2.7 Assessment Procedures. There shall be adequate 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.

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.

**MPH Competency Assessment**

The school pursues a comprehensive approach to assessing the extent to which students in MPH concentrations attain competencies. Multiple points of measurement are included across four separate assessment mechanisms, including: (1) self-assessment, (2) course assessment, (3) core competency portfolio, and (4) synthesis project. Additional assessment of competency attainment occurs as a standardized component of the field experience. These methods of assessment are described below. An overview of the Culminating Experience can be found in Electronic Resource 2.7.a.

**Self-Assessment.** A self-assessment is completed by the student at the course level and at the program level. At the course level, the student completes the assessment at the beginning and end of each course (with identified competencies provided in Section 2.6) via an online competency tracking system. Through this assessment, students score themselves based on their level of proficiency for each competency addressed in that particular course. Pre- and post-assessment data are available to the course instructor (both by student and in aggregate) and are made available by course aggregate to the Public Health Leadership Committee. At the program level, the student, with guidance from their advisor and culminating experience faculty during the culminating experience activities, completes an initial and final self-assessment of the competencies for the public health core and the concentration via the SPH Competency Tracker (Electronic Resource 2.7.b). The program-level self-assessment of the competencies occurs at the point of matriculation and again at the end of the program as part of the culminating experience. The rating for these self-assessments is: (3) fully met, (2) partially met, or (1) not met.

**Course Assessment.** The grading of activities and the final grade in each course will be used to assess the extent to which each student has attained the competencies covered in that course. If students achieve a grade of B (80% to 89%) in the course, they will be evaluated at partially met; if they achieve an A (90% and above), they will be evaluated as fully met. Students who receive a C or lower (79% and below) will not have met the competencies for that course and will need to make up this deficiency. There will be two options to make up the deficiency. The student can either retake the course or the student can pass the section of the final exam that covers those competencies with 90% or above. To help students prepare for a 90% or better grade on the final written exam, the student will work with their instructor to identify additional academic or field-base activities, e.g. workshops, working with a faculty member on research, or volunteer experience that relate to the specific nature of the competencies they’ve yet to attain.
Public Health Core Competency Portfolio. Attainment of the 12 core public health competencies (aligned with the five core areas of public health knowledge) common to all MPH students is evaluated through a core competency portfolio, completed during the spring semester of the culminating experience. Each of the program core competencies in the five areas are assessed for each student. The portfolio allows students to demonstrate three elements for each of the core public health competencies: 1) an articulation of the meaning of the competency, 2) a real-world example of application of the competency, and 3) a description and evidence of student efforts that are direct demonstrations of competency attainment. Articulation is a mechanism for the faculty to assess whether the students truly understand the intent of the competency and whether students can communicate that understanding to others. Providing a real-world example of the competency allows students to demonstrate the operationalization and application of the competency in real public health settings or situations. The description of attainment provides an opportunity for students to be self-reflective and identify the stages of progress attributable to both the program and to their own activities during the period of study (e.g. volunteer or other experiences). Electronic Resource 2.7.c provides the evaluation rubric.

Synthesis Project. Student attainment of concentration-specific competencies is evaluated through a synthesis project during the culminating experience. The project approximates the application of concentration competencies to a real-world public health challenge or situation. In this way, it is a demonstration of student mastery of concentration competencies. Students in each concentration select a project to serve as a focal point for the synthesis in consultation with concentration faculty. Students summarize their synthesis projects for MPH faculty and students in a spring poster session. Table 2.5.2 provides a description of the synthesis projects currently required of students for their respective concentration. Attainment is evaluated by concentration faculty using the rubric supplied in Electronic Resource 2.7.d.

Competency Assessment Database

To coordinate the assessment of competencies across the four assessment mechanisms and to ensure that all students attain all competencies, an online password-protected competency assessment database is used. Through this database students are able to track the competency assessments across the mechanisms and throughout the students’ progress in the MPH program. The database helps students to work with their advisors and culminating experience faculty to identify competencies that are at less than 80% proficiency. The advisor and the student use these data in their periodic meetings to review progress and ensure that at least 80% proficiency is met with each competency. And, most importantly, at the time of the portfolio review, the concentration-specific faculty scrutinizes the student’s entire record to ensure that the competencies for his/her concentration are attained to at least a partially met (80%) level.

Competency Assessment during the MPH Field Experience

As described previously, throughout the MPH program, students assess their attainment of competencies. Based on the outcomes of these assessments, students choose two competencies they would like to work towards attaining a higher level of competency attainment during their field experience.

During the development of the Memorandum of Understanding (MOU) with the preceptor, which occurs during the semester prior to starting the internship, each student identifies the two competencies that he/she will focus on during the internship experience and pairs those
competencies with specific activities which will be undertaken during the field experience. The student's assessment of his/her attainment level and the activities he/she completed during the internship is documented on the final internship evaluation form (Electronic Resource 2.7.e) and discussed during the exit interview with the preceptor. The student provides detailed explanations of the activities as they relate to the attainment level for each competency in the Internship Binder. The student and preceptor use the following to determine the level of attainment:

- **Proficient Knowledge (PK):** Having acquired an advanced degree of competence related to principles and terminology towards understanding gained through the experience of having to solve more advanced problems within public health.
- **Developing or Proficient Skill:** The definition of a skill is the ability to adjust, or to be able to adapt in response to changing needs and contexts.
  - A Developing Skill (DS) is one that is at the level of meeting basic skill competency through education, training and some practice of that skill.
  - Having achieved Proficient Skill (PS) implies that the student has demonstrated the capability to exhibit mastery of the skill through acquired knowledge, multiple exposures to appropriate skills-based experiences, and the opportunity to respond to changes within the environment with appropriate actions and decisions to achieve the desired outcome.

### Assessment of School Wide Public Health Competencies (non-MPH majors)

As described in Section 2.6, all students in the school are expected to attain basic public health core knowledge; additionally, academic degree students are expected to attain basic levels of competency in epidemiology. The Competency Assessment Database (described previously) provides a mechanism through which all students in the SPH provide a pre- and post-course assessment of the extent to which they perceive themselves to have attained the school-wide public health competencies. Additionally, students in academic degrees also provide such assessments for the school-wide epidemiology competencies. At the beginning of each course in which the school-wide competencies are delivered, students score themselves based on their level of proficiency for each competency addressed in that particular course. Pre- and post-assessment data are available to the course instructor (both by student and in aggregate) and are made available by course aggregate to the Public Health Leadership Committee. Students also have access to their competency assessments.

### Doctoral Student Competency Assessment

Progress toward the attainment of competencies for doctoral students is driven by an individualized and student-centered model of ongoing assessment by doctoral students in conjunction with their doctoral advisor, advisory committee (course prescription), and ultimately the research committee (dissertation). Given that the doctoral qualifying examination and the dissertation collectively serve as the culminating experience for all doctoral students, these processes serve as the ultimate form of competency assessment for these students. The doctoral qualifying exam (both written and oral) serves to provide the primary assessment of a student's attainment of the prescribed competencies associated with coursework and independent studies. The dissertation serves as the ultimate assessment of a student's attainment of research skills, including those related to methods, analytics, and translation.
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 outcomes for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees for each of the last three years.

Table 2.7.1 provides data on degree completion rates for the school. Graduation rates are tracked over a 6 year period, the IU established time for assessing maximum time to degree completion in this self-study. Data are presented by degree category, beginning with the 2006-2007 entering cohorts of students in order to present data for the past three years (e.g., data for 2011-2012 represents the six year graduation rates for students initiating study at IU in 2006-2007).

For undergraduate degrees, both a “cumulative graduation rate this degree” and a “cumulative cohort graduation rate” (although only the degree-specific rate is presented in data related to degree completion rates in data throughout the self-study that are associated with evaluation and planning activities). The degree-specific rate represents those students who entered the university in a particular cohort, who declared a major in the school, and who graduated with a degree from the school. The cumulative-cohort rate represents those students who at some point entered a major in the school but who subsequently moved to a major outside the school and graduated with a degree from a unit other than the school of public health. The denominator for the calculation of both rates is the total cohort of students who at any point had declared a major within the school, which tends to result in a decreased degree completion rate for the school’s degree programs. While the degree completion rates for the school’s degrees are above the expected minimums, their presentation along with the cumulative cohort rate provides helpful insight into degree completion trends for each cohort on the whole.

Doctoral degrees are certified by the university on a monthly basis and the school tends to have significant numbers of doctoral students who complete degrees during the summer months. As a result, the degree completion rates for doctoral students only include those students who had completed degrees by the end of May 2014. Prior to the submission of the final self-study in November 2014, these rates will be updated to include those students who complete doctoral degree requirements during June – August 2014.

Table 2.7.2 provides data on placement rates for SPH graduates over the last three years. As is indicated below in this section, response rates and cohort numbers upon which the placement rates are established are presented in Table 2.7.3 (knowledge rates). The year in the placement rate tables represents the students who completed degrees during that year. Placement rates themselves represent the proportions of those graduates whose placement was reported or identified during the 12 months subsequent to their degree completion (e.g., rates for 2011-2012 represent students who graduated during 2011-2012 and whose placement was identified during 2012-2013).
Table 2.7.1 Six Year Graduation Rates by Degree Beginning with 2006-2007 Entry Cohort

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Table 2.7.1 Six Year Graduation Rates by Degree Beginning with 2006-2007 Entry Cohort (continued)

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Table 2.7.1  Six Year Graduation Rates by Degree Beginning with 2006-2007 Entry Cohort (continued)

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<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>6</td>
<td>14</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
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<td>0</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>0.0%</td>
<td>0.0%</td>
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<td></td>
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<td>Students entered</td>
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<td>na</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Students graduated</td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>14.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>5</td>
<td>13</td>
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<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td></td>
<td></td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>71.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>Students entered</td>
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<td>na</td>
<td>na</td>
<td>na</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>1</td>
<td>13</td>
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<td>12</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
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<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>71.4%</td>
<td>35.7%</td>
<td>27.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>Students entered</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
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<td>6</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>71.4%</td>
<td>42.9%</td>
<td>36.4%</td>
<td>53.8%</td>
<td>0.0%</td>
<td>0.0%</td>
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</tr>
<tr>
<td>2012-2013</td>
<td>Students entered</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>64.3%</td>
<td>45.5%</td>
<td>69.2%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Students entered</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>63.6%</td>
<td>69.2%</td>
<td>35.7%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>Students entered</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students continuing at year start</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students withdrew, dropped, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.7.2 Placement Rates by Degree Category, 2010-2013 Graduates

<table>
<thead>
<tr>
<th>Destination of Graduates by Career Outcome Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>3 (75.0%)</td>
<td>2 (28.6%)</td>
<td>15 (45.4%)</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>1 (25.0%)</td>
<td>3 (42.9%)</td>
<td>11 (33.3%)</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>0 (0.0%)</td>
<td>1 (14.3%)</td>
<td>5 (15.2%)</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>0 (0.0%)</td>
<td>1 (14.3%)</td>
<td>2 (6.1%)</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>4 (100.0%)</td>
<td>7 (100.0%)</td>
<td>33 (100.0%)</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.
Table 2.7.2 Placement Rates by Degree Category, 2010-2013 Graduates (continued)

<table>
<thead>
<tr>
<th>Destination of Graduates by Career Outcome Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>84 40.8%</td>
<td>185 52.7%</td>
<td>361 66.8%</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>61 29.6%</td>
<td>115 32.8%</td>
<td>144 26.7%</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>49 23.8%</td>
<td>40 11.4%</td>
<td>23 4.3%</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>3 1.5%</td>
<td>3 0.9%</td>
<td>2 0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9 4.4%</td>
<td>8 2.3%</td>
<td>10 1.8%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>206 100.0%</td>
<td>351 100.0%</td>
<td>540 100.0%</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.
<table>
<thead>
<tr>
<th>Destination of Graduates by Career Outcome Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>12, 75.0%</td>
<td>26, 96.3%</td>
<td>25, 80.7%</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>3, 18.8%</td>
<td>1, 3.7%</td>
<td>4, 12.9%</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>1, 6.3%</td>
<td>0, 0.0%</td>
<td>2, 6.4%</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not</td>
<td>0, 0.0%</td>
<td>0, 0.0%</td>
<td>0, 0.0%</td>
</tr>
<tr>
<td>continuing education/training, by choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0, 0.0%</td>
<td>0, 0.0%</td>
<td>0, 0.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>16, 100.0%</td>
<td>27, 100.0%</td>
<td>31, 100.0%</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.
Table 2.7.2 Placement Rates by Degree Category, 2010-2013 Graduates (continued)

<table>
<thead>
<tr>
<th>Destination of Graduates by Career Outcome Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Employed</td>
<td>32</td>
<td>82.1%</td>
<td>63</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>3</td>
<td>7.7%</td>
<td>13</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>2</td>
<td>5.1%</td>
<td>17</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td>continuing education/training, by choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>5.1%</td>
<td>1</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>39</td>
<td>100.0%</td>
<td>95</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.
<table>
<thead>
<tr>
<th>Doctoral Degrees Classified Public Health**</th>
<th>Graduation Cohort*</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>Destination of Graduates by Career Outcome Type</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Employed</td>
<td>9</td>
<td>100.0%</td>
<td>13</td>
<td>92.9%</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>7.1%</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>9</td>
<td>100.0%</td>
<td>14</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.

** Only public health classified PhD for 2010-2011 and 2011-2012 cohort was the PhD with major in Health Behavior
Table 2.7.2  Placement Rates by Degree Category, 2010-2013 Graduates (continued)

<table>
<thead>
<tr>
<th>Destination of Graduates by Career Outcome Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>18 100.0%</td>
<td>33 97.1%</td>
<td>16 84.2%</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>0 0.0%</td>
<td>1 2.9%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>2 10.5%</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>1 5.3%</td>
</tr>
<tr>
<td>continuing education/training, by choice)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>18 100.0%</td>
<td>34 100.0%</td>
<td>19 100.0%</td>
</tr>
</tbody>
</table>

*Cohort includes individuals who graduated during the year represented; knowledge rates represent the percentage of graduates whose career outcome status is reported via tracking mechanisms within 12 months following the end date for each graduation cohort.
Table 2.7.3  Knowledge Rates for Graduation Success Outcome Survey (for calculation of placement rates)

<table>
<thead>
<tr>
<th>Degree</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># graduates</td>
<td># status known</td>
<td>knowledge rate</td>
</tr>
<tr>
<td>Bachelor of Science in Public Health (BSPH)</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
</tr>
<tr>
<td>Bachelors Degrees Total School</td>
<td>739</td>
<td>206</td>
<td>27.9%</td>
</tr>
<tr>
<td>Master of Public Health (MPH)</td>
<td>19</td>
<td>16</td>
<td>84.2%</td>
</tr>
<tr>
<td>Masters Degrees Total School</td>
<td>140</td>
<td>39</td>
<td>27.9%</td>
</tr>
<tr>
<td>Public Health Classified Doctoral Degrees</td>
<td>9</td>
<td>9</td>
<td>100.0%</td>
</tr>
<tr>
<td>Doctoral Degrees Total School</td>
<td>18</td>
<td>18</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Knowledge rate is defined as the percentage of graduates for which career outcome information was provided. Knowledge rate is calculated as (# Status Known) / (# of Graduates).*
c. An explanation of the methods used to collect job placement data and of graduates’ response rates to these data collection efforts. The school must list the number of graduates from each degree program and the number of responses to the graduate survey or other means of collecting employment data.

Placement data is derived via a standardized data collection process known as the SPH Graduation Success Outcome Survey (Electronic Resource 1.2.f). The purpose of this survey is to systematically collect data from graduates of the school’s academic programs. Regarding placement, via this survey the school collects data related to: employment, graduate school/continuing education, those still seeking employment, and those not seeking employment. The survey also includes information about the student’s degree, demographics, internship experience, job offers, interviews, salary, employer, relevance of job to field of study, graduate school plans, and future contact information. This survey is administered to each graduating group as degrees are conferred during the calendar year; graduates continue to receive requests for participation until they have responded and/or until they indicate that they have acquired employment or secured a position that is considered a placement (e.g., continuing education, employment, other placement).

For students who do not respond to multiple survey requests, information on the destinations of graduates is also obtained via faculty and additional sources to most fully track known career outcomes. The responses gathered from the Graduation Success Outcome Survey, along with the faculty reports and additional sources, constitute the overall “knowledge rate” for graduate career outcomes. Knowledge rate is defined as the percentage of graduates for which career outcome information is known. Knowledge rate is calculated as (# Status Known) / (# of Graduates). Table 2.7.3 provides an overview of the “knowledge rates,” by degree, from 2011-2014.

d. In fields for which there is a 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.

The school tracks the performance of our students and graduates on six different professional certifications. A summary of these is provided below and Table 2.7.4 provides a summary of the results from these assessments for the period 2011-2014. Note that this data is still being synthesized and this table will be fully populated prior to the submission of the final self-study.

Certifications of Professional Competence Collected by SPH

Board of Certification (BOC)
The Board of Certification, Inc. (BOC) was incorporated in 1989 to provide a certification program for entry-level Athletic Trainers (ATs). The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified ATs. The BOC has the only accredited certification program for ATs in the US. Students graduating from the IU ATP are prepared to sit for the BOC certification examination. First time passing rates for IU ATP graduates compared to national first-time passing rate averages are provided below. Overall pass rate for IU students is also provided.
National Council for Therapeutic Recreation Certification (NCTRC)
The National Council for Therapeutic Recreation Certification (NCTRC) is the nationally recognized credentialing organization for the profession of therapeutic recreation. Established in 1981, as an independent non-profit organization, NCTRC represents over 12,000 Certified Therapeutic Recreation Specialists employed within a variety of healthcare and human service settings. The most recent data from the National Council for Therapeutic Recreation Certification (NCTRC) for the period 2011-2013 indicated that graduates from our department demonstrated a passing rate of 81.6% for the national certification examination. The national passing rate for the same period was 67.3%.

Certified Park and Recreation Professional Certification (CPRP)
The Certified Park and Recreation Professional (CPRP) certification is designed for the beginning to mid-level professional. Attaining the CPRP designation shows that you have met education and experience qualifications, and illustrates your commitment to the profession as well as your knowledge and understanding of key concepts within parks and recreation.

Certified Health Education Specialist (CHES)
The mission of the National Commission for Health Education Credentialing, Inc. (NCHEC) is to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. To meet this mission, NCHEC certifies health education specialists, promotes professional development, and strengthens professional preparation and practice. Certified Health Education Specialists (CHES) are those who have met the standards of competence established by the NCHEC and have successfully passed the CHES examination.

Certified in Public Health (CPH)
The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals. The CPH designation demonstrates that an individual graduate from a CEPH-accredited school or program of public health has mastered foundational competencies in public health. CPH professionals raise the bar and enhance the public health profession through their exemplary academic and leadership skills.

Commission on Dietetic Registration (CDR)
The Commission on Dietetic Registration (CDR) administers rigorous valid and reliable credentialing processes to protect the public and meet the needs of nutrition and dietetics practitioners, employers and consumers. The CDR offers national certification and testing which earns dietitians the title Registered Dietitian (RD).
**Table 2.7.4 Success on Professional Certification Exams 2011-2014**

<table>
<thead>
<tr>
<th>Certifying Agency</th>
<th>Year(s)</th>
<th># Sitting</th>
<th># Passing</th>
<th>IU Overall Pass Rate</th>
<th>National Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOC</td>
<td>2010-2011</td>
<td>17</td>
<td>17</td>
<td>100%</td>
<td>60.7%</td>
</tr>
<tr>
<td></td>
<td>2011-2012</td>
<td>19</td>
<td>13</td>
<td>94.0%</td>
<td>82.3%</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>19</td>
<td>18</td>
<td>100%</td>
<td>80.8%</td>
</tr>
<tr>
<td>NCTRC</td>
<td>2010-2012</td>
<td>51</td>
<td>44</td>
<td>86.3%</td>
<td>67.0%</td>
</tr>
<tr>
<td></td>
<td>2011-2013</td>
<td>49</td>
<td>40</td>
<td>81.6%</td>
<td>67.3%</td>
</tr>
<tr>
<td>CHES</td>
<td>2010</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td>73.82%</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>14</td>
<td>11</td>
<td>78.57%</td>
<td>75.31%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>22</td>
<td>19</td>
<td>86.36%</td>
<td>71.32%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>16</td>
<td>14</td>
<td>87.50%</td>
<td>71.56%</td>
</tr>
<tr>
<td>CPH</td>
<td>2011</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>NR</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>NR</td>
</tr>
<tr>
<td>CDR</td>
<td>2010</td>
<td>22</td>
<td>21</td>
<td>95.0%</td>
<td>NR</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>25</td>
<td>25</td>
<td>100%</td>
<td>NR</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>NR</td>
</tr>
</tbody>
</table>

NR = Not Reported by the certifying agency

**e. Data and analyses 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.**

The Office of Global and Community Health Partnerships (OGCHP), as part of ongoing assessments to inform the school's workforce development and continuing education programs, collects data on perceptions of both our alumni, and the employers of our alumni, regarding their ability to perform competencies required in the field. A description of findings from the most recent assessment of competency performance by alumni is presented in Electronic Resource 3.3.a
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**

The school has in place mechanisms through which assessments of student outcomes are administered. For the MPH program in particular, faculty have continued to implement a series of assessment mechanisms that facilitate the ability of faculty and students to assess competency attainment. The school has also implemented mechanisms to collect data related to the perceived competency attainment of those students in non-public health majors yet who are now expected to achieve competencies in the core public health knowledge areas.

Since the school’s transition to a school of public health, significant attention has been placed on the collection of data related to student placement and these efforts have been highly successful. For example, during the 2011-2012 year just prior to the school’s transition, the school only was able to track placement of approximately 28% of its total undergraduate graduates from the previous year. Through enhanced attention to this area, this rate of known status (including those for whom placement is known via response to the graduation survey and those for whom other means of tracking were employed) among the school’s total undergraduate graduates within 12 months has increased to 71%.

Placement rates and degree completion rates exceed the expected minimums for all degree programs at both the undergraduate and graduate levels.

**Weaknesses**

The school has worked continuously to enhance its mechanisms for monitoring competency development among MPH students. However, competency assessment systems for the school’s other masters programs and non-public health bachelor’s degree programs could be improved. The establishment of competencies for all of the non-public health degree programs in the school is a direct result of this self-study and as both faculty and students become more accustomed to working with competencies we plan to continue working toward improvements in their assessment mechanisms.

Also, the school has low numbers of students who have expressed an interest in the Certified in Public Health (CPH) credential. We perceive this to be an area where improvements can be made.

**Future Plans**

During the 2014-2015 academic year, the undergraduate and graduate studies committees plan to prioritize efforts to enhance competency assessment mechanisms for the school’s non-public health degree programs. Public health faculty will continue to work with the National Board of Public Health Examiners to explore mechanisms to increase the number of students and alumni who successfully complete the CPH exam.