

2.0 Instructional Program

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.

***Interpretation.** A public health program shall award or recommend the award of a degree only when the student has demonstrated mastery of necessary theories, concepts and content, and demonstrated competence in the skills defined in the competencies. Procedures for measuring attainment of competencies may include evaluation of performance in practice placements, written project reports or theses, comprehensive examinations and professional credentialing examinations, as examples. Neither grades alone nor the successful completion of a set of required courses should be considered sufficient evidence that a student has mastered the necessary content or demonstrated proficiency in the application of skills. A curriculum is more than a set of required courses. Judgment about the success of an individual student in achieving the competencies should include an assessment about the student's ability to select theories, methods and techniques from across the content matter of a field, to integrate and synthesize knowledge and to apply it to the solution of public health problems. The manner in which this assessment is done may differ between professional and academic programs, among degrees and among specializations.*

Programs should be taking steps to ensure graduation rates as high as the program can reasonably attain, but no lower than 70% for baccalaureate and master's degrees and 60% for doctoral degrees. If the program cannot demonstrate graduation rates that meet or exceed these thresholds, the program must demonstrate that its graduation rates are higher than the average graduation rates for other degrees at the same level offered by the institution.

Job placement rates must also be monitored and should be as high as the program can reasonably attain, but no lower than 80% by degree for those graduates who can be located. If the program cannot demonstrate job placement rates that meet or exceed this threshold, the program must demonstrate that its job placement rates are higher than the average job placement rates for other degrees at the same level offered by the institution. Note: "job placement" includes both employment and pursuit of additional education through enrollment in education or training programs.

Required Documentation. The self-study document should include the following:

- 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.
- 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.
- 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.
- 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.

- 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.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.