97% (2014) ACHIEVED	88.9% (2015) ACHIEVED

- c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.**

Because the program is small, the office is generally able to collect information on all of the graduates, except for a few. Graduates often let us know when they get a new job. Many of the students are members of the program's LinkedIn group page. When it is time to gather information for the annual report, for the few students that the MPH office does not know, the graduate is emailed; in a few instances, the office does not hear back. All of the graduates of that year are reflected in the data in Table 2.7.2.

At times, when the office may not get a transcript to confirm that a student has graduated, he/she may get missed for the particular year. When it is suspected that the student has graduated, the program office requests the transcript from the respective university and the student graduation date gets added to the database. Entry of the official graduate date triggers gathering of employment data. So occasionally, numbers may change after the academic year that the student graduates.

- d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program's graduates on these national examinations for each of the last three years.**

The program collects self-reported data on certifications and receives reports from the National Board of Public Health Examiners. Not many students choose to take the CPH exam. For the past few years, the data is below.

2016—0/1 passed
 2015—1/1 passed
 2012—2/2 passed
 2010—1/1 passed
 2009—1/1 passed

e. Data and analysis regarding the ability of the program’s graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

In addition to surveys of alumni and employers, anecdotal information on student achievement and use of competencies is garnered through LinkedIn, and, perhaps most importantly, through the close relationship the program has with alumni. In addition, the Office of Public Health Practice members, who are mostly employers in public health and healthcare agencies, are asked about competencies that they most desire in graduates. Although specific graduates are not named in these meetings, skills and competencies are discussed in general terms.

The program surveys employers and alumni every 2 years. Skills are rated on a scale of not at all prepared=1 to thoroughly prepared=4. Results from 2012 and 2014 are in Appendix 2.7. Here is a summary of the information:

Employer Survey	2012	2014
Number of respondents--employers	Sent to 61 employers; N=12 (19.6% response rate)	28 (not sure how many were surveyed)
# who have hired an MPH graduate	6	8
Skills average rating 3-4	Planning, implementing, evaluating programs; communication, environmental hazard assessment; presentation skills; ethics; quantitative/ qualitative data collection; evidence analysis	Administration; planning, implementing, evaluating programs; leadership, advocacy; communication, information technology; applying biological principles; needs assessment; ethics; quantitative/qualitative data collection; evidence analysis
Skills average rating 2-2.9	Administration; leadership; advocacy; cultural competency; applying biological principles; systems approach; time management, quality improvement; needs	Environmental hazard assessment; cultural competency; systems approach; time management, quality improvement; managing people; budgeting, marketing, social networking

	assessment; managing people; budgeting, marketing	
Skills average rating <2	None	None
Agree with “MPH graduates have the skills needed”	Rating 3.18	Rating 3.38
CEOMPH compare favorably with other university graduates	6 of 7 very well	10 of 11 very well or extremely well

Alumni Survey	2012	2014
Number of respondents-- alumni	N=29/221 (13% response rate)	N=54 responded (not sure how many were surveyed)
# working	28/29 (96.6%)	47/53 (88.7%)
Very or mostly satisfied with career	27/29 (93.1%)	46/51 (90.2%)
Very or mostly satisfied with MPH degree	27/29 (93.1%)	51/54 (94.4%)
Skills average rating 3-4	Planning, evaluating programs; communication; cultural competency; time management; quality improvement; needs assessment; presentation skills; ethics; quantitative/qualitative data collection; evidence analysis	Planning, implementing, evaluating programs; leadership, communication, cultural competency; information technology; applying biological principles; systems approach; time management, quality improvement; needs assessment; presentation skills; ethics; quantitative/qualitative data collection; evidence analysis
Skills average rating 2-2.9	Administration; implementing programs; leadership; advocacy; environmental hazard assessment; applying biological principles; systems approach; managing people; budgeting, marketing	Administration; advocacy; environmental hazard assessment; managing people; budgeting, marketing, social networking
Skills average rating <2	None	None

f. **Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plan relating to this criterion.**

This criterion is met. CEOMPH is able to assess student achievement and collect employer and alumni feedback.

Strengths: Because the program is small, data is able to be collected from most of the students. Assessment data is collected systematically, on a regular basis.

Weaknesses: Response rates on employer and alumni surveys are not high. Some of the outcome targets have not been achieved.

Plan: Send out reminders for surveys to improve the response rate of alumni and employer surveys. The program will discuss strategies for improving course ratings; however, it is acknowledged that new competencies were recently implemented.