

# IX

## Students

### IX.A Recruitment and Admission

#### **CEPH Criterion**

The School shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health

## **Students Recruitment and Admissions**

### **CEPH Expected Documentation**

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- 1 Description of the School's recruitment policies and procedures
  - 2 Statement of admissions policies and procedures
  - 3 Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading, and the academic offerings of the School. The most recent catalog must be included. References to Web site address may be included
  - 4 Quantitative information on the number of applicants, acceptances, and admissions by program area over the last three years
  - 5 Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A, including a headcount of full-time and part-time students and a full-time equivalent conversion over the last three years
  - 6 Identification of outcome measures by which the School may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the School against those measures over the last three years
  - 7 Assessment of the extent to which this criterion is met
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# Student Recruitment and Admissions

## Overview

The School's recruitment goals are to identify talented prospective students, provide timely, accurate, and useful information, and encourage them to apply for admission. Similarly, our admission goals are to evaluate applicants thoughtfully and equitably, notify accepted applicants in a timely manner, and use a variety of approaches to encourage enrollment.

Recruitment and admissions activities of the School are free-standing and not part of a central University process. Each department has a departmental committee that reviews and admits applicants to its programs, including to the department's DrPH degree program. The School-wide MPH Admissions Committee makes admission decisions for the MPH Program. The committee includes the MPH Executive Board members and other faculty from throughout the School (Appendix III.1 Committee Membership).

## Recruitment Policies and Procedures

Recruitment efforts are organized at the School level and by individual departments and degree programs (Table IX.A.1). Some recruitment strategies are most efficiently and effectively coordinated by the Admissions Office on behalf of the entire School, while efforts targeted to specific audiences are more appropriately organized by individual departments and programs. Although marketing and recruitment approaches differ somewhat across departments and degree programs, the goal is the same—to attract well-prepared and motivated applicants and, once accepted, to encourage their enrollment.

Table IX.A.1 **Examples of Student Recruitment Strategies**

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- Advertisements
    - Internet
    - Mass media, particularly in the Baltimore-Washington-Philadelphia areas
    - Peterson's Guide
    - Professional journals and newsletters
  - Advising Kits Distributed to > 1,700 Undergraduate Advisors in 2005
  - Electronic Communication by Admission Office with Inquirers, Applicants, Admitted, and Enrolled Students
  - National Advertising Campaign for Sommer Scholars Program
  - Participation by the Admission Office, Departments, and Student Diversity Office in
    - Career days and education fairs
    - Professional meetings (e.g., APHA)
    - Recruitment events with Columbia, Harvard, and Yale Schools of Public Health at professional meetings and on targeted college campuses
  - School Publications
    - *Academic and Department Program Guide*
    - Departmental degree program brochures
  - Semimonthly School Tours and Visitors/Recruitment Days for Prospective and Admitted Applicants
  - Training Grants (support > 150 pre-doctoral students)
  - Web-based Tools (see Table IX.A.2)
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**New Web-based Recruitment Tools:** Widespread use of the Internet has increased advertisement and recruitment options and greatly facilitated the admissions process (Table IX.A.2). Departmental and MPH Program Web sites describe the degree programs. The School's catalog is no longer printed but maintained electronically with frequent updates. More than 93 percent of prospective students apply and respond to admission offers online. Information about financial aid, scholarships, and grants is also provided online.

Table IX.A.2 **Selected Web-based Recruitment Tools and Information**

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• Web Page for Prospective Students	<a href="http://www.jhsph.edu/resources/prospective_students">http://www.jhsph.edu/resources/prospective_students</a>
• Virtual Tour of the School	<a href="http://www.jhsph.edu/admissions/visit_jhsph/virtual_tour">http://www.jhsph.edu/admissions/visit_jhsph/virtual_tour</a>
• Departmental Degree Information	<a href="http://www.jhsph.edu/academics">http://www.jhsph.edu/academics</a> <a href="http://www.jhsph.edu/dept">http://www.jhsph.edu/dept</a>
• MPH Information	<a href="http://www.jhsph.edu/academics/degreeprograms/mph">http://www.jhsph.edu/academics/degreeprograms/mph</a>
• Online Application	<a href="http://www.jhsph.edu/admissions">http://www.jhsph.edu/admissions</a>
• Site for Admitted Students	Password protected
• Financial Aid Information	<a href="http://www.jhsph.edu/student_affairs/financial">http://www.jhsph.edu/student_affairs/financial</a>
• Training Grants Information	<a href="http://commprojects.jhsph.edu/academics">http://commprojects.jhsph.edu/academics</a>
• Scholarship Information	<a href="http://www.jhsph.edu/SFR">http://www.jhsph.edu/SFR</a> <a href="http://www.jhsph.edu/sommerscholars">http://www.jhsph.edu/sommerscholars</a> <a href="http://www.jhsph.edu/academics/degreeprograms/mph/prospective_students/scholarship_news.html">http://www.jhsph.edu/academics/degreeprograms/mph/prospective_students/scholarship_news.html</a>
• School Magazine	<a href="http://magazine.jhsph.edu">http://magazine.jhsph.edu</a>
• School Catalog	<a href="http://www.jhsph.edu/student_affairs/registrar/Catalog0506.html">http://www.jhsph.edu/student_affairs/registrar/Catalog0506.html</a>

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**Alumni Participation in Recruitment:** Alumni working in health-related agencies have always acted as informal recruiters, identifying educational needs and providing information about the School. Over the past several years their involvement has been substantially increased and enhanced through alumni chapters in more than 50 countries. Contact information for each chapter's president is available to prospective and current students (<http://www.jhsph.edu/alumni/chapters.html>). The School also provides a gathering place during the annual APHA meeting where potential students, current students, and alumni meet informally to discuss career opportunities.

**Scholarships:** To offset the potential enrollment barrier related to tuition costs, the School has nearly doubled the monies available from scholarships and training grants since the last self-study. During the 2005–2006 academic year, \$21 million in financial aid helped support approximately 55 percent of the student body.

**Recruitment Strategies for Part-time, Institute, and Certificate Programs:** The School's home page links to each degree program, including the combined and part-time/Internet-based MPH programs, as well as to alumni courses, certificate programs, and continuing education and OpenCourseWare options ([http://www.jhsph.edu/resources/prospective\\_students](http://www.jhsph.edu/resources/prospective_students)). These educational opportunities are also described in School publications, including student

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handbooks, the catalog, and at recruitment and orientation events. The School and sponsoring departments also use targeted mailings of detailed, standardized brochures to advertise the School’s institutes held in the summer, fall, and winter (Chapter VII Service).

### Admissions Policies and Procedures

The School-wide Committee on Academic Standards establishes minimum admissions criteria for each degree (Table IX.A.3, <http://www.jhsph.edu/schoolpolicies>). All applicants must have at least a bachelors degree with a strong academic record and submit a personal statement of goals and objectives, official college transcripts, and three letters of recommendation. Individual departments and programs may establish additional criteria consistent with the degree program’s goals and subject to approval by the committee. The School, department, and program-specific admissions criteria are listed in the School’s *Academic and Department Program Guide* and catalog ([http://www.jhsph.edu/student\\_affairs/registrar/Catalog0506.html](http://www.jhsph.edu/student_affairs/registrar/Catalog0506.html)).

Table IX.A.3 **The School’s Admission Criteria by Degree Program**

Criteria	MPH	MHS or ScM	PhD or ScD	DrPH
Bachelors degree	Required	Required	Required	Required
College-level course work in:	Mathematics, general biology, and another health-related science <sup>3</sup>	Not specified	Not specified	Not specified
Health-related post-bachelors work	≥ 2 years full-time <sup>4</sup>	Not required	Not required	≥ 3 years full-time <sup>6</sup>
Graduate admissions test in past 5 years <sup>1</sup>	GRE, MCAT, or LSAT <sup>5</sup>	GRE	GRE	GRE, MCAT, or LSAT
Minimum TOEFL scores <sup>2</sup>	≥ 250 computer-based ≥ 600 paper-based	Depends on program	≥ 213 computer-based ≥ 550 paper-based	Depends on program

1 The School does not set minimum requirements for GRE scores or college grade point averages

2 TOEFL is required for international students if English was not the language of instruction for post-secondary education

3 Chemistry or physics course work is strongly recommended for MPH applicants, in addition to biology

4 Work requirements are waived for medical students, graduates of doctoral programs related to public health, and applicants to combined MPH degree programs

5 Applicants with advanced degrees may have their application reviewed without standardized test score results

6 Must have ≥ 3 years of full-time post-bachelors health/ human services work or appropriate education and work experience

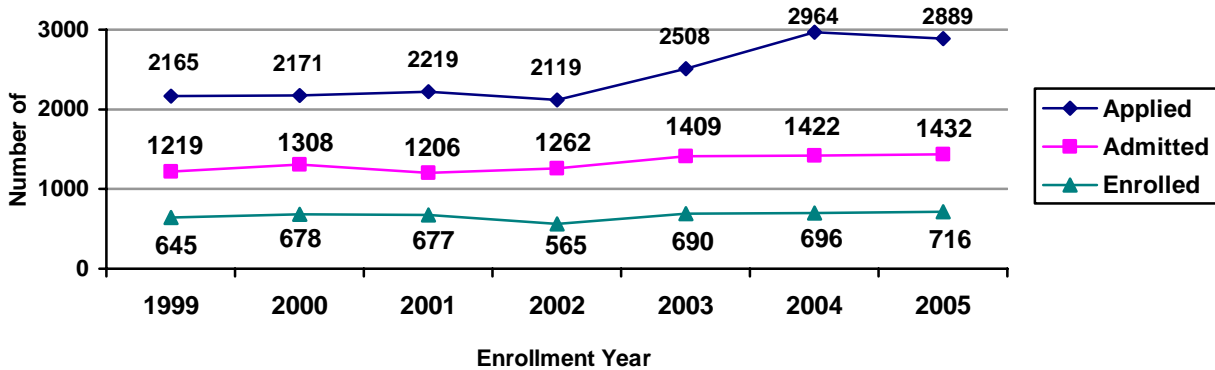
Each department sets application deadlines appropriate for its programs. The MPH Program’s deadlines are December 1 for full-time MPH students matriculating in July, and February 1 and September 1 for part-time/Internet-based students enrolling in June and January, respectively. The School’s Admissions Office receives and processes MPH and departmental degree applications before forwarding them to the applicant’s requested department or program. Each department or program appoints a faculty committee that makes the admissions decisions, notifies the applicants, and may also award degree-specific,

merit-based scholarships. The School's Admissions Office sends a welcome kit that includes information about enrollment, visas, etc., to each admitted applicant.

## Number of Applicants, Admitted, and Enrolled

**School-wide:** After being static for several years, applications for degree and non-degree (special) students, and postdoctoral fellows increased in 2003 and 2004 (Figure IX.A.1), resulting in a 33 percent increase in applicants between 1999 and 2005 (2,165 to 2,889). During the same time frame, the number of applicants who were admitted and subsequently enrolled rose approximately 17 percent and 11 percent, respectively. Nonetheless, the percentage of applicants who were admitted (50%) and the percentage of admitted who enrolled (50%) in 2005 were slightly less than in 1999 (Table IX.A.4).

Figure IX.A.1 Total Number of Applicants, Admitted, and Newly Enrolled for School by Year



Includes non-degree (special) students and postdoctoral fellows

Table IX.A.4 Percentage of Applicants, Admitted, and Newly Enrolled for School by Year

	Enrollment Year						
	1999	2000	2001	2002	2003	2004	2005
Admitted/Applied %	56%	60%	54%	60%	56%	48%	50%
Enrolled/Admitted %	53%	52%	56%	46%	49%	49%	50%

Includes non-degree (special) students and postdoctoral fellows

## Student Recruitment and Admissions

**MPH and Departmental Degrees:** The number of applications and percentages admitted and enrolled varies substantially across departments and degree programs. The MPH Program admitted approximately one-third (31%) more applicants and enrolled 17 percent more students in 2005 than in 1999 (Figure IX.A.2). In contrast, the departmental programs' admittance and enrollment rates increased by only eight percent and seven percent, respectively. This occurred even though applications to these programs increased 34 percent (Figure IX.A.3). The number of applicants and admitted and enrolled students also varies greatly by department and degree program, and there is some variability within degree programs from year to year (Table IX.A.5). Over the past three years, approximately 60 percent of departmental masters applicants were admitted; of those, between 45 percent and 50 percent enrolled. In contrast, only 35 percent of doctoral applicants were admitted; 50 percent of them enrolled.

Figure IX.A.2 Number of MPH Applicants, Admitted, and Newly Enrolled by Year

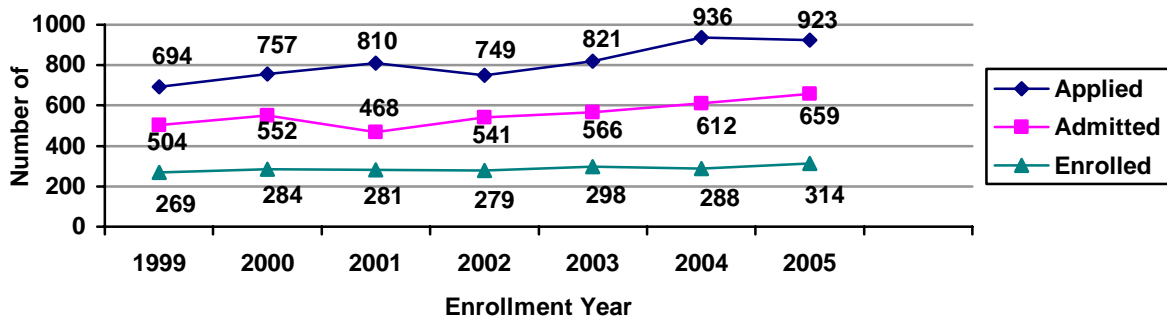
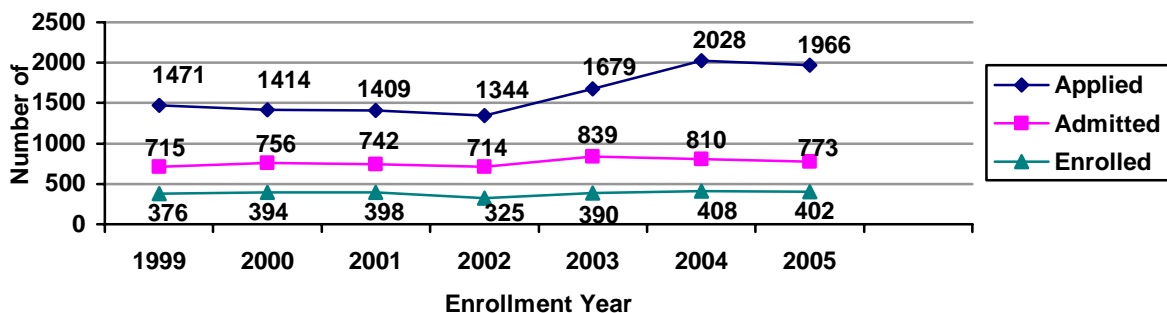


Figure IX.A.3 Number of Department Degree Applicants, Admitted, and Newly Enrolled by Year



Includes non-degree (special) students and postdoctoral fellows

Table IX.A.5 Number of Masters and Doctoral Applicants, Admitted, and Newly Enrolled by Department and Year

Department	2003					2004					2005				
	Applicants	Admitted	Newly Enrolled	Admitted/ Applied %	Enrolled/ Admitted %	Applicants	Admitted	Newly Enrolled	Admitted/ Applied %	Enrolled/ Admitted %	Applicants	Admitted	Newly Enrolled	Admitted/ Applied %	Enrolled/ Admitted %
Masters <sup>1</sup>															
Master of Public Health	821	566	298	69	53	936	612	288	65	47	923	659	314	71	48
Biochemistry and Molecular Biology	56	24	23	43	96	40	19	14	48	74	62	40	28	65	70
Biostatistics	34	10	3	29	30	32	15	4	47	27	40	17	5	43	29
Environmental Health Sciences	27	20	10	74	50	40	26	11	65	42	40	31	16	78	52
Epidemiology	117	79	35	68	44	96	50	20	52	40	116	56	27	48	48
Graduate Training in Clinical Investigation	13	11	10	85	91	14	10	9	71	90	25	12	10	48	83
Health Policy and Management	213	108	49	51	45	210	95	33	45	35	191	88	30	46	34
International Health	165	95	35	58	37	176	102	43	58	42	223	118	57	53	48
Mental Health	17	14	5	82	36	12	11	2	92	18	22	14	8	64	57
Molecular Microbiology and Immunology	33	21	10	64	48	23	12	7	52	58	32	24	8	75	33
Population and Family Health Sciences	50	27	8	54	30	42	22	8	52	36	34	21	10	62	48
Total Masters Students	1546	975	486	63	50	1621	974	439	60	45	1708	1080	513	63	48
Doctoral <sup>2</sup>															
Biochemistry and Molecular Biology	130	14	14	11	100	141	5	4	4	80	105	11	9	10	82
Biostatistics	187	46	12	25	26	199	33	12	17	36	176	23	7	13	30
Environmental Health Sciences	56	18	10	32	56	78	22	13	28	59	53	18	12	34	67
Epidemiology	159	86	29	54	34	199	74	31	37	42	159	43	23	27	53
Graduate Training in Clinical Investigation	6	3	3	50	100	13	11	3	85	27	13	10	8	77	80
Health Policy and Management	114	59	33	52	56	115	43	22	37	51	102	43	21	42	49
International Health	134	59	24	44	41	138	47	19	34	40	199	62	27	31	44
Mental Health	24	17	9	71	53	30	16	5	53	31	26	12	10	46	83
Molecular Microbiology and Immunology	86	17	8	20	47	74	14	8	19	57	96	20	7	21	35
Population and Family Health Sciences	61	19	8	31	42	79	23	13	29	57	83	14	11	17	79
Total Doctoral Students	957	338	150	35	44	1066	288	130	27	45	1012	256	135	25	53

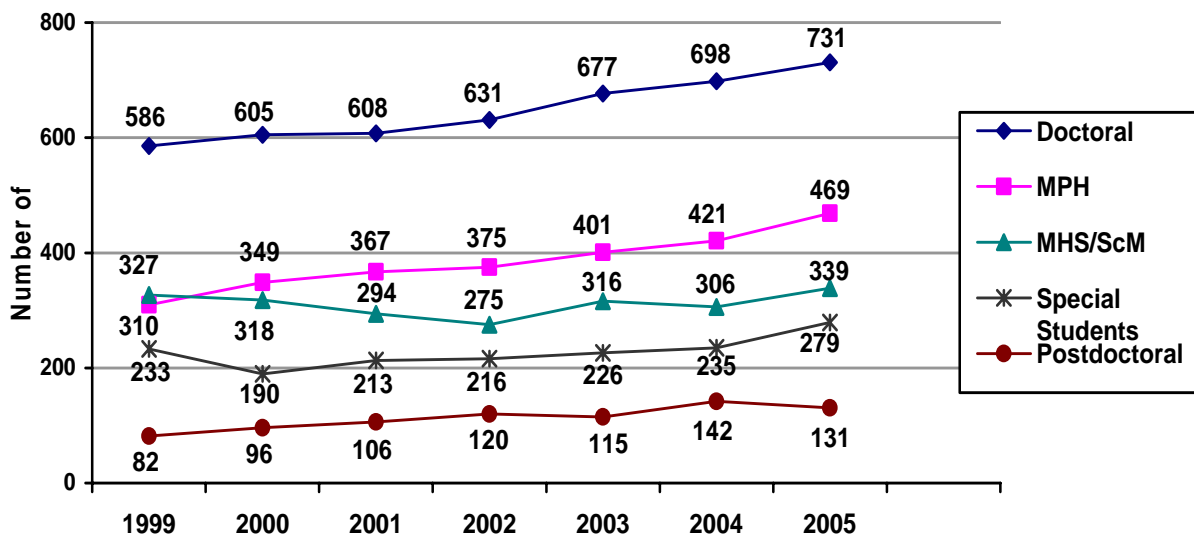
Table does NOT include non-degree (special) students and postdoctoral fellows <sup>1</sup> Departmental masters include MHS and ScM <sup>2</sup> Doctoral includes PhD, ScD, and DrPH  
 All 2005 applications, admissions, and enrollment for the Department of Health, Behavior and Society are included with the Department of Health Policy and Management

## Student Recruitment and Admissions

### Full- and Part-time Enrollment in Degree Programs

The total number of new and continuing students enrolled in degree programs increased 26 percent (1,223 to 1,539) between 1999 and 2005 (Figure IX.A.4). The MPH Program enrollment increased by 51 percent (310 to 469), primarily due to an increase in Internet-based students (32 to 158). Doctoral enrollment steadily rose by 25 percent (586 to 731). In contrast, MHS and ScM enrollment decreased between 1999 and 2002, but subsequently rebounded to slightly above the 1999 level. Among non-degree (special) students, the number of postdoctoral fellows increased substantially (60%), while enrollment of non-degree (special) students increased only slightly from 233 to 279.

Figure IX.A.4 Total Student Body Enrollment during First Term by Degree Program, Year



**Total Full- and Part-time Enrollment:** Full-time students at the School enroll for 12 or more credits a term; part-time students enroll for less than 12 credits. Part-time students include a relatively small number of departmental degree students and most non-degree (special) students. The MPH Program does not, in general, distinguish between part-time and Internet-based MPH students. Part-time MPH students, who take most courses on-campus, may enroll in online courses; and all part-time MPH students must complete at least 16 credits in face-to-face courses (Chapter V.A Degree Programs and Chapter V.B Professional Degrees).

Despite the growth in the online MPH Program, the total number of all part-time students (non-degree (special), departmental degree, and part-time/Internet-based MPH) decreased slightly between 1999 and 2005 (Table IX.A.6). During that time period, full-time enrollment and the number of full-time equivalents increased 53 percent and 41 percent, respectively. The decline in part-time students and increase in full-time students are primarily due to

changes in funding doctoral students. Prior to 2002, doctoral students enrolled for three credits per term after passing the School's preliminary oral examination. Doctoral students may now enroll for 12 credits (full-time), but have nine credits of tuition remitted by the School.

Table IX.A.6 **Total School Full- and Part-time Enrollment and Full-time Equivalences by Year**

	First Term of Academic Year						
	1999	2000	2001	2002	2003	2004	2005
Part-time	673	696	754	586	574	595	629
Full-time	865	862	834	1031	1161	1207	1320
Total Head Count	1538	1558	1588	1617	1735	1802	1949
Full-time Equivalents	1107	1114	1112	1240	1369	1417	1557

**MPH Enrollment:** The number of MPH students increased each of the past three years (Table IX.A.7). In 2005, the MPH Program enrolled 469 students; approximately one-half were full-time students, a proportion that has varied little during the past three years. Part-time/Internet-based MPH students are expected to complete all credits within three years of matriculation. As a result, three part-time/Internet-based MPH students are equivalent to approximately one full-time student.

Table IX.A.7 **Enrollment of MPH Students, Postdoctoral Fellows, Special Students, 2003–2005**

	MPH			Postdoctoral Fellows			Non-degree (Special) Students		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
% Full-time	49%	49%	48%	98%	96%	98%	13%	14%	19%
% Part-time <sup>1</sup>	19%	20%	19%	2%	4%	2%	87%	86%	81%
% Internet-based <sup>2</sup>	31%	31%	33%	—	—	—	—	—	—
Total	401	421	469	115	142	131	226	235	279

1 Part-time MPH students who take most courses on-campus

2 Primarily Internet-based part-time MPH students

**Postdoctoral Fellows and Non-degree (Special) Students Enrollment:** The number of postdoctoral fellows varied somewhat during the past three years, while non-degree (special) student enrollment increased from 206 to 279 (Table IX.A.7). Historically almost all postdoctoral fellows register full-time; for example, only three of the 131 postdoctoral fellows in 2005 were part-time. In contrast, most non-degree (special) students are enrolled part-time.

**Departmental Degree Student Enrollment:** Enrollment varies greatly by department and degree (Tables IX.A.8, 9); however, there was little intra-department variability during the last

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three years. In 2005, the Departments of Epidemiology and International Health had the largest enrollments, with 200 and 202 students, respectively. Enrollment in the Department of Health Policy and Management declined in 2005 because three of its degree programs transferred to the newly created Department of Health, Behavior and Society.

The ScM degree is not offered by four departments due to low demand or because the program transferred to another department.<sup>1</sup> Similarly, only four departments offer the ScD degree.<sup>2</sup> Five departments offer the DrPH degree. As a result, most departmental students are MHS or PhD students. Because few departmental students are part-time, the full-time equivalency count of departmental students approximates the total number of enrolled students.

Table IX.A.8 **Full- and Part-time MHS and ScM Student Enrollment by Department and Year**

Department or Program	MHS						ScM					
	2003		2004		2005		2003		2004		2005	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Biochemistry and Molecular Biology	23	0	12	1	27	4	4	0	3	0	1	0
Biostatistics	0	0	2	1	4	2	2	5	3	4	5	2
Environmental Health Sciences	13	1	13	4	16	5	0	0	0	0	1	0
Epidemiology	35	3	37	5	33	12	11	2	12	0	7	0
Graduate Training Program in Clinical Investigation	6	6	6	7	10	3	0	4	0	3	0	1
Health, Behavior and Society <sup>1</sup>	—	—	—	—	11	0	—	—	—	—	13	0
Health Policy and Management	65 <sup>2</sup>	8	67	6	43	4	13	0	13	0	--	--
International Health	79	1	74	2	94	2	--	--	--	--	--	--
Mental Health	4	1	3	2	8	1	1	0	--	--	--	--
Microbiology and Molecular Immunology	8	1	6	2	4	0	4	0	4	1	6	1
Population and Family Health Sciences	16	0	13	0	19	0	—	—	—	—	—	—
Total Enrolled Departmental Masters	269	21	233	30	269	33	35	11	35	8	33	4

<sup>1</sup> The Department of Health, Behavior and Society was formed in 2005

<sup>2</sup> A special cohort of 20 students from Taiwan also enrolled as MHS students

<sup>1</sup> The ScM degree in Genetic Counseling moved from the Department of Health Policy and Management to the Department of Health, Behavior and Society

<sup>2</sup> The Departments of Environmental Health Sciences; Epidemiology; Health Policy and Management; and Health, Behavior and Society offer the ScD degree

Table IX.A.9 Full- and Part-time Doctoral Student Enrollment by Department and Year

Department or Program	PhD/ScD						DrPH					
	2003		2004		2005		2003		2004		2005	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Biochemistry and Molecular Biology	40	0	37	1	41	0	—	—	—	—	—	—
Biostatistics	37	8	42	8	41	5	—	—	—	—	—	—
Environmental Health Sciences	37	22	45	20	55	6	4	3	0	5	3	4
Epidemiology	86	35	96	34	99	34	6	7	8	6	9	6
Graduate Training Program in Clinical Investigation	3	27	10	27	9	33	—	—	—	—	—	—
Health, Behavior and Society <sup>1</sup>	—	—	—	—	25	3	—	—	—	—	—	—
Health Policy and Management	107	17	99	15	79	6	2	4	2	7	1	10
International Health	67	6	78	3	88	7	6	1	4	2	11	0
Mental Health	23	8	25	4	31	1	1	0	1	0	—	—
Microbiology and Molecular Immunology	48	1	53	1	54	2	—	—	—	—	—	—
Population and Family Health Sciences	45	4	40	4	46	3	20	2	19	2	18	1
Total Enrolled Doctoral Students	493	128	525	117	568	100	39	17	34	22	42	21

<sup>1</sup> The Department of Health, Behavior and Society was formed in 2005

## Measures Evaluating School's Success in Enrolling a Qualified Student Body

The School routinely monitors the number of applicants and those admitted, as well as the number of enrolled students. The quality of our students is also evaluated based on GRE scores and graduation rates. We do not report prior grade point averages because they vary greatly by school.

**Number of Applicants, Admitted, and Enrolled:** Despite immigration obstacles, tuition increases, availability of new public health programs at other universities, and a relatively strong economy, the number of applicants increased dramatically (33%) over the past seven years. We believe this reflects the value current and prospective public health professionals place on the School, as well as the need for part-time/Internet-based MPH programs. The number of admissions, however, increased by only 17 percent, most likely due to the need to limit enrollment commensurate with the School's facilities and faculty size. As noted earlier (Table IX.A.4), the enrollment rate among those admitted has remained relatively stable since 1999; one-half of those admitted enrolled in 2005.

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**Graduate Record Examination (GRE) Scores:** The mean GRE scores fluctuated only slightly during the last three years and varied little by degree program (Table IX.A.10). As expected, non-US students scored somewhat lower on verbal and analytic writing skills than US students; however, non-US students scored higher on the quantitative section. Analytic mean scores were similar for US and non-US students.

Table IX.A.10 **Mean GRE Scores for Newly Enrolled Students by Nationality, Degree, and Year**

Degree Program	GRE Section	US			Non-US			Total		
		2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
MPH	Verbal	557	554	582	488	549	534	539	552	566
	Quantitative	631	636	648	712	728	677	656	654	658
	Analytic	638	648	664	630	657	644	636	650	660
	Analytic Writing	4.33	4.85	4.78	3.71	4.05	4.39	4.15	4.67	4.65
MHS/ScM	Verbal	540	566	565	568	548	550	542	565	562
	Quantitative	646	642	663	674	751	684	649	649	671
	Analytic	639	587	688	589	633	703	637	592	694
	Analytic Writing	4.25	5.04	4.91	3.70	4.10	4.70	4.20	5.00	4.89
Doctoral	Verbal	554	584	581	527	516	489	549	565	556
	Quantitative	651	677	670	742	730	727	670	689	685
	Analytic	629	648	673	642	669	710	632	650	681
	Analytic Writing	3.05	5.19	4.93	3.88	4.25	4.46	3.29	4.95	4.78

**Graduation Rates for Doctoral Students:** Using survival analysis techniques, we estimate that 67 percent of all doctoral students enrolled between 1996 and 2004 will graduate within eight years of matriculation (Table IX.A.11). There are no substantive differences in doctoral degree graduation rates by gender, degree program, citizenship, or ethnicity of US citizens; however, only one-third of older (more than 45 years at enrollment) doctoral students graduate within eight years.

Table IX.A.11 **Graduation Rates for Doctoral Students Enrolled 1996–2004**

Demographics and Doctoral Degree		Number Enrolled	Percentage		
			Graduating within 8 Years	Withdrawn, Terminated, Transferred	Currently Enrolled
All Doctoral Students		1180	67	11	22
Degree Program	PhD	1023	68	11	21
	ScD	32	60	25	15
	DrPH	125	62	14	24
Age at Matriculation	< 25	191	73	10	17
	26 - 35	796	68	10	22
	36 - 45	151	66	14	20
	> 45	42	33	26	41
Gender	Male	393	66	12	22
	Female	787	67	11	22
Citizenship	Non-US	372	70	10	20
	US	808	65	11	24
US Ethnicity	African American	53	71	11	18
	Asian American	106	64	13	23
	Hispanic	34	76	6	18
	Other	613	64	11	25

**Graduation Rates for Masters Students:** Between 97 percent and 99 percent of all full-time MPH students who enrolled between 1999 and 2003, inclusive, graduated within one year of matriculation (Table IX.A.12). Graduation rates, within three years of matriculation, were lower for part-time/Internet-based MPH students; however, except for the 2000 cohort, at least 90 percent graduated within five years of enrollment. On average, approximately 90 percent of departmental masters students (MHS and ScM) graduated within three years of matriculation.

## Student Recruitment and Admissions

Table IX.A.12 **Graduation Rates for Masters Students by Enrollment Year**

Masters Program		Enrollment Year				
		1999	2000	2001	2002	2003
Full-time MPH	% Graduated within One Year	94	98	94	97	97
	% Graduated within Four Years	99	100	99	99	98
Part-time (on-campus) MPH <sup>1</sup>	% Graduated within Three Years	84	81	78	97	88
	% Graduated within Five Years	93	89	93	97	—
Internet-based MPH <sup>2</sup>	% Graduated within Three Years	63	63	73	85	81
	% Graduated within Five Years	90	84	90	91	—
MHS and ScM	% Graduated within Three Years	88	86	93	92	—

1 Primarily take on-campus courses

2 Primarily Internet-based part-time MPH students

### Assessment

#### Strengths

- Large and highly competitive applicant pool
- Multifaceted recruitment strategies by the School and departments
- Web-based admissions process provides:
  - Comprehensive online information about each degree and non-degree academic program
  - Efficient email inquiries to and responses from the Admissions Office or departments
  - Efficient application and admissions processes for applicants and the School
- Diverse and well-qualified student body and alumni
- The breadth and depth of the academic degree programs and non-degree options
- Internet-based MPH Program
- 93 percent increase in student aid between 1999 and 2005

#### Challenges and Plans

- Provide financial support (e.g., scholarships, training grants) for more students to off-set rising tuition rates
- Identify factors associated with failure to graduate, and develop and evaluate interventions for at-risk students and/or modifications to the admission process

#### The criterion is met



# IX Students

## IX.B Student Diversity

### **CEPH Criterion**

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion, or national origin

## **Student Diversity**

### **CEPH Expected Documentation**

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- 1 Description of policies, procedures, and affirmative action plans to achieve a diverse student population
  - 2 Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years
  - 3 Identification of measures by which the School may evaluate its success in achieving a demographically diverse student body, along with data regarding the School's performance against these measures over the last three years
  - 4 Assessment of the extent to which this criterion is met
-

### Overview

We continue our long-standing commitment to recruit and enroll a diverse student body. The School fully adheres to the University policy of not discriminating

**... on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic in any student program or activity administered by the University or with regard to admission or employment.**

The diversity of our student body is one of the School's greatest strengths. Students from around the world bring with them a myriad of personal and professional experiences that add intellectual and experiential richness for faculty and staff, as well as the student body as a whole. Despite the School's diversity by country of origin, the percentage of American students from underrepresented minority groups is less than their proportion in the general population. The School has implemented a number of approaches to increase this proportion.

### Policies and Procedures for Achieving a Diverse Student Body

**Student Diversity Office:** In 2001, the School established the Student Diversity Office as a way of intensifying our commitment to the recruitment and graduation of underrepresented American minority students ([http://www.jhsph.edu/student\\_affairs/diversity](http://www.jhsph.edu/student_affairs/diversity)). The office's mission is

**... to recruit, retain, and support US underrepresented minorities in a culturally sensitive environment in order to increase the number of underrepresented American minority students at the Johns Hopkins Bloomberg School of Public Health and in the public health workforce.**

The Student Diversity Office coordinates many of the School's initiatives to increase enrollment of disadvantaged and underrepresented US minorities (Table IX.B.1). Examples of these diversity initiatives are described below.

**Diversity Summer Internship Program:** During the summer of 2006, the School hosted the fifth Summer Internship Program for US underrepresented and/or disadvantaged undergraduate students. Each intern is paired with a faculty member who guides the student through a research project ([http://www.jhsph.edu/student\\_affairs/diversity](http://www.jhsph.edu/student_affairs/diversity)). The 10-week program culminates with oral or poster presentations by the interns. Enrollment in the program increased each year, from eight interns in 2002 to 30 in 2005; a total of 54 faculty have served as mentors to 77 interns. Funding for the program comes from the Student Diversity Office, the Center for American Indian Health, the NIH, and training grants (<http://commprojects.jhsph.edu/academics/ProgramT.cfm?Grant=35>). Unfortunately funding constraints limited the 2006 program to approximately 10 interns.

**Minority Health Pre-doctoral Fellowship:** In 2003, the School increased its commitment to enroll and retain students interested in minority health by increasing the number of minority

health doctoral fellowships 10-fold. General funds are appropriated to provide up to two fellowships per department. Recipients receive full tuition and stipends for their first two years of doctoral work. Since 2003, 23 fellowships have been awarded. In addition, eligible students are encouraged to apply for grants such as the National Research Service Award Predoctoral Fellowship for Minority Students.

**Center for Health Disparities Solutions:** The Department of Health Policy and Management and Morgan State University (a historically black university) established the center in 2002 (<http://www.jhsph.edu/healthdisparities>). The center attracts faculty and students interested in conducting multidisciplinary basic and translational research of causes of health disparities and interventions to reduce them.

Table IX.B.1 **Office of Student Diversity Initiatives**

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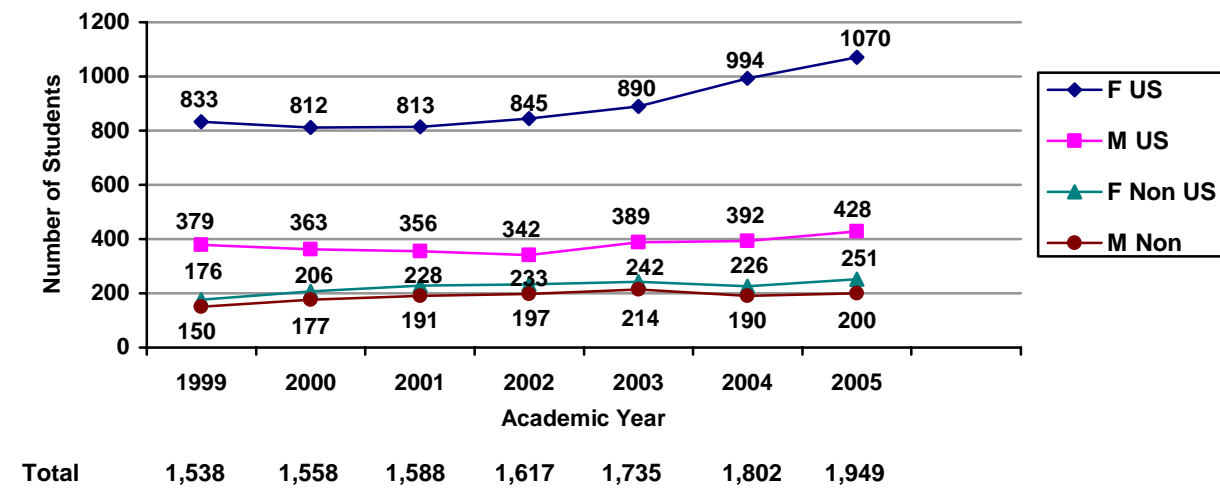
- Advertisements in minority-oriented health journals
    - *Black Issues in Higher Education*
    - *Student National Medical Association Journal*
    - *Winds of Change* (Native Americans)
  - Diversity Day
    - Minority students at mid-Atlantic colleges who are majoring in the natural and social sciences visit the campus and meet with faculty and deans
  - Follow-up of admitted minority applicants who do not enroll to determine factors contributing to their decision
  - Intensive e-mail campaigns to admitted minority applicants to
    - Sustain their interest
    - Inform them of potential funding opportunities
  - Diversity Summer Internship Program ([http://www.jhsph.edu/student\\_affairs/diversity](http://www.jhsph.edu/student_affairs/diversity))
  - Minority Health Pre-doctoral Fellowship
  - Outreach programs to
    - Predominantly black colleges, universities, and health professional schools, including
      - Morehouse Public Health Institute and Tuskegee and Xavier Universities
    - Undergraduate minority student organizations at predominantly white universities, including
      - Charles Drew Pre-Med Society, University of Maryland (<http://www.studentorg.umd.edu/crdpremed>)
      - Meyerhoff Scholars Program, University of Maryland (<http://www.umbc.edu/meyerhoff>)
  - Recruitment of minority
    - Professionals through professional organizations and national meetings, including
      - National Medical Association
      - National Black Nurses Association
      - National Hispanic Medical Association
      - Student National Medical Association
    - Undergraduate or graduate students at professional meetings, including
      - American Indian Science and Engineering Society
      - American Public Health Association
      - Biomedical Research Conference for Minority Students
      - HBCU career fairs and graduate professional day fairs
      - Minority Access to Research Careers conferences
      - Society for the Advancement of Chicanos and Native Americans in Science
- 

## Demographic Characteristics of the Student Body

## Student Diversity

**Enrolled Students:** The student body is diverse with regard to age, gender, country of origin, and to a lesser degree race/ethnicity of US citizens. Overall enrollment has increased from 1,538 students in 1999 to 1,949 students in September 2005.

Figure IX.B.1 **First Term Enrollment of US and Non-US Male and Female Students by Year**



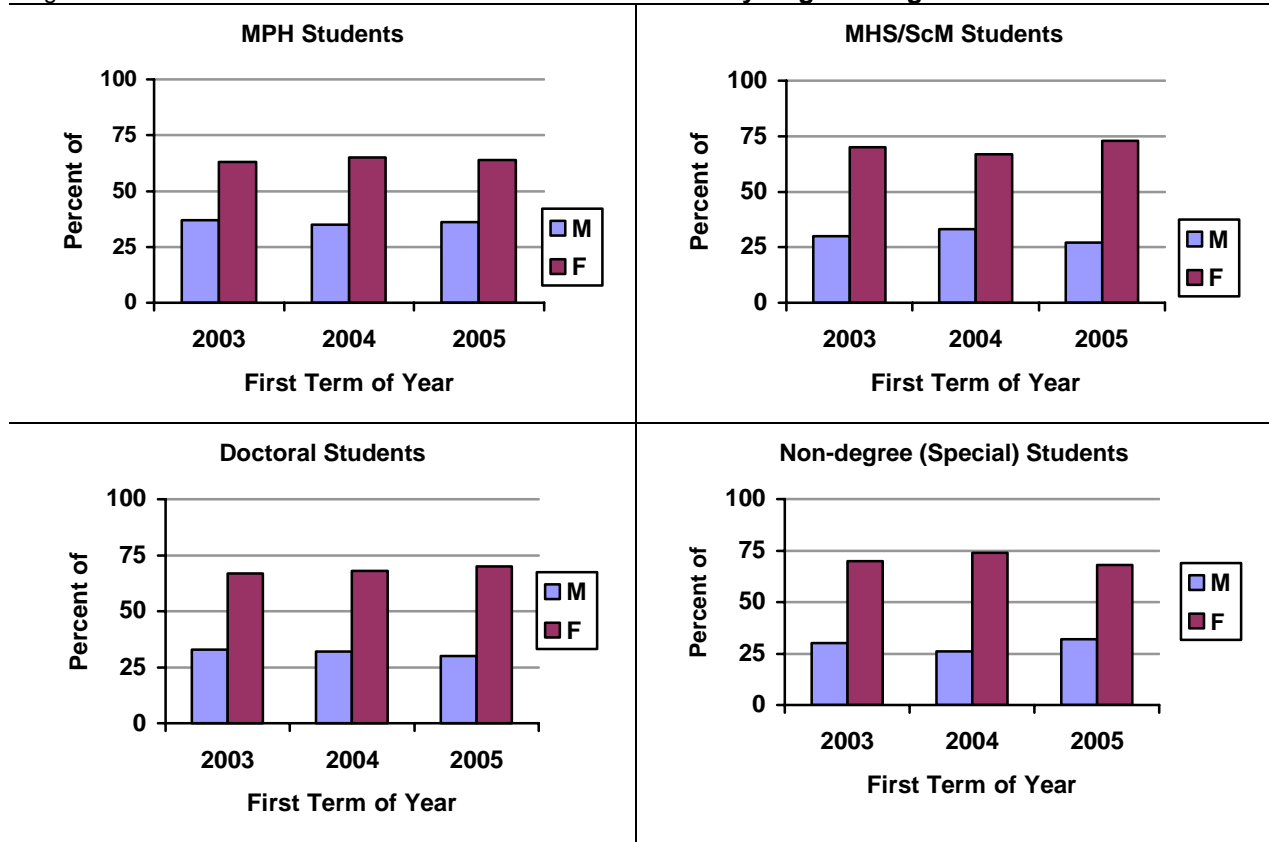
Includes non-degree (special) students and postdoctoral fellows

**Gender:** The ratio of males to females changed little during the past seven years; approximately two-thirds of all students are female (Figure IX.B.1). Gender distribution is similar between MPH and all departmental students (Figure IX.B.2); however, there are differences across departments. In 2005, one-half of Biostatistics doctoral students, but only three percent of Health, Behavior and Society doctoral students, were male. During the same year, males comprised 57 percent of Clinical Investigation masters students, but only four percent of Health, Behavior and Society masters students. Age distributions have varied only slightly since 1999. In 2005, the student body's median age was 25 for MHS, 31 for MPH, and 30 for doctoral students (data not shown).

**International Students:** Geopolitical developments since 2001 have not adversely affected the number or percentage of foreign nationals<sup>1</sup> who comprised 21 percent of the student body in 1999 and 23 percent in 2005 (Figure IX.B.1). Students from 78 countries enrolled in 2005. At least ten students came from each of these countries: Brazil, Canada, Germany, India, Japan, Korea, Nigeria, the People's Republic of China, Taiwan, and Thailand. Unlike US students, approximately one-half of foreign nationals are male.

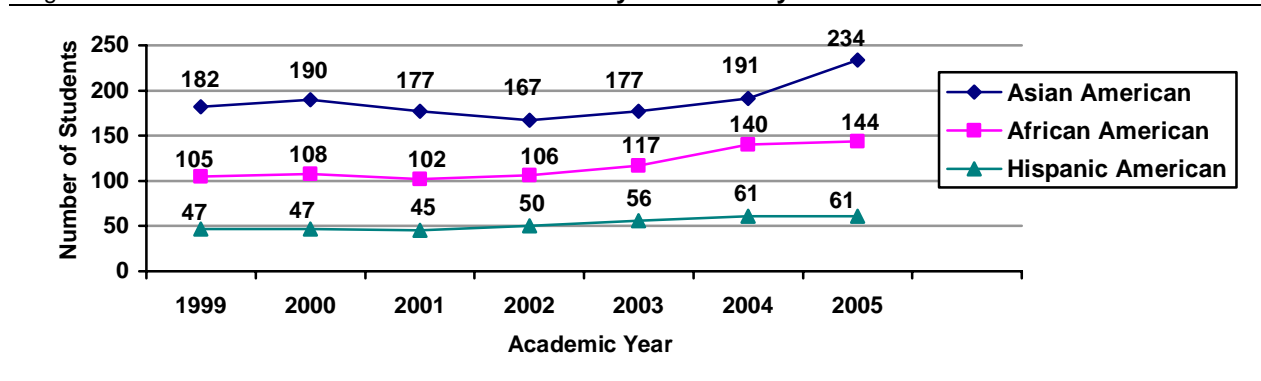
<sup>1</sup> Non-US citizens, excluding permanent residents

Figure IX.B.2 **Distribution of Males and Females Enrolled by Degree Program and Year**



**US Minority Students:** Since 1999, African American, Asian American, and Hispanic American enrollment increased 37 percent, 29 percent, and 30 percent, respectively (Figure IX.B.3). These rates are similar to the overall increase in enrollment. As a result, the percentage of US students who are minorities remained relatively flat, at 28 percent (338/1,212) in 1999 and 30 percent (445/1,498) in 2005. In 2005, Asian Americans accounted for 16 percent of the US student body, while 10 percent was African American and four percent Hispanic. The number of American Indian students ranged from four to six during the past seven years (American Indian data are not shown).

Figure IX.B.3 **First-term Enrollment of US Minority Students by Year**



## Student Diversity

**Minority Applications, Admittances, and Enrollment:** The numbers of applicants, admitted, and enrolled US minorities, foreign nationals, and males and females are presented below (Table IX.B.2). Since 2003, African American and Asian American applications increased 31 percent and 39 percent, respectively, while Hispanic and non-minority US applications increased 16 percent and 26 percent, respectively. Overall, Asian Americans and non-minority US applicants had the highest admittance rates, but enrollment rates among those who were admitted were similar across all US ethnic groups. Foreign nationals, however, had lower admittance and enrollment rates than US applicants. Males and females had very similar admittance and enrollment rates.

Table IX.B.2 **Applicants, Admitted, and Newly Enrolled by Nationality, Minority Status, Gender**

Status	Academic Year														
	2003 - 2004					2004 - 2005					2005 - 2006				
	Applicants	Admitted	Newly Enrolled	Admitted/Applied %	Enrolled/Admitted %	Applicants	Admitted	Newly Enrolled	Admitted/Applied %	Enrolled/Admitted %	Applicants	Admitted	Enrolled	Admitted/Applied %	Enrolled/Admitted %
African American	208	83	45	40	54	193	77	54	40	70	272	104	53	38	51
American Indian	5	2	0	40	0	7	3	1	43	33	13	6	4	46	67
Asian American	248	175	88	71	50	256	156	83	60	53	345	211	114	61	54
Hispanic American	77	45	27	58	60	72	31	22	43	71	89	41	20	46	49
Other US	807	550	292	68	53	893	581	364	65	63	1015	650	365	64	56
Total US	1639	1010	529	62	52	1925	1022	524	53	51	1819	1036	551	57	53
Foreign National	869	399	161	46	40	1039	400	172	38	43	971	371	152	38	41
Male	779	452	226	58	50	880	428	223	49	52	876	431	214	49	50
Female	1588	921	461	58	50	1754	936	473	53	51	1904	971	488	51	50

Nationality, minority status, and gender are not available for all applicants  
Table includes non-degree (special) students and postdoctoral fellows

**Minority Graduation Rates:** As described earlier (Chapter IX.A Students), graduation rates are high. Non-US doctoral students are slightly more likely to graduate within eight years of matriculation than US students. African American and Hispanic American doctoral students

are slightly more likely to graduate within eight years than Asian Americans and other US students.

## **Measures Evaluating the School's Success in Achieving Student Diversity**

The School has clearly stated policies and procedures regarding recruitment, admission, and awarding of degrees and ensures that they are applied equitably regardless of age, gender, race, sexual orientation, disability, religion, or national origin. The heterogeneity of the students and their varied professional and academic backgrounds help create an atmosphere of intellectual excitement and give students and faculty the opportunity to learn from each other about public health issues from different cultural and economic perspectives.

As part of our commitment to student diversity, the School routinely reviews the numbers and percentages of applicants, admitted and enrolled students, and graduates by age, gender, country of origin, and race/ethnicity of US students (Chapter IX.A Students and above). The School does not request the religious affiliation and sexual orientation of applicants and admitted and enrolled students.

**Age and Gender:** The student body's age and gender distributions parallel those of the applicants, are relatively similar for each degree program (MPH, MHS/ScM, and doctoral), and have varied little during the past seven years. The majority of students are female. Graduation rates are similar for males and females (Figures IX.B 1, 2 and Table IX.B.2).

**Nationality:** The diversity of nationalities within the student body is one of our greatest assets. Approximately 25 percent of students are foreign nationals from almost 80 countries. While their admittance and enrollment rates are lower than for US citizens, the quality of those enrolled is reflected in GRE scores and graduation rates that are similar to or slightly better than those of US students (Tables IX.A 10, 11 and Table IX.B.2).

**US Minorities:** The number of US minorities who apply, are admitted, and enroll has increased during the last seven years at rates similar to those for non-US minorities. As a result the percentage of US students who are minorities rose only two percentage points, from 28 percent in 1999 to 30 percent in 2005. During that time the number of African American and Hispanic American students increased; but they remain underrepresented, accounting for 10 percent and four percent of the US student body, respectively. Furthermore, despite efforts to recruit well-qualified underrepresented minorities, their admittance rate remains lower than that of non-minority US students. As noted above, however, once enrolled, graduation rates for African American and Hispanic American doctoral students are slightly higher than for non-minority US doctoral students (Table IX.A.11 and Table IX.B.2).

### Assessment

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#### Strengths

- The student body's diversity enhances the formal and informal academic, research, and practice activities of students and faculty
- Financial aid nearly doubled since 1999; approximately \$21 million in scholarships and training grants supported 55 percent of the student body in 2005
- Enrollment rates for underrepresented US minorities are similar to rates for all admitted US students
- Graduation rates for foreign nationals and underrepresented US minorities are similar to or slightly higher than the graduation rates of non-minority US students
- Since 1999, the School has intensified its commitment to recruit, enroll, and retain well-qualified disadvantaged and underrepresented US minorities, by establishing the:
  - Student Diversity Office that complements the recruitment efforts of the Admissions Office by targeting underrepresented US minority undergraduates and professionals
  - Minority Health Pre-doctoral Fellowships that annually provide tuition and stipends for up to 20 newly enrolled students interested in minority health
  - Center for Health Disparities Solutions that is partnered with a historically black university
- The School is committed to continuing to attract and retain a highly qualified and diverse student body by:
  - Following the University's clearly stated policy of not discriminating
  - Expanding successful recruitment strategies

#### Challenges and Plans

- In order to maintain a diverse and exceptionally-well qualified student body, the School must continue to:
  - Recruit outstanding faculty, including those from underrepresented minorities
  - Expand and provide exceptional traditional and nontraditional academic programs
  - Provide increased financial support via scholarships and training grants
  - Improve our current efforts and identify new strategies to recruit disadvantaged and underrepresented US minorities

#### The criterion is met

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# IX Students

## IX.C Student Advising

### **CEPH Criterion**

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice

## **Student Advising**

### **CEPH Expected Documentation**

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- 1 Description of the advising and counseling services, including sample orientation materials such as student handbooks
  - 2 Information about student satisfaction with advising and counseling services
  - 3 Assessment of the extent to which this criterion is met
-

### Overview

Academic advising is an important priority for the School and faculty. Since the last self-study, the School has taken a number of steps to improve the quality of student mentoring, including revising the MPH student advising system. The School's expanding Web site greatly facilitates advising by providing a wealth of information about the School and its academic programs to prospective and current students, faculty, and staff. The School's catalog, degree program descriptions, student handbooks, course descriptions and learning objectives, and application information can be accessed from any location and at any time.

### Orientation for New Students

All new students attend an on-campus two-day orientation in July for full-time MPH students, August/September for all incoming departmental degree students, and January or June for part-time/Internet-based MPH students. On-campus orientation allows matriculating part-time/Internet-based MPH students to meet advisors and begin to form their own cohort, while enrolled in Winter or Summer Institute courses.

Students are oriented to the School and their specific degree program and/or department. The Admissions Office organizes the School-wide orientation, providing campus tours and introductions to the School's resources, activities, policies and procedures, and key faculty and staff. Students also obtain library and computer accounts. In addition, sessions are held on living in Baltimore, health insurance, safety and security, sexual harassment prevention, career services, immigration issues, etc.; and students have the opportunity to resolve administrative issues ranging from billing to visas. The School's academic calendar and catalog are available online ([http://www.jhsph.edu/Student\\_Affairs](http://www.jhsph.edu/Student_Affairs)).

Following the general orientation, the MPH Program or the student's department provides program-specific orientation. Students meet affiliated faculty, staff, and students; learn about courses, curricula, and policies and procedures; and receive the degree program's handbook ([http://www.jhsph.edu/academics/degreeprograms/mph/current\\_students/student\\_manuals.html](http://www.jhsph.edu/academics/degreeprograms/mph/current_students/student_manuals.html)). Students and advisors plan the term's course schedule and students register for classes. Typically the degree program organizes a lunch or informal gathering during the orientation period.

### Academic Advising

An academic advisor is assigned to each entering degree student, postdoctoral fellow, and non-degree (special) student who has declared his/her intention to apply to a degree program. Advisors and advisees are matched, to the extent possible, by common interests. Some departments or degree programs also assign co-advisors. Professorial faculty serve as doctoral and masters advisors; scientist faculty may also advise masters students. There is no set minimum or maximum number of students a faculty member can advise, and the method of assigning advisors and their responsibilities differ somewhat by degree program.

Nonetheless, each academic advisor is expected to assist the student clarify goals, select appropriate course work, and adhere to School and degree program policies and procedures. The student or advisor may request, without prejudice, a different advisor if the student's needs cannot be adequately met by the original advisor.

**MPH Program Advising:** The MPH advising structure has come nearly full-circle since the last accreditation report. Prior to 1997, the MPH Program assigned each student an advisor from among more than 150 full-time faculty. Students increasingly expressed concern that some advisors had an inadequate understanding of the curriculum. In response, the MPH Program provided formal training to approximately 25 faculty who were actively involved with MPH students. Students were assigned to one of these core advisors who were encouraged to provide group advising when possible. The advising structure changed again in 2002, following a review of the MPH Program by a School-wide committee. The committee's report resulted in the formation of the MPH Program Executive Board, comprised of faculty from each department and the Distance Education Division, and a new advising approach that is described below.

**Current MPH Advising:** During the summer, MPH Board members serve as interim advisors for the full-time MPH students. When a student elects a concentration or chooses to customize the program, the concentration director or the MPH Board assigns a permanent advisor. This process results in a better "fit" between advisor and student, than did the previous system of assigning an advisor prior to matriculation and based solely on the student's application information. In addition, MPH Board members and concentration directors may serve as "back-up" advisors when needed. Part-time/Internet-based MPH students are assigned permanent advisors when they first convene during the Summer or Winter Institute. With advisor guidance, each student conducts an individualized goals analysis to plan course work. The academic advisor may serve as the capstone advisor, identify another faculty member with expertise related to the student's proposed project, or work closely with a field site supervisor. To improve advising quality, the MPH Program provides a training session in September for all MPH advisors, as well as a training session for capstone supervisors.

**Departmental Degree Advising:** All MPH and departmental degree advisors are expected to help the student clarify goals and select appropriate courses. Other responsibilities differ by departmental degree program. Each professional MHS advisor works closely with the field site supervisor who provides feedback vis-à-vis the student's progress and competencies. The academic advisor or another faculty with expertise in the student's research area may serve as the thesis advisor for academic masters and doctoral students. Each doctoral student also receives guidance from a thesis advisory committee consisting of the thesis advisor and two to four other faculty from within and outside the department. The committee meets at least annually with the student to evaluate and advise the student, assess and ensure progress, and enhance collaboration between the student and faculty (Chapter V.D Assessing Student Progress).

### Other Advising and Counseling Services

The School offers a variety of other advising and counseling services, some of which are described below.

**Student Assistance Program:** Staff members provide support to public health and medical students facing challenging pressures and problems. The program offers personal, family, and school/work-related problem identification, assessment, and diagnosis; brief counseling and consultation sessions; and referral to appropriate and accessible services and resources. These services are free of charge (<http://www.jhu.edu/~hr1/fasap/BSPHsap.html>).

**Disability Support Services:** Through this office, the University and School arrange appropriate accommodations for students with a wide range of disabilities, including blindness and low vision; deafness and other hearing impairments; attention deficit disorders; and physical, learning, and psychological disabilities ([http://www.jhsph.edu/student\\_affairs/disability](http://www.jhsph.edu/student_affairs/disability)).

**Office of International Student, Faculty, and Staff Services:** This office of the Johns Hopkins Medical Institutions advises international students regarding immigration rules and regulations. It acts as a liaison with consulates, embassies, the US Citizenship and Immigration Service, Homeland Security, and the Department of State. Staff members assist with initial entry and reentry to the US, extensions of stay, work authorization, visa status changes, reinstatement to legal status, etc. (<http://www.hopkinsmedicine.org/intlsvcs>).

**Professional Development Office:** This office is also sponsored by the Johns Hopkins Medical Institutions to provide students training in basic research skills, such as grant and research paper writing; scientific presentations; and effective job search and interviewing techniques. It also links students to non-academic research opportunities, such as internships in industry, government, or national laboratories ([http://www.jhsph.edu/GER\\_OLD/PDO.html](http://www.jhsph.edu/GER_OLD/PDO.html)).

**Student Outreach Resource Center (SOURCE):** The center provides medicine, nursing, and public health students one centralized, interdisciplinary community service center. It serves as a clearinghouse for requests from community agencies for volunteer activities and for students seeking volunteer exposure in an urban environment. SOURCE helps identify MPH and MHS field experience sites and possible job opportunities for graduating students (see Chapter VII Service and <http://www.jhsph.edu/source>).

**Career Services Office:** The staff helps students and graduates sharpen career goals and job search skills and locate full- and part-time positions, internships, and consultancies (Table IX.C.1, [http://www.jhsph.edu/student\\_affairs/career](http://www.jhsph.edu/student_affairs/career)).

Table IX.C.1 **Office of Career Services for Students**

<b>Resources</b>	<b>Services Provided</b>
Career Services Website	Provides links to organizations, fellowships/internships, government organizations, and other job seeking Websites for public health professionals
Resume/CV Assistance	Provides individual assistance crafting a resume or curriculum vitae
Career Resource Library	Contains reference books, guides, and videotapes on interviewing, resume and cover-letter writing, salary negotiations, etc.
Career Development Workshops, Online Modules, Winter Intersession Course	Topics include cover-letter writing, interviewing, salary negotiation, professional networking, and other job search skills and strategies
Trips to Regional Public Health Agencies	Students gain exposure to the inner workings and hiring procedures of agencies and governmental bodies, such as the US Congress, Maryland Legislature, Food and Drug Administration, Academy for Educational Development, Africare, Counterpart, Pan-American Health Organization, PATH, and The World Bank. These trips are often co-organized by student organizations
Public Health Career Fair	Each spring, representatives from 45 - 50 agencies gather to discuss agency functions, consultancies, internships, and full and part-time job opportunities
International Health Job Postings	The Office of Career Services subscribes to publications listing job opportunities, including <i>International Career Employment Weekly</i> , <i>International Employment Gazette</i> , <i>International Internships</i> , <i>Public Health Jobs Worldwide</i>
Student Job Connection Program	Students submit online resumes and applications to specific agencies and companies that interview students on campus or on-site for full- or part-time jobs, consultancies, and/or internships. ( <a href="http://jhsph.erecruiting.com">http://jhsph.erecruiting.com</a> )
eRecruiting	Students post resumes and curriculum <i>vitae</i> to more than 800 organizations, and receive new job announcements via email. ( <a href="http://jhsph.erecruiting.com">http://jhsph.erecruiting.com</a> ).

## **Student Satisfaction with Advising and Counseling Services**

Student satisfaction with advising and counseling services is evaluated annually in the Graduating Student Exit Survey.<sup>1</sup> Students rate academic advising on a five-point scale (excellent, good, fair, poor, and unsatisfactory). Satisfaction is defined as a rating of excellent or good. Response rates during the past seven years ranged from 71 percent to almost 100 percent.

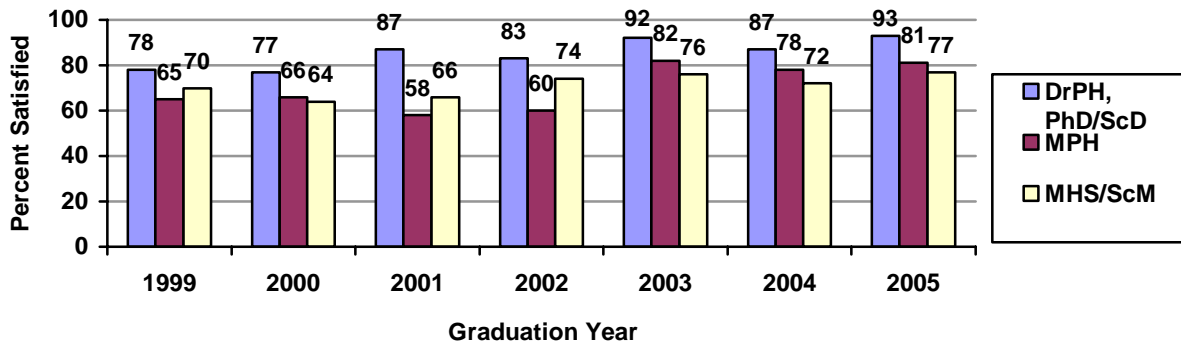
**Academic Advising:** Since 1999, the percentage of graduates satisfied with academic advising overall increased for doctoral, MPH, and MHS/ScM students (Figure IX.C.1). The percentage of satisfied doctoral graduates rose 19 percent, while the percentage of satisfied departmental masters graduates fluctuated between 64 percent in 2000 and 77 percent in 2005. The most dramatic increase occurred after the new MPH advising system was established. In 2001, only 58 percent of MPH graduates reported satisfaction, while 81 percent reported satisfaction with advising in 2005. Satisfaction varied little between part-time/Internet-based and full-time MPH graduates, but, among MHS/ScM graduates, it varied greatly by department. For example, in 2005, reported satisfaction ranged from 50 to 100

<sup>1</sup> Full reports of the surveys will be available at the site visit

## Student Advising

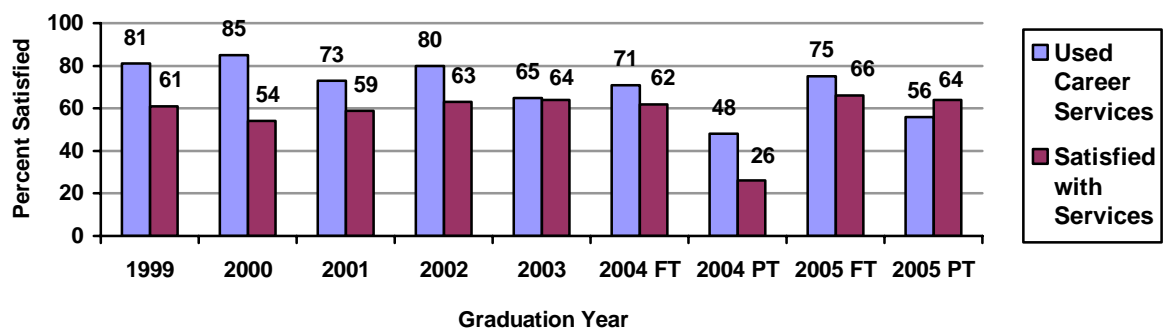
percent for MHS/ScM graduates. In general, more students reported being satisfied with advising vis-à-vis academic issues than with career mentoring (data not shown), and doctoral students uniformly reported higher satisfaction with overall advising than did masters students.

Figure IX.C.1 Percentage of Graduates Satisfied with Overall Academic Advising, Degree, Year



**Other Counseling and Advising:** During the past seven years, the percentage of graduates who reported seeking Career Services Office assistance varied between 65 and 85 percent (Figure IX.C.2). Among those who used the services, 54 to 66 percent reported satisfaction. In 2004 and 2005, the data were stratified by full- and part-time status. Fewer part-time than full-time graduates used the services and satisfaction among part-time graduates varied markedly. Relatively few graduates reported using the other counseling and advising services.

Figure IX.C.2 Usage and Satisfaction with the Office of Career Services among Graduates, Year



## **Assessment**

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### **Strengths**

- Web-based information provides easily accessed, detailed academic program information to prospective students, current students, faculty, and staff
- Well-organized orientation sessions are held for each degree program
- Evaluation and modifications to the MPH student advising system were made in response to student concerns
- A variety of counseling and career services offices and programs are available to students
- The Graduating Student Exit Survey assesses satisfaction with advising and counseling services

### **Challenges**

- It is difficult to maintain timely, accurate, and consistent online information because of the large number of academic degree programs
- The School continues to assess reasons for lack of satisfaction with academic advising by some graduates, particularly among departmental masters programs

### **Plans**

- Continue to solicit student and alumni assessments of the advising, counseling, and other aspects of the academic programs
- Continue to improve academic advising for all degree programs, particularly departmental masters programs
- Identify and implement improvements to the services offered by the School's advising, counseling, and career services

### **The criterion is met**

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# IX Students

## IX.D Student Roles: Evaluation and Governance

### CEPH Criterion

Students shall, where appropriate, have participatory roles in conduct of School and program evaluation procedures, policy-setting, and decision making

## **Student Roles**

### **CEPH Expected Documentation**

---

- 1 Description of student roles in evaluation of the School and program functioning
  - 2 Description of student roles in governance, as well as in formal student organizations
  - 3 Assessment of the extent to which this criterion is met
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### Student Roles in Evaluation

Students play important roles in evaluating the School's educational programs and setting policies for them. They participate through course evaluations, annual exit surveys of graduating students, and departmental and academic program reviews. They also provide ongoing feedback about departmental activities and issues, as well as assessments of faculty at the time of promotion. In addition, students are voting members on many of the School's standing and ad hoc committees, and the Student Assembly president is a member of the School's Committee of the Whole.

**Course Evaluations:** Students provide feedback on all courses offered for academic credit by the School. In 2004, in response to Strategic Plan 2000, an ad hoc committee of faculty, staff, and students was convened to revise the evaluation instrument. The revised evaluation instrument has two parts. The first part includes standardized, close-ended questions about various aspects of the course's content, the appropriateness of the course workload, and the professor's instructional ability. The second part includes open-ended questions that allow students to offer anonymous suggestions and comments about the course (Exhibit IX.D.1). The aggregate responses to the questions in the first part are publicly available online (<http://apps2.jhsph.edu/CourseEvaluations>). The comments from the second part can be accessed by the instructor(s) and the department chair and academic coordinator, as well as the Office of Graduate Education and Research.

**New Online Course Evaluation:** Prior to the first term of the 2005–2006 academic year, the course evaluations were paper-based. During the last two weeks of the course, faculty were asked to give students a few minutes of class time to complete the anonymous evaluations. At the recommendation of the course evaluation committee, the new evaluation instrument is Web-based. Students are sent reminder emails, and faculty are asked to encourage students to complete the online forms that are easily accessed and available one week before and one week after the course ends. Completion of the forms, however, must be on the student's own time. In addition, students may directly provide anonymous feedback, at any time during the academic term, to the primary instructor via the course's online supplement.

**Response Rates for Course Evaluations:** Course evaluation response rates for the past three years are presented below (Table IX.D.1). Data from 2003–2004 and 2004–2005 are for on-campus courses, while response rates from 2005–2006 include online courses. The average response rates in 2003–2004 and 2004–2005 fluctuated from a low of 62 percent to a high of 72 percent per term. With the online evaluation process, response rates dropped somewhat, especially in the second and third terms of 2005–2006, to 59 percent and 58 percent, respectively. The Dean of the Office of Graduate Education and Research and the Student Assembly president are investigating ways to increase the online response rate.

Table IX.D.1 **Course Evaluation Response Rate by Term, 2003–2006**

Year	Term	Course Enrollment	Number of Responses	Mean Response Rate (%)
2003 – 2004				
	Summer	889	640	72
	Term 1	3064	1938	63
	Term 2	2862	1781	62
	Term 3	2889	1988	69
	Term 4	2347	1511	64
2004 – 2005				
	Summer	940	663	70
	Term 1	3062	2138	70
	Term 2	3023	1903	63
	Term 3	2784	1873	67
	Term 4	2488	1552	62
2005 – 2006				
	Summer	1093	816	75
	Term 1 <sup>1</sup>	4022	2780	67
	Term 2	4453	2624	59
	Term 3	3999	2305	58
	Term 4	NA	NA	NA

<sup>1</sup> Online evaluations implemented first term 2005 – 2006

**Response to Course Evaluations:** Instructors use the student feedback to help revise the next year's course. In addition, the Associate Dean for Graduate Education and Research sends a congratulatory letter to instructors of courses rated excellent by 75 percent or more of the students. The dean also meets with the department chairs concerning instructors with poorly rated courses; the chair then meets with the instructor(s) to develop an improvement plan for the next year. During the last three years, 51 of the approximately 500 courses offered by the School received poor ratings. After discussions with the dean, department chairs, and instructors, ratings improved for 30 of the courses and six were canceled. Efforts to improve the remaining courses continue, with close supervision by the dean and chairs.

**Exit Survey of Graduating Students:** The annual exit survey of graduating students provides additional feedback about the School's academic programs, student mentoring and advising, administrative and ancillary services, and career counseling. The compiled results are distributed to all departments, the MPH and DrPH programs, and the Committee on Academic Standards, and are used to improve the quality of the academic degree programs (see Chapter IX.C Student Advising).

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**MPH Program Evaluation of Summer Courses:** In response to student evaluations in the late 1990s, the summer term MPH curriculum was revised. Courses with consistently poor ratings were eliminated or substantially changed. The summer curriculum now includes the required epidemiology, environmental health, and policy courses. The new curriculum is being closely evaluated and will be modified, as needed.

**Departmental Reviews:** Students also participate in departmental reviews that are often focused on the department's academic degree programs—their quality and the extent to which they achieve their mission (see Chapter III Governance). The feedback is provided through face-to-face meetings with the review committee, anonymous surveys, and written comments. At other times, departments may also use these and other evaluative activities to solicit input from current and former students about the educational programs or other departmental issues. Feedback from current and former students is also sought during reviews of the MPH and DrPH Programs.

**Review of Faculty for Promotion:** When reviewing a faculty member for promotion, the Committee on Appointments and Promotions considers the quality and scope of the candidate's contribution to the academic programs. The candidate is asked to submit a teaching portfolio that includes course evaluations, names of advisees, and the number of preliminary and final School-wide exams on which s/he has sat. Testimonials from students and graduates may also be included in the portfolio (see Chapter VIII.B Faculty Policies).

### Students' Role in Governance

Students are involved in the governance of the school primarily through the Student Assembly. The Assembly president is a regular member of the School's Committee of the Whole, providing routine reports and updates on student activities and concerns. Students are also members of many standing committees of the School, as well as many of the ad hoc and departmental committees (see Chapter III Governance).

**Student Assembly:** The Student Assembly is the representative organization of students at the Bloomberg School of Public Health. Assembly members voluntarily serve by representing, preserving, and promoting the interests of all students at the School (Table IX.D.2). The assembly is composed of elected representatives from the student body; 34 are elected in September, and the president, two vice presidents, treasurer, and two members-at-large are elected in April. The assembly has a constitution, an office, and an annual budget provided by the School. It sponsors academic and educational activities; reviews and approves proposals for new student organizations; and approves requests for student organizations to sponsor special events, social events, and other activities (<http://www.jhsph.edu/assembly/index.html>).

Table IX.D.2 **Student Assembly Responsibilities**

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- Protect the rights of students at the School
  - Formulate policies and regulations on behalf of students
  - Represent students by electing or appointing student representatives to School committees
  - Act as a communication channel between students and the administration
  - Offer educational and intellectual opportunities and enrich student life by providing a forum for student expression and communication
  - Act as a liaison between student groups and the School
- 

**Representation on School's Standing Committees:** As noted above, the Student Assembly identifies students for membership on the School's standing committees, where students serve as full voting members (Table IX.D.3). The Assembly president sits on the Committee of the Whole to support close communication with the deans and department chairs.

Table IX.D.3 **Standing Committees with Student Representation**

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- Academic Ethics Board and Student Conduct Board
  - Committee of the Whole
  - Committee on Academic Standards
  - Committee on Affirmative Action
  - Committee on Honors and Awards
  - Committees on Human Research (1 and 2)
  - Committee on Technology Transfer
  - DrPH Executive Committee
  - Graduate Medical Education Committee
- 

**Student Groups:** The Student Assembly is also responsible for recognizing all bona fide student groups. Currently there are approximately 40 groups organized around academic and cultural issues, special interests, and religious and spiritual concerns. The Assembly's Web site includes information about its student groups and their rights and responsibilities, along with guidelines for establishing student organizations and obtaining funding.

**Deans for Students Network:** In 1996, the School created the Deans for Students Network to facilitate clear communication pathways between the deans, individual students, and the student body at large (Table IX.D.4). The network's responsibilities and activities are currently shared between the Student Assembly and the five academically oriented deans. Students are encouraged to contact the network for matters that have not been resolved through normal channels or are, in the student's opinion, not appropriate for discussion through them. Normal channels include student advisors, faculty, departmental academic coordinators, department chairs, and staff in the academic and administrative offices. The network is organized through the Office of the Associate Dean of Student Affairs; however, its student representatives have primary responsibility for developing the network's agenda and priorities. During the last several years, the network addressed student health insurance

## Student Roles

coverage, the quality of the intercampus shuttle bus service, and the cost of the on-campus food service, among other issues ([http://www.jhsph.edu/student\\_affairs/dfs.html](http://www.jhsph.edu/student_affairs/dfs.html)).

Table IX.D.2 **Deans for Student Network Responsibilities**

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- Facilitate student access to the services of the School
  - Improve communication between deans and students
  - Promote a positive, supportive, and culturally sensitive atmosphere in the relationships between deans and students
  - Provide a forum for deans to communicate and assess their student-related activities
  - Develop, revise, and communicate problem-solving algorithms to meet the changing needs of the student body
  - Translate student needs into institution-wide policies and guidelines for which the network will serve as an advocate to the administration, the Student Assembly, and the student body
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**Other Student Activities:** Most academic departments have active student organizations that link the department's administration, faculty, and students. Students also participate on departmental standing committees. Two other student groups are worth noting. The Academic Issues Committee of the Student Assembly is charged with proposing and promoting positive solutions to problems related to student academic life, including teaching and communications. A newly formed group, Students for a Positive Academic Partnership with the East Baltimore Community (SPARC), is working with the administration to improve opportunities for mentored community-based research and public health practice (see Chapter VII Service and <http://www.jhsph.edu/source/SPARC/index.html>).

## **Assessment**

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### **Strengths**

- Revised course evaluation process, developed by the students, faculty, and staff, provides feedback to instructors and students
- Students are voting members on many of the School-wide committees
- Students actively participate in department and academic program reviews
- The School annually collects and uses feedback from graduating students about the quality of academic programs, faculty advising and mentoring, and administrative services
- Dedicated Student Assembly leadership

### **Challenges**

- Response rates to course evaluations and exit surveys are not uniformly high across departments and academic programs

### **Plans**

- The School leadership will work with the Student Assembly to increase student participation in course evaluations, exit surveys, the assembly, and overall governance activities
- Implement a more direct and regular process for evaluating student mentoring and advising at the time of faculty promotion

### **The criterion is met**

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**Online Course Evaluation Questions**

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**Course Number, Name, Term, Year**

**Course General**

**Yes                  No**

Is this course required or highly recommended by Dept/ Program...                                   

Did previous course evaluation results for this course/ instructor influence your decision to take this course...                                   

**Excellent                  Good                  Fair                  Poor                  NA**

Overall this course was...                                                                                         

Overall the primary instructor was...                                                                                         

Overall the additional instructor(s) was/were...                                                                                         

Overall the guest lecturer(s) was/were...                                                                                         

Overall the effectiveness of the TA(s) was/were...                                                                                         

**Too Fast                  Just Right                  Too Slow**

The workload for the credits given was...                                                     

The speed at which material was covered was...                                                     

**Course Objectives**

**Strongly Agree                  Agree                  Disagree                  Strongly                  NA**

The course objectives were clearly defined at the beginning of the course...                                                                                         

The course content matched the course objectives...                                                                                         

**Course Materials**

The course syllabus was accurate...                                                                                         

The course materials were provided in a timely manner...                                                                                         

The amount of the readings for the course was appropriate...                                                                                         

The readings for the course improved my understanding of the subject...                                                                                         

**Grading**

The grading system was explained at the beginning of the course...                                                                                         

The evaluation methods were appropriate for the course objectives...                                                                                         

Timely feedback was given on assignments and/or exams...                                                                                         

Constructive feedback was given on assignments and/or exams...                                                                                         

Exams and/or assignments covered the important topics of the course...

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly</b>	<b>NA</b>
<b>Faculty Knowledge</b>					
The instructor was knowledgeable about the subject matter...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was up to date on the subject matter...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Faculty Communication</b>					
The instructor spoke at a pace suitable for understanding the material...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged students to actively participate in lectures and discussions...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor explained material clearly...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor used appropriate visuals aids and/or technology...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's teaching style held my interest during class...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor summarized material in a way that promoted understanding...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As the course progressed, the instructor explained how course topics were related to each other and to the main ideas in the course...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Faculty Interaction with Students</b>					
The instructor challenged and motivated me to learn in this course...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was fair to all students...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was accessible/approachable...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor created a positive atmosphere in the class...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was enthusiastic about teaching the subject matter...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor helped students link course content to the broader context of public health...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Open-ended Questions</b>					
What did you like most about this course and/or instructor?					
What did you dislike most about this course and/or instructor?					
Provide suggestions for improvement.					
Comment on the effectiveness of the TA(s) for this course (availability, timeliness, knowledge, helpfulness).					
<b>Student Data</b>					
First Language	<input type="radio"/> <b>English</b>	<input type="radio"/> <b>Other</b>	<input type="radio"/> <b>Choose not to answer</b>		
Years of full-time public health work experience	<input type="radio"/> <b>None</b>	<input type="radio"/> <b>&lt; 2 yrs</b>	<input type="radio"/> <b>2-4 yrs</b>	<input type="radio"/> <b>5-10 yrs</b>	<input type="radio"/> <b>+10 yrs</b>
	<input type="radio"/> <b>Choose not to answer</b>				