

2.7 ASSESSMENT PROCEDURES. THERE SHALL BE PROCEDURES FOR ASSESSING AND DOCUMENTING THE EXTENT TO WHICH EACH PROFESSIONAL PUBLIC HEALTH, OTHER PROFESSIONAL AND ACADEMIC DEGREE STUDENT HAS DEMONSTRATED ACHIEVEMENT OF THE COMPETENCIES DEFINED FOR HIS OR HER DEGREE PROGRAM AND AREA OF CONCENTRATION.

2.7.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 or research, as applicable, and in culminating experiences.

Each course includes one or more elements to monitor and evaluate student progress:

- Written examinations that test both fundamental knowledge and ability to deduce, compute and apply;
- Written products, such as policy briefs, literature reviews, library research, needs assessments, and/or funding applications;
- Oral presentations;
- Group work; and/or
- Peer evaluation.

All assignments that are used to monitor and evaluate student progress must include a rubric that describes how the work will be evaluated. See the **ERF's in 2.5.a., 2.9.d., and 2.11.c.** to find capstone/CE syllabi, rubrics and student sample work for each program.

Undergraduate PH Assessment

The culminating assessment is achieved through PubH 4140W, the senior seminar. The major deliverables for this course are a memo/presentation, homework assignments (including writing assignments and budget exercises) and a final project and presentation. More detail is provided in Criteria 2.9.d.

MPH

Practice competencies are ascertained by evaluations completed by students, preceptors and faculty members as detailed in Criteria 2.4. The CE assessment is critical to our assessment of student attainment of program competencies. Find the materials for the CE in the **ERF: 2.5.a.** We require that each program provide details about how students will be assessed and when appropriate, include a grading rubric. Given the broad range of competencies, we have tried to provide some choice for students as to how they choose to demonstrate achievement. Options for CE include original research (data collection and analysis), secondary data collection and analysis, policy analysis, meta analysis, literature review, or white papers. In all of these activities, students must demonstrate proficiency in the relevant competency. Final products for faculty evaluation include research papers, written proposals or

analyses, concept papers, oral presentations and policy memos. All of the CE courses require more than one of these deliverables.

MS

The MS, Epidemiology and Health Policy students complete a thesis project to demonstrate program competencies. The Public Health Microbiology and Emerging Infectious Disease program requires students to complete epidemiologic or public health laboratory research and write a concept paper, proposal and final report. They are also required to present their work orally to the faculty for evaluation. In the MS, Exercise Science program, students complete a six-credit internship and must pass comprehensive examinations.

Doctoral

The CE for doctoral students is obviously their thesis, which should be mature enough for peer-reviewed publication. PhD and DrPH students must also successfully complete comprehensive exams before becoming eligible for doctoral candidacy. For DrPH students, sufficient progress must be shown in the development of the dissertation proposal in PUBH 8422- *Advanced Healthcare and Public Health Research Design* before permission is granted to begin the dissertation work. This course prepares students to embark on their independent scholarship.

2.7.b. Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school'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 (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Template 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 the graduates at any level who can be located, an explanation must be provided.

Template 2.7, showing graduation completion rates, can be found in **ERF 2.7.b.: CEPH Data Template 2.7.1. Graduation Rates**. Table 2.7.b. below summarizes the SPH graduation rates.

Of note, two DrPH candidates who matriculated in 2008 are finalizing their dissertations and are expected to complete in 2016. This will bring the 2008 cohort graduation rate to over 70% . The 2006 DrPH cohort graduated five of six (83.3%) candidates in an average of 5.6 years.

Table 2.7.b.: Summary of Graduation Rates shown in CEPH Data Template 2.7.1

<u>DEGREE</u>	<u>Max Time in Program</u>	<u>Graduation Rate Matriculated 2010-11</u>	<u>Graduation Rate Matriculated 2011-12</u>
MPH	4 years	90.4%	80.2%
MHSA/MHA	4 years	90.3%	91.7%
MS ¹	4 or 5 years	83.7%	80.0%
BS, PH ²	6 years	97.3%	100.0%
		<u>Graduation Rate Matriculated 2009-10</u>	<u>Graduation Rate Matriculated 2010-11</u>
BS, EXSC ³	6 years	50.0%	66.7%
		<u>Graduation Rate Matriculated 2008</u>	
DrPH ⁴	8 years	52.9%	

¹ MS, Health Policy students have 5 years to complete, other MS programs have 4 years to complete.

² BS, PH students matriculate to PH program in Junior year. 2012-13 and 2013-14 cohorts have already graduated 100% of the students in these cohorts.

³ BS, Exercise Science students can matriculate as entering Freshman, however SPH is not responsible for Admissions. With a high percentage of freshman changing majors or withdrawing, these graduation rates are not representative of the graduation rate in this program for students who stay with this major. There are no BS, ES students from the 2009-10 cohort remaining in the program. Two students from the 2010-11 students are continuing to complete degree requirements.

⁴ DrPH students matriculated in 2008 have 8 years to complete. The 2 remaining candidates are expected to complete in 2016. Maximum time in program has changed to 7 years for students matriculating fall 2014 and thereafter. Admissions for DrPH program is in even number years only.

Employment rates post-graduation

We have tried multiple mechanisms to collect alumni employment data including graduation surveys, alumni surveys, the ASPPH survey, and most recently, through social media. The alumni data that we have collected has been consistent, with employment rates generally over 70%. CEPH Data Template 2.7.2 below represents our most complete data set. See Criteria 2.7.c. for further explanation regarding the collection of this data.

CEPH Data Template 2.7.2.: SPH Alumni Employment by Degree Program

<u>Destination of Overall Graduates</u>	<u>AY 2011/2012</u>	<u>AY 2012/2013</u>	<u>AY 2013/2014</u>
Employed	71% (263/369)	76% (322/425)	74% (273/370)
Continuing education/training (not employed)	2% (8/369)	3% (13/425)	4% (16/37)
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)		1% (1/425)	
Unknown	27% (98/369)	20% (89/425)	22% (81/370)
Total	100% (369)	100% (425)	100% (370)

CEPH Data Template 2.7.2.: SPH Alumni Employment by Degree Program, (continued)

Destination of BS Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	64% (32/50)	58% (35/62)	56% (31/55)
Continuing education/training (not employed)	4% (2/50)	10% (6/62)	15% (8/55)
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)			
Unknown	32% (16/50)	34% (21/62)	29% (16/55)
Total	100% (50)	100% (62)	100% (55)

Destination of MPH Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	72% (186/257)	82% (243/296)	78% (202/260)
Continuing education/training (not employed)	2% (4/257)	4% (4/296)	2% (7/260)
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)		1% (1/296)	
Unknown	26% (67/257)	16% (48/296)	20% (51/260)
Total	100% (257)	100% (296)	100% (260)

Destination of MS Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	60% (21/35)	61% (19/31)	67% (16/24)
Continuing education/training (not employed)	9% (3/35)	10% (3/31)	4% (1/24)
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)			
Unknown	31% (11/35)	29% (9/31)	29% (7/24)
Total	100% (35)	100% (31)	100% (24)

Destination of MHA Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	82% (18/22)	68% (19/28)	75% (18/24)
Continuing education/training (not employed)			
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)			
Unknown	18% (4/22)	32% (9/28)	25% (6/24)
Total	100% (22)	100% (28)	100% (24)

CEPH Data Template 2.7.2.: SPH Alumni Employment by Degree Program, (continued)

Destination of DrPH Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	100% (5/5)	75% (6/8)	83% (5/6)
Continuing education/training (not employed)			
Actively seeking employment			
Not seeking employment (not employed and not continuing education/training, by choice)			
Unknown		25% (2/8)	17% (1/6)
Total	100% (5)	100% (8)	100% (6)

Destination of PhD Graduates	AY 2011/2012	AY 2012/2013	AY 2013/2014
Employed	--	--	100% (1/1)
Continuing education/training (not employed)	--	--	
Actively seeking employment	--	--	
Not seeking employment (not employed and not continuing education/training, by choice)	--	--	
Unknown	--	--	
Total	--	--	100% (1/1)

**Report is based on the Academic Year as follows: Academic Year 2011-2012 to include; Fall 2011, Spring 2012, & Summer 2012. Academic Year 2012-2013 to include; Fall 2012, Spring 2013, & Summer 2013. Academic Year 2013-2014 to include; Fall 2013, Spring 2014, & Summer 2014.*

***Academic Year 2013-2014: MS Graduate total is 25 students, however, one alumna passed away. Therefore, our total for reporting purposes is 24.*

ASPPH Survey

This past year, the SPH participated in the ASPPH pilot graduate employment survey. We had 39.9% (128) students respond to the survey. Of these, only four (3.7%) were unemployed and seeking employment; six (5.6%) were in a fellowship/internship/residency, and eight (7.5%) were not seeking employment. The vast majority of those working (88.8%) were working with a new employer after graduation.

While the data we were able to collect indicated acceptable rates of employment, we were missing data on many of our alumni. To attempt to collect better data, we initiated a social media strategy (see 2.7.c).

University Survey

The University also conducts a survey of graduating students who are participating in commencement activities. This survey is distributed early each spring and has a good rate of response. Students who have graduated in summer, fall and spring are all surveyed at the same time, once each academic year.

Below is a summary of employment data reported by participating graduates students from our School in 2012, 2013, and 2014.

Table 2.7.b.: GW Graduate Student Graduation Survey

<i>Response to question about Post Graduation Plans for SPH Students</i>	2012	2013	2014
<i>n=</i>	251	275	220
Employed	46%	43%--	48%
Continuing education/training (not employed)	7%	4%	5%
Actively seeking employment	33%	45%	40%
Not seeking employment (not employed and not continuing education/training, by choice)	5%	5%	2%
Unknown	9%	3%	5%
Total	100%	100%	100%

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates of these data collection efforts. The school 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.

We have traditionally collected employment data through two sets of student surveys. The first is through the university graduate student graduation survey, administered through the Office of Survey Research and Analysis (Table 2.7.b above). The survey is conducted between mid-March and May each year to students who graduated (or are graduating) in the summer, fall or spring of the current academic year. The response rate for this survey typically varies from 70-80 percent of eligible students. The complete surveys are available in **ERF 2.7.b.: GW Graduate Student Graduation Surveys**. (The complete GW Undergraduate Senior Survey is also included in **ERF 2.7.b.: GW Undergraduate Senior Surveys**.) The second is through a School alumni survey that we have been sending out three and six months after graduation. The response rate for our own survey typically is much lower than for the University. Additionally, as noted above, we also participated in the ASPPH survey this past year.

Given the relatively low response rate of alumni after they leave the school, this past summer we hired someone to specifically track our graduates from the past three years. To gather data on the employment status of our graduates for the past three years, we generated a list of alumni that graduated from 2012- 2014. Graduation dates are defined as follows:

- 2012: Fall 2011, Spring 2012, Summer 2012
- 2013: Fall 2012, Spring 2013, Summer 2013
- 2014: Fall 2013, Spring 2014, Summer 2014

The list was leveraged to utilize LinkedIn and broader internet searches to determine each student’s updated employment status. Through this approach, we found 865 alumni. The remaining 299 unknown graduates from this three year period were then surveyed through the GWork for Public Health system to determine their current employment status. Through this survey we were able to gather information on an additional 31 alumni. Of the 1,164 students searched and surveyed, we were able to identify employment information for 896 (77%). (Data presented in CEPH Data Template 2.7.2 above.)

2.7.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 school’s graduates on these national examinations for each of the last three years.

There are two examining bodies for which such data are available: the National Board of Public Health Examiners (NBPHE) and the American College of Sports Medicine (ACSM). As shown in the table below, only eight students and 32 alumni took the NBPHE exam in the last three years. All students and all but three alumni passed.

Table 2.7.d.: NBPHE Exam Results- Milken Institute School of Public Health

Test Date	# Students	# Students	# Alumni	# Alumni	Percent Pass Rate
	Taking Exam	Passing Exam	Taking Exam	Passing Exam	
Jun-15	0	0	2	1	50%
Feb-15	0	0	0	0	N/A
Oct-14	1	1	5	5	100%
Feb-14	2	2	4	4	100%
Oct-13	0	0	2	2	100%
Feb-13	4	4	4	3	87.5%
Oct -12	1	1	2	2	100.0%
Feb-12	0	0	12	11	92%

Students in the MS, Clinical Exercise Physiology program are required to take the ACSM Certificate exam in exercise physiology. Since 2011, 23 of 24 students have passed the exam.

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

We collect this information from both preceptors and employers. From our preceptor surveys, we collect data related to the extent to which students were prepared to perform in their practicum experiences. In the last three years, 99% of our preceptors indicated that our students’ were

appropriately prepared and they would be willing to host another SPH student. We infer from this that they will also be prepared for performing well in an employment setting.

We are also taking steps to learn more about how our graduates perform on the job. In 2014, the SPH began interviewing employers with multiple SPH graduates. The participants from our first interviews are listed below:

- NACCHO
- Live Healthier
- Population Services International (PSI)
- OSSE/DC Office of the State Superintendent of Education, Wellness and Nutrition Services
- Voxiva
- Medicare and Medicaid Services
- CEPH

Because the initial study was small it was analyzed qualitatively. Recommendations revolved around building communication skills, data analysis skills, and the translation from theory into practice. This information was conveyed to the School's Curriculum Committee, which was instructed to share relevant points with their departmental faculty.

In 2015, the SPH Career Services department administered a survey to employers who had posted a position within our GWork for Public Health jobs database system. The survey was distributed to the "primary contacts" in our GWork for Public Health database. Five responses were received, of which only two indicated they had actually hired SPH students in the past three years, telling us that not all of our "primary contacts" in the university-wide employer tracking system were familiar with our SPH students. Since then, remedies were identified to connect with more viable contacts within the employer organizations. Additionally, based on this knowledge rate, we have qualified our alumni employment data to identify the top 20 employers of SPH graduates in the past three years. The SPH plans to specifically target these employers in the future, both by administering an annual Employer Survey, and by qualifying these employer's experiences with our students after predefined criteria have been met, including; a) a job posting has expired (they will have had an opportunity to review any applications from SPH students; and b) after any meaningful on-campus engagement (Career Fair, Information Session, Recruiting event, etc.).

In addition to capturing information about our graduates' overall performance, we have solicited employer feedback about their willingness to hire from our programs, as well as their suggestions in regard to our student's strengths and weaknesses. We have also qualified the employers "industry category", using standards published by LinkedIn, to gather information on broader industry demands and expectations based on the feedback from employers. These trends will allow us to keep an active pulse on the job market and to relay that information to our students, alumni, faculty and staff in collective efforts to prepare them for long term professional success.

We anticipate our response rate will improve going forward, by connecting specifically with the contact person within the organizations that post positions in the GWork for Public Health system, or attends a Career Fair, on-campus recruiting event, or has directly engaged with SPH students. By targeting these points of contact, the SPH expects to improve its data collection efforts and further conduct evaluation of our programs.

The MHA program, which has been in existence for more than 50 years, tracks job titles of alumni. Of the approximately 3,500 alumni we are able to track, >2,400 had C suite titles, an indicator of their high level of competency and accomplishments in the health management workforce.

2.7.f. 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:

- Students are judged to be well prepared for the practicum experience, an indirect indication that they have become competent in their knowledge of public health.
- Job placement rates are strong.
- Most of our undergraduates continue graduate or professional education.
- Majority of our MHA graduates are in significant leadership positions.

Challenges:

- Difficulty obtaining high response rate to surveys, especially for alumni.
- Difficulty tracking alumni.

Future plans:

- All students will sign up on LinkedIn before graduating.
- Continue and expand outreach to employers through interviews and surveys.
- Qualify student's knowledge around professional opportunities in public health at three critical points: 1) upon entry (student intake survey); 2) upon completion of the first year; and 3) upon graduation (three and six month surveys).
- Continue to leverage GWork for Public Health, where students and alumni can proactively update their employment status.