

**K-State MPH Executive Council Meeting
Weber Hall, Room 233 (Heritage Room)
Monday, October 27, 2014 – 10:30 AM
Minutes**

In attendance: Cates (MPH Director); Chengappa (DMP); Gadbury (STAT); Harms (KIN); Haub (HN); Odde (AS&I); Rush (CS); Spooner (BIOL); Stevenson (MPH office, non-voting)

Absent: LeHew (HMD)

1. **Call to Order.** Dr. Odde called the meeting to order at 10:33 AM. There was a quorum present.
2. **Approval of Minutes.** The council approved the minutes from March 5, 2014 as distributed, and they will be posted to the MPH website and K-State Online.
3. **Old Business:** None
4. **New Business:**
 - a. **Fall 2014 Program Update.** The council members briefly discussed the program update (Attachment 1), as presented by Dr. Cates. Topics of discussion included recruiting efforts, the impact of accreditation on new admissions, and demographics of current students. Dr. Cates told the group that he did not think our new accreditation status impacted fall admissions, but that it will probably help in the future.
 - b. **CEPH Accreditation and Interim Report.** Dr. Cates reminded the group that the interim report is due April 28, 2015 and needs to focus on the three specific items regarding the partially met criteria, as contained in the CEPH letter (Attachment 2).

The council members discuss the three areas of CEPH concern: programmatic assessment, broadening and expanding the environmental health course, and course linkages to competencies.

Dr. Cates clarified what had been discussed with faculty and the current plans to improve in these areas. He provided the summative report from the Office of Educational Innovation and Evaluation (OEIE) (Attachment 3), which provided their analyses of the data systematically collected from students, graduates, employers and faculty since 2010.

Dr. Cates told the council members that the instructors of MPH 806, Environmental Toxicology, currently plan to broaden and expand content of the course, without changing the course name or number of credit hours. Dr. Cates has offered to solicit input from the CEPH staff when the instructors have a new syllabus showing the changes to content.

The council members discussed programmatic efforts to improve linkages between courses and competencies. Dr. Cates told of significant changes to the MPH program website, student handouts, student orientation, and the MPH Graduate

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Student Handbook, to highlight and clarify those linkages to students and faculty. He also discussed his comprehensive review of the course syllabi and subsequent discussion with faculty to improve documentation of expected learning outcomes, course goals or learning objectives in each syllabus. Dr. Cates asked for department head encouragement for faculty to improve the clarity in each syllabus, starting with the MPH core and required courses.

- c. **Programmatic Assessment.** Dr. Cates reiterated our current efforts to collect input from various stakeholders of the program, to be used toward programmatic assessment. He reminded the group that, in the past, the assessment data has been shared with the MPH Board of Directors, the MPH Executive Council, the MPH Faculty Advisory Council, and the MPH Curriculum Committee in their decision making processes. He has also used this information in the budgetary processes within the College of Veterinary Medicine, the operational home of the program.

There was a brief discussion about advocacy of the interdisciplinary programs to senior administration. Currently, Dean Richardson, as the head of the program's academic home, has filled the role of advocate for our program.

- d. **MPH Primary Faculty** (Attachment 4). Dr. Cates reminded the group that CEPH requires three individual primary faculty members for each emphasis area, and that each must be full time, with 50% FTE toward the program and with responsibility for teaching an MPH-related course. The council members briefly discussed the requirements and current openings and departmental activities to fill them.
- 5. **Future Meeting:** Spring 2015, TBD (sometime after Spring Break). The MPH Program Office will work with members and/or their staff to find the best date, preferably after Spring Break.
 - 6. **Adjournment:** The meeting was adjourned at 11:50 AM.

KANSAS STATE UNIVERSITY



MPH Program Update

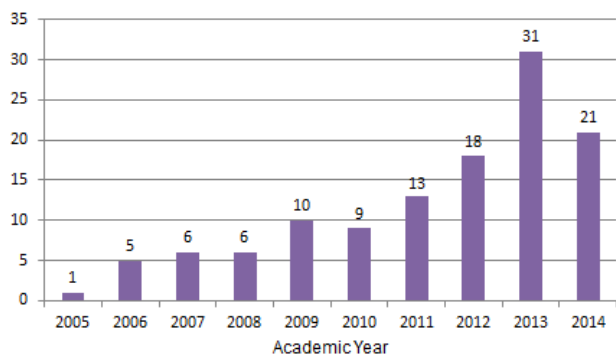
Fall Semester 2014
September 25, 2014

MPH Graduates

- Total of 120
 - Food Safety and Biosecurity: 8 (7%)
 - Infectious Diseases and Zoonoses: 75 (62%)
 - DVM / MPH: 31
 - International Veterinary Degree / MPH: 6
 - Other: 38
 - Public Health Nutrition: 18 (15%)
 - Public Health Physical Activity: 19 (16%)

Through August 2014

MPH Graduates by Academic Year



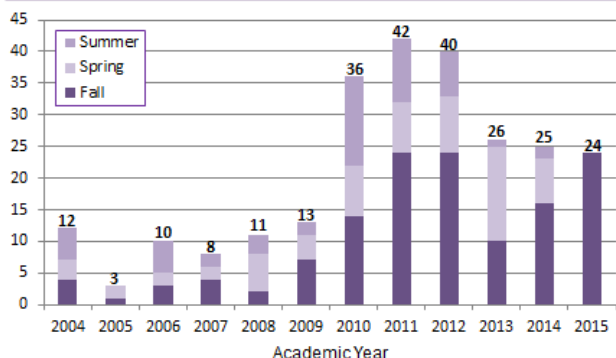
Total MPH Graduates: 120

Through August 2014

K-State MPH Graduates Some of their destinations

- **More Education**
 - Medical School
 - Veterinary School
 - Physical Therapy School
 - PhD Programs
- **International Agencies**
 - Chemonics International
 - Mekong Minority Foundation
 - Project HOPE (Uzbekistan)
 - United Nations FAO
- **Private and Non-Profit Organizations**
 - Apple Wellness
 - Boehringer Ingelheim Vetmedica
 - DuPont/Danisco
 - Genesis Laboratories
 - Harvesters Community Network
 - Kansas Red Cross
 - Kansas Rural Center
 - Pepperidge Farms
 - Private Veterinary Practice
 - Rustic Pathways / Gap Medics
 - Sour Lake Contracting Corporation
 - Starbucks Corporate Office
 - Tri-Health Corporation
- **Universities**
 - Central Michigan University
 - Kansas State University
 - New Mexico State University
 - University of Kansas Medical Center
 - University of North Dakota
 - University of South Carolina
 - Yale University
- **Federal Government**
 - HHS, CDC, FDA
 - Moldova Ministry of Health
 - Peace Corps
 - USDA
 - U.S. Army
- **State and County Government**
 - Fairfax County (VA) Public Health
 - Kansas Dept. of Agriculture
 - Kansas Dept. of Health / Environment
 - Missouri Extension
 - Morrison County (MN) Public Health
 - Nebraska Dept. of Health
 - Riley County (KS) Extension
 - Riley County (KS) Health Department
 - Sedgwick County (KS) Health Department
 - Shawnee County (KS) Extension
 - University of Kansas Cancer Registry

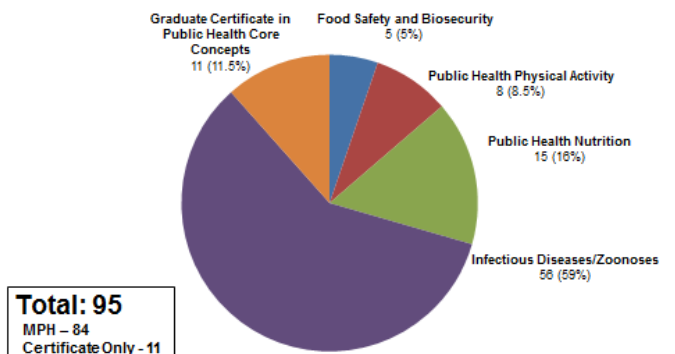
MPH Program New Students Degree and Certificate



Number of total new students by semester and academic year started

As of September 2014

Current MPH Program Students



Total: 95
MPH – 84
Certificate Only – 11

As of September 2014

Origin of MPH Students Current and Former

- Armenia
- Barbados
- Canada
- China
- Colombia
- Costa Rica
- Ghana
- India
- Jordan
- Kazakhstan
- Libya
- Moldova
- Myanmar
- Nepal
- Russia
- Swaziland
- Togo
- Trinidad
- Uganda
- Uzbekistan
- Arizona
- California
- Colorado
- Connecticut
- Florida
- Illinois
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Michigan
- Minnesota
- Missouri
- Nebraska
- Nevada
- New Jersey
- New Mexico
- New York
- North Carolina
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Puerto Rico
- South Dakota
- Tennessee
- Texas
- Virginia
- Washington

- 31 States and Territories
- 20 Other Countries

- Fellows / Scholars
- Truman: 1
 - Fulbright: 6
 - Muskie: 4

Current MPH Program Students

- 95 Total Students
- 71 Women (75%)
- 12 Other-than-White (13%)
- 56 Kansans (59%)
- 44 Kansas State alumni (46%)
- 8 International Students (8%)

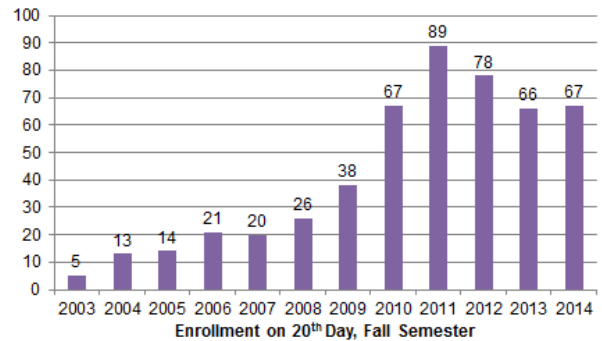
As of September 2014

Connections to Veterinary Medicine

- **Concurrent DVM Students**
 - MPH Degree: 15
 - Graduate Certificate: 1
- **With DVM Degree**
 - MPH Degree: 16
 - Graduate Certificate: 2
- **Total: 34 (36% of total students)**

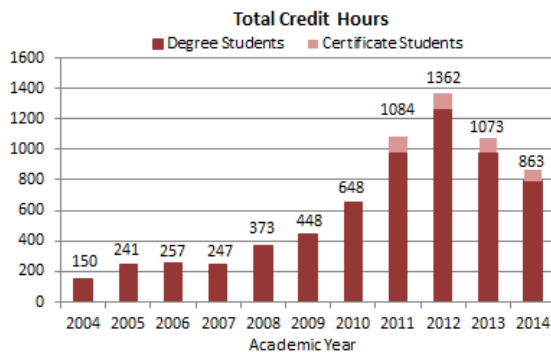
As of September 2014

Official MPH Degree Enrollment



As of Sep 2014

Total Credit Hours from MPH Students per Academic Year



As of July 2014

Current MPH Primary Faculty

- **Food Safety and Biosecurity (1)**
 - Abbey Nutsch
- **Infectious Diseases and Zoonoses (4)**
 - Stephen K. Chapes
 - Dave Renter
 - Mike Sanderson
 - Deon van der Merwe
- **Public Health Nutrition (3)**
 - Mark Haub
 - Ric Rosenkranz
 - George Wang
- **Public Health Physical Activity (5)**
 - David Dzewaltowski
 - Katie Heinrich
 - Brandon Irwin
 - Emily Mailey
 - Mary McElroy

As of September 2014

Current MPH Program Faculty

- **Agriculture: 9**
 - Animal Sciences and Industry: 7
 - Entomology: 2
- **Arts & Sciences: 7**
 - Biology: 3
 - Journalism and Mass Communications: 2
 - Psychology: 1
 - Statistics: 1
- **Human Ecology: 20**
 - Family Studies and Human Services: 1
 - Hospitality Management and Dietetics: 2
 - Human Nutrition: 12
 - Kinesiology: 5
- **Veterinary Medicine: 19**
 - Clinical Sciences: 3
 - Diagnostic Medicine and Pathobiology: 16
- **Total: 55**

As of September 2014

Travel Awards / Scholarships

- **Graduate Council Travel Awards (available for all graduate students)**
 - 2013: \$ 250
- **MPH Travel Awards: (for MPH students in all areas)**
 - 2010: \$ 2,500
 - 2011: \$ 2,000
 - 2012: \$ 7,000
 - 2013: \$ 6,000
 - 2014: \$ 3,300
 - 2015: \$ 400
 - TOTAL: \$ 21,200
- **CVM Travel Awards / Scholarships to MPH Students (IDZ)**
 - 2009: \$ 2,000
 - 2010: \$ 2,500
 - 2011: \$ 3,500
 - 2012: \$ 8,000
 - 2013: \$ 41,305
 - 2014: \$ 6,025
 - TOTAL: \$ 63,330
- **TOTAL (2009-date): \$ 84,780**

As of September 2014

Attachment 2: CEPH Accreditation and Interim Report



Council *on* Education *for* Public Health

1010 Wayne Avenue, Suite 220 • Silver Spring, MD 20910
Phone: (202) 789-1050 • Fax: (202) 789-1895 • www.ceph.org

June 24, 2014

Michael B. Cates, DVM, MPH
Director & Professor
Kansas State University
Master of Public Health Program
311 Trotter Hall
1700 Denison Avenue
Manhattan, KS 66506-5615

Dear Dr. Cates:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 12-14, 2014 meeting to accredit the Master of Public Health Program at Kansas State University for a five-year term, extending to July 1, 2019 with an interim report to be submitted in spring 2015. The interim report must address the criteria for which there was a "partially met" assessment.

Specifically, the interim report due in spring 2015 should provide evidence that the program has:

- a) Implemented a plan to comprehensively analyze data from students and alumni, including alumni satisfaction, and to implement changes based, specifically, on the data collected. The report must include initial data and accompanying narrative and/or committee meeting minutes. (Criterion 1.2)
- b) Broadened and increased the content of the environmental health sciences core course, beyond the scope of environmental toxicology, to also include sufficient knowledge of biological and physical factors that affect the health of a community. (Criterion 2.3)
- c) Uniformly presented learning objectives on each course syllabus and ensured that linkages to correlating competencies are clarified. (Criterion 2.6)

The report will be due on April 28, 2015. Please be aware that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part. These actions, mandated in federal regulations governing accrediting agencies that are recognized by the US Department of Education, include initiating adverse action or, if good cause is demonstrated, extending by one year the period during which the program or school may come into compliance with the remaining criteria, after which CEPH must take adverse action. CEPH is required to deny or revoke accreditation when a school or program fails to demonstrate that it has come into compliance. Thus, interim reports have serious consequences. Additional information about preparing interim reports is available on the [CEPH website](http://www.ceph.org).

We are enclosing a copy of the Council's final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council's official report. This differs from the team's report that you received prior to our meeting in several areas.

Attachment 2: CEPH Accreditation and Interim Report

Michael B. Cates, DVM, MPH
June 24, 2014
Page 2

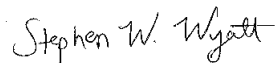
- The Council adjusted language in Criterion 1.2 (Evaluation) to reflect Councilors' review of information presented in the self-study and team's report, as well as information presented in the program's response.
- The Council changed the finding for Criterion 1.6 (Fiscal Resources) from met with commentary to met to reflect its review of information presented in the program's response to the site visit team's report. The Council also adjusted language to reflect the change.
- The Council changed the finding for Criterion 1.8 (Diversity) from partially met to met with commentary. This change reflects Councilors' review of information in the original report and self-study, as well as the program's response. The Council also adjusted language to reflect the change.
- The Council changed the finding for Criterion 2.7 (Assessment) from partially met to met with commentary and adjusted language in this section. This change reflects the Council's assessment of the issues presented in the site visit team's report.
- The Council changed the finding for Criterion 3.3 (Workforce Development) from partially met to met with commentary and adjusted language in this section. This change reflects the Council's assessment of the issues presented in the site visit team's report.
- The Council changed the finding for Criterion 4.4 (Advising & Career Counseling) from partially met to met with commentary and adjusted language in this section. This change reflects the Council's assessment of the issues presented in the site visit team's report.

I would call your attention to the disclosure provisions in our adopted procedures. The program is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. The program may make the report (with the final self-study) available in full on its website, or it must clearly indicate on the website how to request a copy of either document. See p. 29 of the [Accreditation Procedures, amended October 2013](#) for additional information. You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by August 15, 2014, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our [website](#).

We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,



Stephen W. Wyatt, DMD, MPH
President

Enclosure

cc: CEPH Councilors

August 2014



Program Overview

When the Master of Public Health (MPH) program was created at Kansas State University (K-State) a critical goal was to become accredited. The goal was achieved this year when the program earned accreditation from the Council on

Education for Public Health. The Office of Educational Innovation and Evaluation (OEIE) provided evaluation services for the program; in this capacity, OEIE conducted a summative analysis to present highlights, challenges and

recommendations documenting progress to-date and identifying potential future directions.

The information in this report is based on participant responses from the evaluation activities. In the report the number in parenthe-

ses represents the frequency of participant responses.

Note: Results reflect a subset of the overall MPH program based on those who participated in the surveys below.

Data Sources by Academic Year and Instrument					
	2010-2011	2011-2012	2012-2013	2013-2014	Total
Alumni Survey	X	X	X		41
Employer Survey	X		X		90
Faculty Feedback Survey	X				31
Preceptor Survey	X	X	X	X	60
Student Field Experience Survey	X	X	X	X	63
Student Mid Program Survey	X		X	X	78
Student Exit Survey	X	X	X	X	60

Faculty Experience

“Need for administrative assistance for faculty and students in the areas of academic advising and field experience placement. Too many students in a few of the courses - and very little incentive to increase number of course offerings available.”

Faculty Survey

Overall, faculty shared that MPH is an important, quality program at K-State. In addition to teaching, faculty advise MPH students and participate on MPH committees. The majority of MPH faculty are in the College of Veterinary Medicine followed by the College of Human Ecology, the College of Arts and Sciences, and the College of Agriculture. Figure 1 on the following page provides a breakdown by college and role.

Critical concerns or issues related to the MPH program:

- Lack of funding (9)
- Accreditation (7)
- Enough faculty for growth (7)
- Need MPH only advisors/faculty (7)
- Lack of resources (6)
- Faculty/Administration support (6)
- Lack of direction or cohesion as a program and personnel being on the same page (6)

Suggestions to address concerns or issues:

- Rework funding structure (9)
- Hire more MPH-specific faculty (7)
- Stricter criteria for student admission (6)
- Strong commitment from Administration/ Department/College (5)

Preceptor/Employer Experience

Overall, preceptors shared that the MPH program has great students, found the program worthwhile and would be interested in future part-

nerships. Preceptors also shared the most valuable aspects of the public health field experience for MPH students education were the

real-life/hands-on environment as well as the practical value of being able to apply knowledge and problem-solving.

“Outstanding leadership at the director level. Unique strengths (faculty expertise, research programs, & breadth of course offerings) in food & agricultural areas. Interdisciplinary nature.”

Faculty Survey

Masters of Public Health Program

Preceptor/Employer Experience (Continued)

Employers shared the following as being the most important skills their hiring managers look for:

- Communication skills (26)
- Knowledgeable/meet educational requirements (23)
- Prior work experience in public health (18)
- Works well with others/people person/team player (18)
- Problem solving/critical thinking skills (15)
- Professionalism (reliable, dependable, trustworthy, honest, etc.) (11)

Employers suggested that the following skills should be included in an MPH program that would prepare graduates for employment with their organization:

- Practical experience with large and small health departments (18)
- Statistics/technical skills (13)
- Communication skills (13)
- Program planning/budgeting/implementation (12)
- Report & grant writing (9)
- Dealing with politics/bureaucracy (7)
- More epidemiology/epidemiology study design (7)

Preceptors provided the following suggestions for the MPH program that would improve the field experience:

- Better student preparation/more training for field experience (9)
- Additional statistical training (5)
- Better matching of students to field experience (3)

Figure 2 provides a visual of the types of organizations where students completed their field experience; however, a challenge identified by both preceptors and students is the student securing their field experience. Preceptors were asked to provide suggestions of other organizations or activities for possible or potential future field experiences.

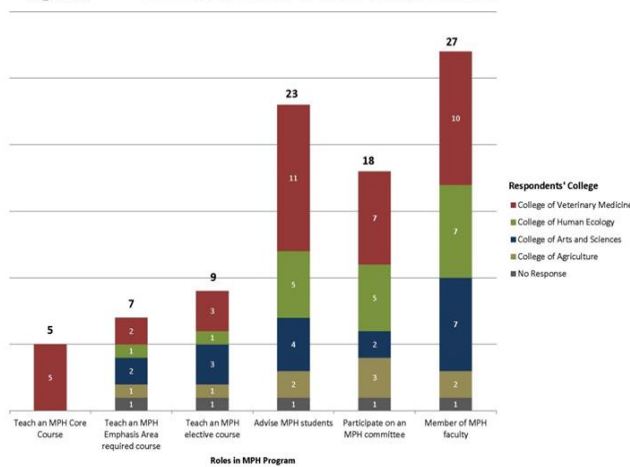
Organizations:

- Army Wellness Center
- Children & Family Services
- Ft. Riley
- Government Agencies
- Head Start
- Kansas Department of Health & Environment
- Safe Kids Program
- Sharing a student between agencies

Activities/Programs:

- Assessments and evaluation
- Children’s injury prevention
- Children’s programs
- Community outreach programs
- Continuing education workshops
- Developing new materials for program
- Emergency preparedness
- Health fairs
- Health promotion
- Healthy people activities
- Job shadowing

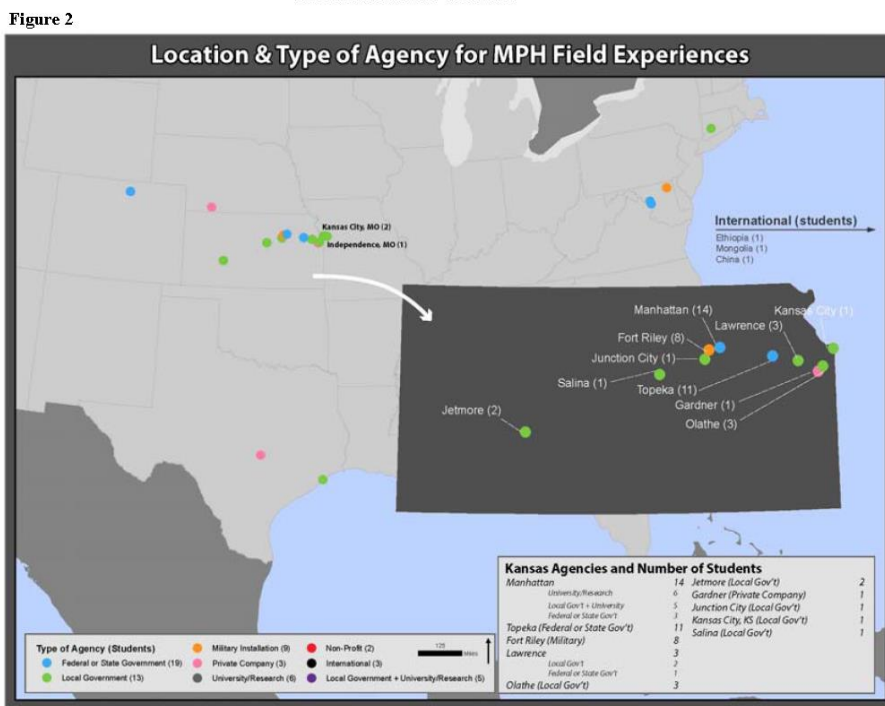
Figure 1 MPH Faculty Member Roles and College Affiliations



Faculty Feedback Survey (N = 31)

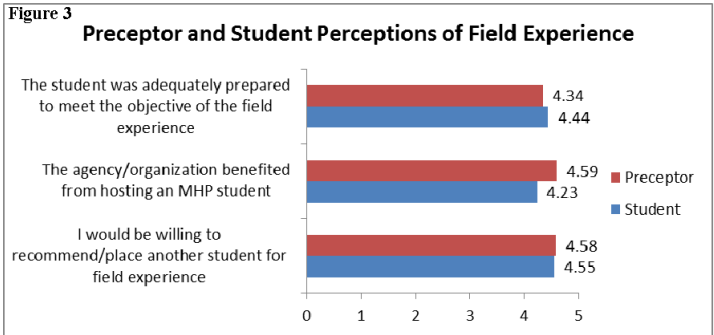
- Obesity study
- Partnerships related to International health needs
- Safety clinics
- Training volunteers
- Vaccination and immunization
- WIC and maternal childcare

In addition, Figure 3 on the following page provides the preceptors and students perceptions of the student field experience.



Preceptor Survey (N = 60)

Preceptor/Employer Experience (Continued)



*1=Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree
Student Field Experience Survey (N = 66) and Preceptor Survey (N = 59)

“Not sure if you have this already, but it would help if there was a website that listed students who were looking for field experience and what their public health interests were. The process for connecting students and public health organization needs to be a little formalized.”

Employer Survey

Student Experience

Overall MPH students provided positive feedback about the MPH program including statements that the experience was great and they learned a lot. This applied to feedback on the program overall and the field experience.

Students midway through the MPH program indicated the following as the most positive aspects of the program in their first year:

- Encouraging/helpful staff, faculty, and advisors (30)
- Specific courses (14)
- ◊ Epidemiology (7)
- ◊ Healthcare Administration (2)
- ◊ Behavioral Public Health (1)
- ◊ Toxicology (1)
- ◊ Physiology (1)

- ◊ Infectious Diseases & Zoonoses courses (1)
- ◊ Social Sciences (1)
- Variety of courses/caters to interest (9)
- Online classes (7)
- Flexibility (6)
- Improved skills and knowledge (6)
- Communication (5)

Students completing their field experience indicated the most significant learning events were gaining experience in specific health topics, specifically the public health process, Zoonoses, Epidemiology, Nutrition, learning techniques/processes and military public health; working with data and conducting research; and learning to communicate. In addition, students

found the following to be the most helpful aspects of the field experience:

- Learning/preparing for future career opportunities (14)
- ◊ State and county public health officials (3)
- ◊ Veterinary (1)
- Real-world experience (13)
- Improved specific skills (9)
- ◊ Research (5)
- ◊ Writing (4)
- ◊ Data analysis (2)
- ◊ Lab techniques (1)
- ◊ Trouble shooting (1)
- Expanded knowledge in a public health area (8)
- Using knowledge from class (7)
- ◊ Statistics (2)
- ◊ Epidemiology (1)
- Working with people in the

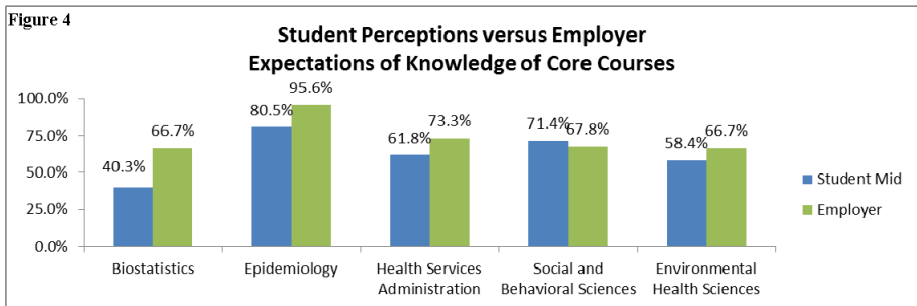
field/public (6)

- Networking (5)
- Working with government agencies (5)
- Working with professionals (5)

Students and employers were asked specific questions about the core courses for the MPH program. Figure 4 shows that students’ knowledge is very close to employers’ expectations, with the greatest focus on Epidemiology. In addition, after students completed their field work they were asked which courses best prepared them for those experiences; they indicated Epidemiology as the highest of the core courses. However, students indicated that their emphasis area required and elective courses best prepared them for their field experiences.

“I like the availability of the program and the choices in type of master in Public Health. The internship has been nice for my small agency to get some assistance public health programs. Example: Public notification system enrollment and community Health Assessment. The students have been well prepared to work in the public health system.”

Employer Survey



Employer Survey (N = 90) and Student Mid Program Survey (N = 77)



Student Experience (Continued)

- Overall Alumni/Students liked:
- Relationships with fellow students/faculty (10)
 - Flexibility of curriculum (9)
 - Specifically vet med classes (2)
 - Epidemiology (1)
 - Zoonotic diseases (1)
 - Kinesiology (1)
 - Nutrition (1)
 - Faculty willingness to help students (8)
 - The quality of the courses/ courses prepared students for jobs (8)

“So far my experience has been extremely positive. I feel proud to be part of the MPH program, and think that the program organizers and professors are all doing a great job.”

Student Mid Survey

At different levels of the program experience students identified opportunities or resources that would improve the MPH program. Midway through the program students were asked what educational services or resources that would be helpful to a graduate student in the MPH program. The students provided the following resources:

- Issues with field experience (15)
- ◊ More guidance locating field experience (9)
- ◊ More options for field experience – type or location (5)
- Expand course offerings (7)
- Advising/Communication about program/class/ coursework (7)
- Career advice/job placement (7)
- Resources/library (6)

After students completed their field experience they were asked what areas would have been more helpful for the field experience. The students provided the following areas:

- No suggestion/felt prepared (13)
- More experiences to meet or work with other areas (9)
- Communication (writing, public speaking, etc.) (7)
- More statistics/data coursework (6)
- Prefer different public health focus (3)
- Understanding and implementing budgets (3)
- Field experience not focusing on one aspect (2)
- Creating education/outreach programs (2)
- More knowledge of program evaluation (2)

“There needs to be better assistance with field experience placing for students. It was a very stressful for months trying to locate a company that would take me on for a semester. Getting started in my search was the hardest part. A bit more guidance/increased relations with outside organizations would be very helpful for future students looking to land a field experience position..”

Students Exit Survey

Alumni/Students indicated in order for the MPH program to better prepare students for work in the public health field the following are needed:

- Field experience/internships (9)
- Professional practice courses (8)
- Greater variety of MPH courses (3)
- More Statistics courses (3)

In addition alumni/students least liked the:

- Format of courses (8)
- ◊ Did not like online courses (5)
- ◊ Relevancy of course material (2)
- ◊ Formats vary from College to College (2)
- Limited opportunities to connect with fellow students and faculty (5)
- Lack of accreditation (4)
- Limited course choices (4)
- Dislike core courses (4)

The mid program survey asked students what they found to be the most challenging part of the program in the first year. These include:

- Specific courses (18)
- ◊ (BIO)Statistics (5)
- ◊ Epidemiology (4)
- ◊ KIN 818 (3)
- ◊ HMD 720 (2)
- ◊ Toxicology (2)
- ◊ Molecular Diagnostics of Infectious Diseases (1)
- ◊ Physiology (1)
- ◊ Online course (13)
- Time management (11)
- Finding field experience (11)
- Communication (8)
- Problems with instruction/ curriculum (8)
- Staff/advisement (6)

“There should be more courses offered and available during the year.”

Student Exit Survey

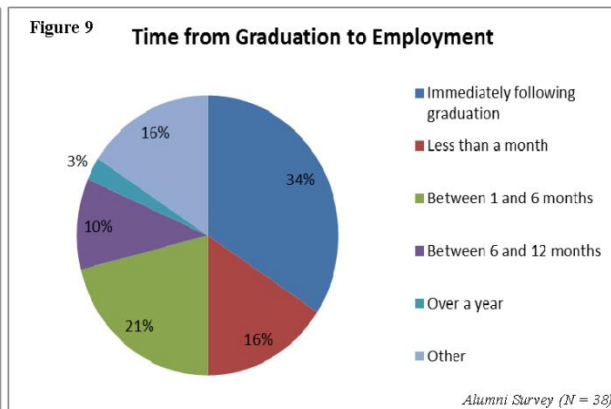
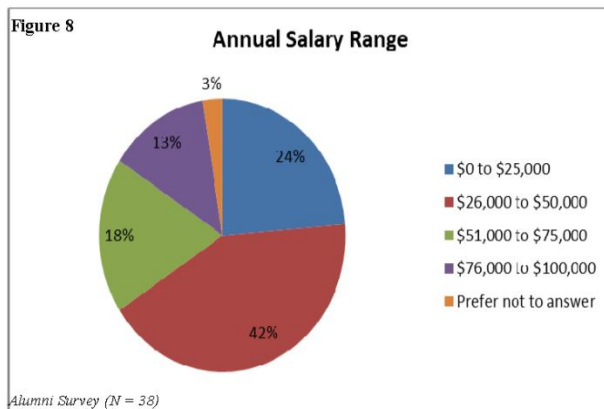
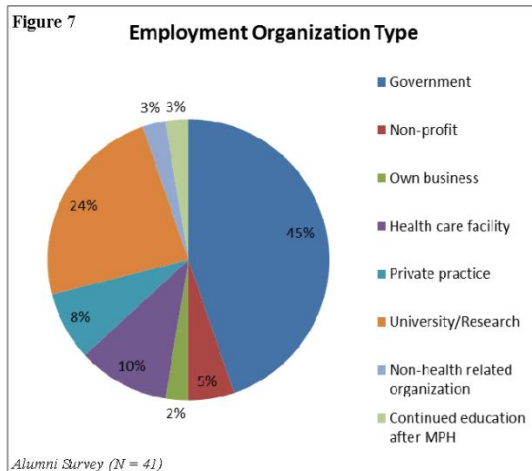
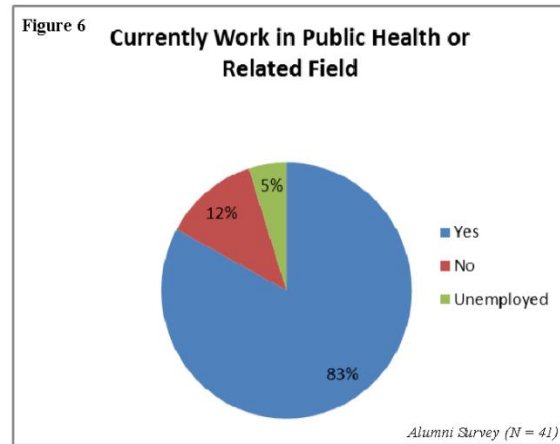
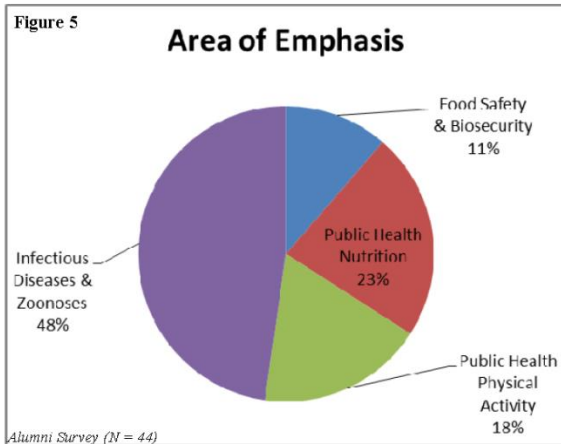
Pertaining to the field experience students provided the following suggestions that would improve the field experience for future students:

- Knowing expectations (both parties) (14)
- More time to look for opportunities (9)
- Technical suggestions (8)
- Suggestions for partnering organizations (4)
- Report/paper suggestions (4)
- More funding (3)

“Barta was very helpful for understanding deadlines, structure, and requirements. Dr. Cates also frequently emailed the students to make us aware. The majority of faculty members made themselves available and were willing to assist at any time. I believe I found a few mentors among the staff. My advisor was less helpful and expressed a general disinterest in my work and progress. Thankfully, the other faculty more than compensated for this and made my experience rewarding.”

Student Exit Survey

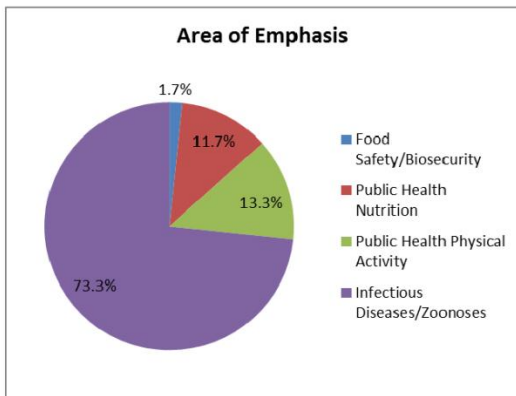
Snapshot of MPH Alumni Survey



* Other included "Already working in the field" and "No response"

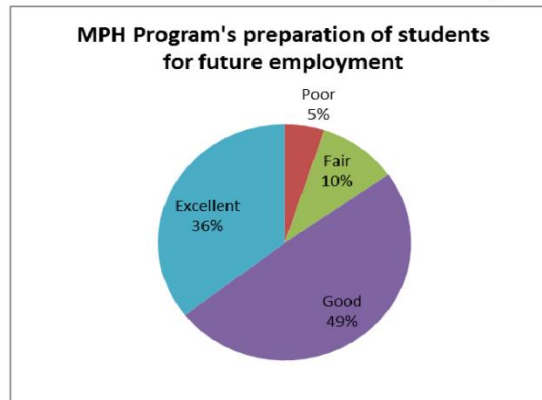
Snapshot of MPH Student Exit Survey

Figure 10



Student Exit Survey (N = 60)

Figure 11



Student Exit Survey (N = 59)

Recommendations

The following recommendations were developed based on the summative experience of faculty, employers, preceptors, and students both current and graduates.

1. Provide dedicated MPH advisors
2. Provide MPH specific faculty
3. Provide greater assistance for students looking for field experience opportunities:
 - Establish partnerships
 - Expand opportunities
 - Continue to advise students to start search process earlier
4. Expand course offerings
5. Increase funding
6. Secure/maintain strong commitment from Administration/Department/College

“ Great Leadership.

Solid foundation of courses.

Organized program.”

Faculty Survey

“Great experience overall at the Health Department. Great group of people that taught me a lot! I presented my oral report to the Director of the [county] Health Department and he was really impressed. He even asked me to present it again in their weekly meeting with all the Department Heads. After the presentation, I was asked to present to the Commission. I was also offered a job position here to continue working on my project and with other things”

Student Field Experience Survey



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Attachments

Attachment 4: MPH Primary Faculty

CEPH Criterion 1.7 regarding primary faculty requirements:

Primary faculty are full-time university employees. Primary faculty spend a majority of time/effort (.50 FTE or greater) on activities associated with the public health program. These activities must include regular responsibility for a public health class or classes. Research and service effort should be included in the FTE if the project impacts the public health program and its students.