Outcome Measures Template (formerly "General Template")

Table X. Outcome Measures for XXX				
Outcome Measure	Target	Year 1	Year 2	Year 3

 NOTE: Use this table for the following documentation requests: 1.2.c, 1.6.d, 1.7.i, 2.7.b (for measures other than graduation and employment), 3.1.d, 3.2.d, 4.1.d and 4.3.f.

Template 1.6.1 Sources of Funds and Expenditures by Major Category

Table 1.6.1 Sources of Funds and Expenditures by Major Category, 20xx to 20xx[1]					
	Year1	Year 2	Year 3	Year 4	Year 5
Source of Funds					
Tuition & Fees					
State Appropriation					
University Funds					
Grants/Contracts					
Indirect Cost Recovery					
Endowment					
Gifts					
Other (explain)					
Other (explain)					
Other (explain)					
Total					
Expenditures					
Faculty Salaries & Benefits					
Staff Salaries & Benefits					
Operations					
Travel					
Student Support					
University Tax					
Other (explain)					
Other (explain)					
Other (explain)					
Total					

NOTE: Not all categories listed above will be relevant to all schools/programs. Omit any blank or NA rows & use "other" rows to add categories as needed. Use footnotes or narrative to define categories as necessary.

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[1] Data should be presented by calendar year, academic year or fiscal year as appropriate—define in header row and in accompanying narrative.

Template 1.7.1 Primary Faculty by Core Knowledge Area[2] (schools) or Specialty/Concentration Area[3] (programs) for the last three years

Table 1.7.1 Headcount of Primary Faculty			
	20xx	20xx	20xx
Core Area/Specialty #1			
Core Area/Specialty #2			
Core Area/Specialty #3			
Core Area/Specialty #4			
Core Area/Specialty #5			

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[2] Since schools must offer degrees in each of the 5 core public health knowledge areas, schools must have one line showing the primary faculty for each of the following: biostatistics, epidemiology, environmental health, social and behavioral sciences and health services administration. The school may add additional disciplines and corresponding numbers if applicable. Data in this table must match the number of faculty enumerated in Template 4.1.1.

[3] Programs must have one line for each concentration/specialization/focus area that shows the number of *primary* faculty as defined in CEPH's FAQ document on Required Faculty Resources. Data in this table must match the number of faculty enumerated in Template 4.1.1.

Template 1.7.2 Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs)

Table 1.7.2 Faculty, Students and Student/Faculty Ratios by Department or Specialty Area										
	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
Dept/Spec #1										
Dept/Spec #2										
Dept/Spec #3										
Dept/Spec #4										
Dept/Spec #5										
Dept/Spec #6										
Dept/Spec #7										

* Table must include footnote explaining the school/program's method for calculating faculty FTE. CEPH does not specify the manner in which this should be done for faculty FTE. For students, 1 FTE = 1 student taking 9 or more semester-credits per semester.

Refer to Criterion 1.7.b. for further explanation of template categories.

Key:
HC = Head Count
Primary = Full-time faculty who support the teaching programs—see CEPH FAQ on Required Faculty Resources for definition
FTE = Full-time-equivalent
Other = Adjunct, part-time and secondary faculty
Total = Primary + Other
SFR = Student/Faculty Ratio

Template 1.8.1: Diversity Outcomes

Template 1.8.1. Summary Data for Faculty, Students and/or Staff						
Category/Definition	Method of Collection	Data Source	Target	Year 1	Year 2	Year 3

FAQ for New Diversity Template

QUESTION 1: Is CEPH asking institutions to use a standard definition of diversity to complete the templates?

ANSWER 1: NO. Institutions should define diversity according to their own faculty, staff and student populations.

QUESTION 2: What are some examples of categories that schools/programs may track?

ANSWER 2: Example categories are those related to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, community affiliation, first-generation college, foreign-born and socioeconomic status.

QUESTION 3: Can institutions randomly choose the categories that will be tracked?

ANSWER 3: NO. Institutions need to track categories that deserve consideration of increased diversity and document that there is a clear need for diversity in certain populations for faculty, students and staff. In instances where a program is part of a college or university, the categories tracked should be part of diversity efforts of the strategic plan of the college or university.

QUESTION 4: Are there certain categories that CEPH mandates be tracked and recorded?

ANSWER 4: YES. Institutions need to track and record two categories related to race and/or ethnicity. US Office of Management and Budget and Health Research and Educational Trust race and ethnicity categories are provided below as a reference.

U.S. Office of Management and Budget
Question 1, Ethnicity (asked before the race question):
• Hispanic or Latino
• Not Hispanic or Latino
Question 2: Race:
• American Indian or Alaska Native
• Asian
• Black or African American
• Native Hawaiian or Other Pacific Islander
• White

Health Research and Educational Trust
• African American/Black
• Asian
• Caucasian/White
• Hispanic/Latino/White
• Hispanic/Latino/Black
• Hispanic/Latino/Declined
• Native American
• Native Hawaiian/Pacific Islander
• Multiracial
• Declined
• Unavailable/Unknown

QUESTION 5: Does CEPH mandate a particular number of categories be tracked and recorded on the templates?

ANSWER 5: YES. Schools/programs need to track and record at least four lines on the template. There should be at least one line for faculty, one for staff and one for students. At least two lines must relate to race and/or ethnicity.

QUESTION 6: Why must we track four categories?

ANSWER 6: For many institutions, four categories may not be sufficient. Because accredited schools and programs have a wide variety of considerations and settings, the Council has established four as a minimum to help ensure that there is adequate material to review this criterion.

QUESTION 7: Will the data be used for comparative or longitudinal study purposes?

ANSWER 7: NO. Data are intended to provide a snapshot of the individuality of each school/program with regard to faculty, staff and students.

QUESTION 8: Is overlap allowed in categories?

ANSWER 8: YES. Categories are not mutually exclusive. The table and accompanying text must clearly identify instances in which individuals are double-counted, if applicable.

QUESTION 9: For how many groups will data be tracked?

ANSWER 9: Three – faculty, staff and students.

QUESTION 10: Shall data be tracked according to percentage or number?

ANSWER 10: Either number or percentage is acceptable. See the sample that follows these questions and answers.

QUESTION 11: Do the same categories need to be used for faculty, staff and students?

ANSWER 11: NO. Different categories may be used for the three groups.

Sample: Categories in table represent groups identified as priority and/or under-represented in the school/program's diversity plan.

Template 1.8.1.a Summary Data for Faculty, Students and Staff						
Group Category/Definition	**Method of Collection**	**Data Source**	**Target**	**Year 1**	**Year 2**	**Year 3**
STUDENTS--Female	Self-Report	Admissions Form	50%	60%	65%	70%
FACULTY--Hispanic/Latino	Self-Report	Human Resources	30%	20%	22%	25%
STAFF--African American	Self-Report	Departmental data	50%	0%	0%	100%
STUDENTS--First Generation College	Self –Report	Admissions Form	50%	60%	55%	65%
FACULTY—fluent in American Sign Language	Self-Report	Faculty CV's	2	0	1	1

Template 2.1.1. Instructional Matrix

Table 2.1.1. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Bachelors Degrees		
Specialization/Concentration/Focus Area	Degree*	
Masters Degrees		
Specialization/Concentration/Focus Area		Degree*
Doctoral Degrees		
Specialization/Concentration/Focus Area	Degree*	
Joint Degrees		
2nd (non-public health) area		Degree*

*Degree refers to MPH, MS, PhD, DrPH, BS, etc.

Specialization refers to any area of study offered to students in school/program publicity/website, etc., including "Generalist."

"Joint degrees" are synonymous, for these purposes, with dual degrees, combined degree programs, concurrent degrees, etc.

Delete all rows/categories that are not applicable.

Template 2.3.1 Core Public Health Knowledge

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for _____ Degree		
Core Knowledge Area	**Course Number & Title**	**Credits**
Biostatistics		
Epidemiology		
Environmental Health Sciences		
Social & Behavioral Sciences		
Health Services Administration		

Add rows to the 2nd & 3rd columns for additional course numbers & titles if students have multiple options for fulfilling a core knowledge area.

Complete one table for each professional public health degree (eg, MPH, DrPH) offered by the school or program.

Template 2.6.1: Courses and activities through which competencies are met

Table 2.6.1. Courses and other learning experiences by which the competencies are met							
Core Competencies	Course Number and Name	Course Number and Name	Course Number and Name	Course Number and Name	Course Number and Name	Course Number and Name	Other Learning Experience

P=Primary, R=Reinforcing

Indicate which competencies are primarily gained (P) or reinforced (R) in each course or other learning experience (eg, practicum placement, culminating experience, service learning requirement, lecture series), as applicable. Add or delete rows and columns as appropriate. If the school or program has a single set of core competencies, a single matrix will suffice.

Schools and programs may also consider creating a table for each degree or concentration. This more detailed analysis is suggested for the benefit of the school/program. They do not have to be included in the self-study document. However, matrices by degree or concentration may be included in the self-study if their inclusion would be helpful to reviewers.

Template 2.7.1 Degree completion

Table 2.7.1. Students in X Degree, By Cohorts Entering Between 20xx-xx and 20xx-xx								
	Cohort of Students	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
2003-04	# Students entered	100						
	# Students withdrew, dropped, etc.	5						
	# Students graduated	0						
	Cumulative graduation rate	0.0%						
2004-05	# Students continuing at beginning of this school year	95	100					
	# Students withdrew, dropped, etc.	10	8					
	# Students graduated	75	0					
	Cumulative graduation rate	75.0%	0.0%					
2005-06	# Students continuing at beginning of this school year	15	92	0				
	# Students withdrew, dropped, etc.	3	6	0				
	# Students graduated	5	69	0				
	Cumulative graduation rate	80.0%	69.0%	0.0%				
2006-07	# Students continuing at beginning of this school year	7	17	0	0			
	# Students withdrew, dropped, etc.	1	3	0	0			
	# Students graduated	3	10	0	0			
	Cumulative graduation rate	83.0%	79.0%	0.0%	0.0%			
2007-08	# Students continuing at beginning of this school year	3	4	0	0	0		
	# Students withdrew, dropped, etc.	0	1	0	0	0		
	# Students graduated	2	2	0	0	0		
	Cumulative graduation rate	82.0%	81.0%	0.0%	0.0%	0.0%		
2008-09	# Students continuing at beginning of this school year	1	1	0	0	0	0	
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	
	# Students graduated	0	1	0	0	0	0	
	Cumulative graduation rate	82.0%	82.0%	0.0%	0.0%	0.0%	0.0%	

2009-10	# Students continuing at beginning of this school year	1	0	0	0	0	0	0
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0
	# Students graduated	1	0	0	0	0	0	0
	Cumulative graduation rate	83%	82.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Values highlighted in yellow are provided for example purposes only. Table is based on an allowable time to graduation of seven years; add or delete rows and columns as appropriate.

Definitions:

Degree: Schools and programs should include a table for each degree conferred (eg, MPH, MS, PhD, DrPH, BS, etc.). Institutions may also consider creating a table for each concentration within a degree (eg, biostatistics, epidemiology, community health education, etc.). This more detailed analysis is merely suggested for the benefit of the institution and does not have to be included in the self-study document. However, graduation rate tables by concentration may be included in the self-study if their inclusion would be helpful to reviewers.

Students entered: The number of newly matriculated students enrolled in this degree in a cohort year. Students who transfer into this degree from another degree within the school or program should be retrospectively added to the cohort.

Students withdrew, dropped, etc.: The number of students from the entering cohort who, through official notice or failure to enroll, resigned from the program before completing the degree.

Students graduated: The number of students from the entering cohort who successfully completed the requirements for graduation.

Students continuing at beginning of this school year: The number of students from the entering cohort who remained enrolled after subtracting out those who graduated and those who withdrew.

Cumulative graduation rate: Students who withdraw from the program (through official notice or failure to enroll) should be counted in the denominator of this calculation. Students who transfer to another degree within the school or program should not be counted in the denominator for the original degree. They should be retrospectively added to the entering enrollment number of the degree they transferred into.

Template 2.7.2 Graduates' Employment

Template 2.7.2 Destination of Graduates by Employment Type in 20xx	
Employed	
Continuing education/training (not employed)	
Actively seeking employment	
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	
Total	

Schools and programs should include a table for each degree conferred (eg, MPH, MS, PhD, DrPH, BS, etc.). Institutions may also consider creating a table for each concentration within a degree (eg, biostatistics, epidemiology, community health education, etc.).

Note: Schools and programs may wish to collect more detailed data on employment setting. Additional tables may be included in the self-study but are not required.

Template 2.10.1 Doctoral student data

Template 2.10.1: Doctoral Student Data for year 20xx			
	Doctoral degree 1	**Doctoral degree 2**	**Doctoral degree 3**
# newly admitted in 20xx			
# currently enrolled (total)			
# completed coursework during 20xx			
# advanced to candidacy (cumulative)[1] during 20xx			
# graduated in 20xx			

School/program should replace 20xx with the most recent academic year.

School/program should add columns for additional doctoral degrees.

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[1] Another appropriate milestone may be substituted, if Graduate School reporting makes formal advancement to candidacy difficult to track.

Template 3.1.1. Research Activity of Faculty for the Last 3 Years

Table 3.1.c. Research Activity from 20xx to 20xx

Project Name	Principal Investigator[2] & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 20xx	Amount 20xx	Amount 20xx	Community-Based Y/N	Student Participation Y/N
A									
B									
C									
D									
E									
F									
G									
H									
I									
Totals									

Schools should only list research activities of primary faculty. Use definition of primary faculty that is consistent with Template 1.7.1 and 4.1.1.

Programs should use shading, bold text or italics to differentiate entries that involve other faculty from entries relating to primary faculty members' research. Use definitions of primary and other faculty that are consistent with those used in Templates 1.7.1 and 4.1.1.
Each school and program must define "community-based" consistently and should be able to justify the classification.

If the PI is not a member of the accredited school/program's faculty, but a school/program faculty member serves on a grant in a capacity other than PI (eg, investigator, statistician), list the PI's name and affiliation, then ALSO list the relevant faculty member's name and title on the project. NOTE: listing such grants is optional but may help the school/program more accurately depict its research portfolio.

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[2] If the PI is not a member of the accredited school/program's faculty, but a school/program faculty member serves on a grant in a capacity other than PI (eg, investigator, statistician), list the PI's name and affiliation, then ALSO list the relevant faculty member's name and title on the project. NOTE: listing such grants is optional but may help the school/program more accurately depict its research portfolio.

Template 3.2.1 Service Activity of Faculty for the Last 3 Years

Table 3.2.1. Faculty Service from 20xx to 20xx				
Faculty member	Role	Organization	Activity or Project	Year(s)
A				
B				
C				
D				
E				

Faculty members may have multiple rows in the table.
Programs should use shading, bold text or italics to differentiate entries that involve other faculty from entries relating to primary faculty members' service.
Schools should only list service activities of primary faculty.
Use definitions of primary and other faculty that are consistent with those used in Templates 1.7.1 and 4.1.1.

OPTIONAL: Template 3.2.2 Funded Service Activity

Table 3.2.2. Funded Service Activity from 20xx to 20xx									
Project Name	Principal Investigator[3] & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 20xx	Amount 20xx	Amount 20xx	Community-Based Y/N	Student Participation Y/N
A									
B									
C									

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[3] If the PI is not a member of the accredited school/program's faculty, but a school/program faculty member serves on a grant in a capacity other than PI (eg, investigator, statistician), list the PI's name and affiliation, then ALSO list the relevant faculty member's name and title on the project. NOTE: listing such grants is optional but may help the school/program more accurately depict its research portfolio.

OPTIONAL: Template 3.3.1 Funded Training/Continuing Education Activity

Table 3.3.1. Funded Training/Continuing Education Activity from 20xx to 20xx									
Project Name	Principal Investigator[4] & Department (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 20xx	Amount 20xx	Amount 20xx	Community-Based Y/N	Student Participation Y/N
A									
B									
C									

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[4] If the PI is not a member of the accredited school/program's faculty, but a school/program faculty member serves on a grant in a capacity other than PI (eg, investigator, statistician), list the PI's name and affiliation, then ALSO list the relevant faculty member's name and title on the project. NOTE: listing such grants is optional but may help the school/program more accurately depict its research portfolio.

Template 4.1.1 Primary Faculty who Support Degree Offerings of the School or Program

Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE or % Time to the school or program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
D/S #1									
D/S #2									
D/S #3									
D/S #4									
D/S #5									
D/S #6									

* Classification of faculty may differ by institution, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the school or program.

Template 4.1.2. Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)

Department (school)/Specialty Area (program)	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Dept/Spec #1							
Dept/Spec #2							
Dept/Spec #3							
Dept/Spec #4							
Dept/Spec #5							
Dept/Spec #6							

Template 4.3.1 Admissions Process Data: Information on Applicants, Acceptances, and New Enrollments, by Specialty Area for the last 3 years

Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 20xx to 20xx		Year 1	Year 2	Year 3
Specialty Area #1	Applied			
	Accepted			
	Enrolled			
Specialty Area #2	Applied			
	Accepted			
	Enrolled			
Specialty Area #3	Applied			
	Accepted			
	Enrolled			
Specialty Area #4	Applied			
	Accepted			
	Enrolled			
Specialty Area #5	Applied			
	Accepted			
	Enrolled			
Specialty Area #6	Applied			
	Accepted			
	Enrolled			
Specialty Area #7	Applied			
	Accepted			
	Enrolled			
Specialty Area #8	Applied			
	Accepted			
	Enrolled			

Specialty area is defined as each degree and area of specialization contained in the instructional matrix (Template 2.1.1)

Applied = number of completed applications
Accepted = number to whom the school/program offered admissions in the designated year
Enrolled = number of first-time enrollees in the designated year

Template 4.3.2 Total Enrollment Data: Students Enrolled in each Area of Specialization Identified in Instructional Matrix for each of the last 3 years

Table 4.3.2 Student Enrollment Data from 20xx to 20xx						
	Year 1		Year 2		Year 3	
	HC	FTE	HC	FTE	HC	FTE
Degree & Specialization						

NOTE: Definitions match those in Templates 1.7.2 and 2.1.1. Each year's enrollment should include *both* newly matriculating students and continuing students. The HC and FTE should NOT include non-degree students (eg, certificate students). If data on non-degree students are germane, the school or program should provide a supplemental table and/or narrative.