

MINUTES OF THE MASTER OF PUBLIC HEALTH BOARD OF DIRECTORS

Date: March 27, 2015

Location: 416 Trotter

Members Present: Cates (MPH), Buckwalter (Human Ecology), Dorhout (Arts & Sciences), Floros (Agriculture), Richardson (Veterinary Medicine), Shanklin (Graduate School)

Other: None

Not Present: None

Called to Order: By Dr. Cates at: 10:30 AM

Quorum: X Yes No **Adjourned:** 12:00 PM

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
CALL TO ORDER	Meeting was called to order by Dr. Cates	
APPROVAL OF MINUTES FROM LAST MEETING	N/A	
DIRECTOR REPORT	Dr. Cates provided updated information about the program, its graduates and students, and his activities (Attachment 1)	
DISCUSSION OF MPH PROGRAM FUTURE	<p>The members discussed various aspects of the MPH program, focusing on CEPH Accreditation and the interim report, programmatic assessment processes, and a vision for the program's future.</p> <p>- Accreditation/Interim Report. Dr. Cates led a discussion about the accreditation decision made by CEPH in Summer 2014 and their requirement for an interim report, covering their concerns on programmatic assessment, the environmental health core course, and linkages between competencies and course learning objectives. The draft interim report (Attachment 2) has been reviewed by the governance entities, and this group provided advice on how best to provide the report, with its multiple attachments, to the provost for an efficient review before submitting it to CEPH.</p>	Dr. Cates will work with department heads to find opportunities for new hires who can also provide MPH program contributions in instruction and/or research.

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	<p>- Programmatic Assessment. The board members discussed the programmatic assessment processes put into place by Dr. Cates in coordination with the university’s Office of Education and Innovation Evaluation and the MPH Faculty Advisory Council; included in the discussion were the OEIE summative report and fall survey results (Attachments 3 and 4). Dean Shanklin told the group that our programmatic assessment efforts are among the most comprehensive of all graduate programs at this university. After Dr. Cates reiterated the process, with the collection of stakeholder surveys, and the invaluable partnership with the OEIE experts, the board members endorsed the OEIE recommendations included in their summative report on the program.</p> <p>- Strategies for Continuing Improvements in Program. The board members discussed several items related to the future of the financial sustainability of the program. Dr. Cates urged the group to consider new ways to provide more appropriately trained/experienced MPH faculty. He also stressed the need for cost sharing of program-wide administrative expenses instead of the current model which puts sole responsibility on the academic home of the program director and for more defined advocacy roles at the dean and department level for this interdisciplinary program. Some courses of action discussed were dual appointments for faculty holding MPH degrees, additional fees for professional program students, consolidating emphasis areas, and addressing the unique needs of interdisciplinary programs with senior administrators. No decisions were made at this time, but the deans recommended that the program continue to work with departments regarding future faculty hiring actions which could help support both department and MPH program needs.</p>	
<p>FUTURE MEETING(S)</p>	<p>Spring 2016, TBD.</p>	<p>The MPH Program staff will work with the Chairman and members to schedule the next meeting.</p>

Attachment 1

MPH Program Director's Report

1. MPH Program Statistics:
 - a. MPH Graduates: total of 125, 5-year average of 18 per year (KBOR standard is 5)
 - b. Official enrollment: 67 in Fall 2014, 5-year average of 73 (KBOR standard is 20)
 - c. New Students: 33 for AY 2015
 - d. Current students (progressing toward MPH degree): 85
 - i. Infectious Diseases/Zoonoses: 58
 - ii. Public Health Nutrition: 14
 - iii. Public Health Physical Activity: 7
 - iv. Food Safety/Biosecurity: 6
 - e. Enrolled Spring 2015: 73 for degree (8 additional for Certificate only)
2. Interim Report to CEPH is due April 28, 2015. Draft reviewed by Faculty Advisory Council and is still available for review on K-State Online sites. Our plan is to submit to Provost Mason for her review after MPH Board of Directors meeting on Friday, March 27, 2015.
3. MPH 802, Environmental Health, has been proposed by DMP/CVM as new core course. It has been approved by MPH faculty and is with the Graduate Council in the approval process. We plan for the new course and curriculum to take effect in Fall 2015.
4. Our routine programmatic assessment continued through the fall, and we have provided you the most recent survey results on the K-State Online site. There are no new issues.
5. Field Experience information:
 - a. 106 placements; 59 different sites
 - b. 36 new sites since start of accreditation self-study
6. Public Health Engagement by Program Director
 - a. Kansas Public Health Association Board of Directors and Executive Committee
 - b. Kansas Public Health Systems Group
 - c. Kansas Public Health Workforce Development Coordinating Council
 - d. Riley County Public Health Advisory Council
 - e. Mercy Regional Health Center Board of Directors
7. Recommendations:
 - a. More dedicated MPH faculty (those equal to or greater than 50% to program)
 - b. Governance and fiscal structure which provides adequate incentives to MPH faculty, adequate advocacy for the program, and appropriate cost-sharing among partners.

Attachment 2

Kansas State University Interim Report

In the Summer 2014 accreditation decision letter, the Council asked that the program implement 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.)

The program addressed the concerns in several ways:

- (1) In August 2014, the program director collaborated with the university's Office of Educational Innovation and Evaluation (OEIE) to provide a summative analytical report of all past assessment materials to the MPH Board of Directors, the MPH Executive Council, the MPH Faculty Advisory Council, and the MPH Curriculum Review Committee. The report (Attachment 1) was also shared in September 2014 with MPH faculty, students and graduates. This report was considered and used by all governance entities toward program-related decisions. The current and future program budgets will include continuing analytical support and recommendations from the assessment experts at OEIE.
- (2) Working with OEIE, the program director developed a comprehensive plan for programmatic assessment, to routinely survey various stakeholders in a definite timeline, and to continue to share the results with the governance entities. The partnership with OEIE now includes more assistance from their assessment experts to analyze our survey data each year. The table below maps out the survey assessment tool, frequency and timing of all MPH surveys.

Assessment Tool	Frequency	Timing
Mid-Program Student Survey	Annually	Early to Mid -Fall
Graduate Exit Survey	Each Semester	After Graduation
Alumni Survey	Annually	One year after Graduation
Employer Survey	Bi-Annually	Mid-Spring
Field Experience	Each Semester	After Presentation

- (3) New surveys were completed during Fall 2014: Mid-program students, Graduate Exit, Alumni, and Field Experience. Survey Results (Attachment 2) and meeting minutes (Attachments 3-6) where they were shared with different committees and discussed are included in the attachments. The program's governance entities plan to routinely use programmatic assessment data in any decisions related to resources, courses, curriculum, policies and procedures.
- (4) Working with OEIE, the program developed an MPH Assessment database for all completed surveys since 2010. Dashboard Reports for Scale Questions are now available for any survey and for any year (or group of years). This provides a quick analytic tool for any period of time, for any potential issue and related discussions within the program's governance. For an overview of how the Dashboard Reports work see Attachment 7.

While survey results have been overall favorable, some examples of actions taken in response to surveys include:

Attachment 2

- (1) Additional field experience opportunities for students within the state of Kansas;
- (2) Increased options for some core courses, in format delivery (resident and online) and semester availability. For core courses MPH 701 and 720, students have increased delivery and availability options;
- (3) Financial incentives (additions to restricted fee accounts) for faculty advising;
- (4) Annual curriculum reviews, which consider survey data as well as student evaluations and other data, and the subsequent course and curriculum changes.

The Council also requested that the program broaden and increase 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.

After discussions with MPH faculty and administrators, the Department of Diagnostic Medicine and Pathobiology proposed a new 3 semester credit hour course, patterned after the course taught at the University of Kansas Medical School for their MPH program and other CEPH accredited programs. The new course, MPH 802 - Environmental Health (Attachment 8), is a replacement for MPH 806 as the core course in environmental health sciences. The MPH Faculty Advisory Council has already approved the course as a new core course, to replace MPH 806, and initiated the curriculum change, to be effective for students starting in Fall 2015 and beyond.

In addition, because of the practical skill value of DMP / MPH 806 to public health practitioners, the faculty recommended including it in the Infectious Diseases/Zoonoses and Food Safety/Biosecurity areas of emphasis curricula.

The course (MPH 802) and the proposed curriculum changes are currently being reviewed through the university approval process and should be completed by the end of spring semester.

The Council also requested that the program uniformly present learning objectives on each course syllabus and ensured that linkages to correlating competencies are clarified.

The program has addressed these concerns in multiple ways:

- (1) Based on recommendations from the MPH program director and MPH Curriculum Review Committee, all MPH-designated course syllabi have been changed to uniformly present learning objectives. The most recent syllabi from all core courses are included in the attachments (Attachment 9).
- (2) The program director completed the September 2014 revision of the MPH Graduate Student Handbook, to include all student area of emphasis course requirements to clarify the linkages between the required competencies and the associated course requirements. The specific linkages are included in Chapter 12, pages 60-78 of that document (Attachment 10).
- (3) The linkages between competencies and courses have been mapped extensively and are included in each emphasis area curriculum and on the website and in handouts students may download (see the PDFs at the top of each webpage listed below).

Attachment 2

- Food Safety and Biosecurity: http://www.k-state.edu/mphealth/areas/food_safety.html
- Infectious Diseases and Zoonoses: <http://www.k-state.edu/mphealth/areas/disease.html>
- Public Health Nutrition: http://www.k-state.edu/mphealth/areas/human_nutrition.html
- Public Health Physical Activity: http://www.k-state.edu/mphealth/areas/physical_activity.html

In addition, in the Fall and Spring student orientation / group counseling sessions, the program director emphasized the linkages between the courses and the required competencies with new and returning students (Attachment 11).

- (4) As a university requirement, the competencies and course alignment matrices from the core and each emphasis area are included as part of our Assessment of Student Learning webpage - <http://www.k-state.edu/mphealth/about/learning-outcomes/> .

ATTACHMENTS:

1. OEIE Summative Report
2. Fall 2014 Survey Data / Reports
3. Minutes – Executive Council Fall 2014
4. Minutes – Faculty Advisory Council Fall 2014
5. Minutes – Executive Council Spring 2015
6. Minutes – Board of Directors Spring 2015
7. MPH Dashboard Reports
8. Syllabus for newly proposed course: MPH 802, Environmental Health
9. Syllabi for all MPH courses (701, 720, 754, 806, 818, 854)
10. MPH Graduate Student Handbook (September 2014 Version)
11. Presentation from new and returning student orientation/group counseling

August 2014

Masters of Public Health Program

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

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)

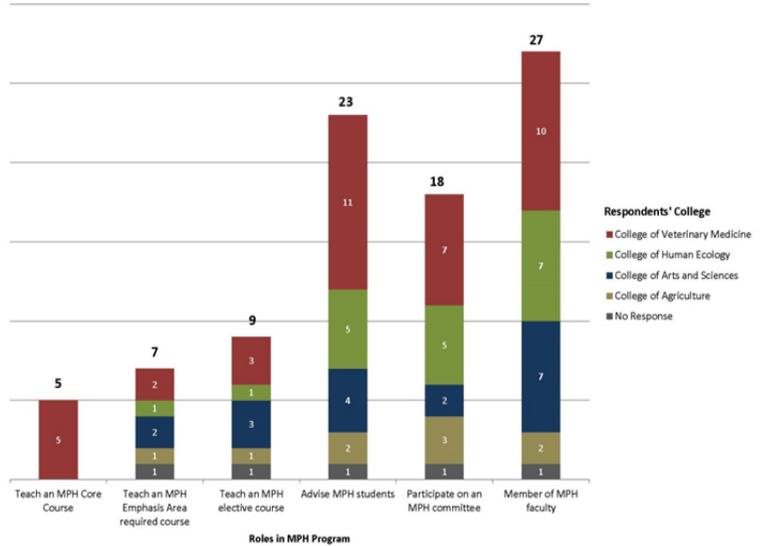
Figure 2 provides a visual of the types of organizations where students completed their field experience; however, a challenge identified by both preceptors and students is the student securing their field experience. Preceptors were asked to provide suggestions of other organizations or activities for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

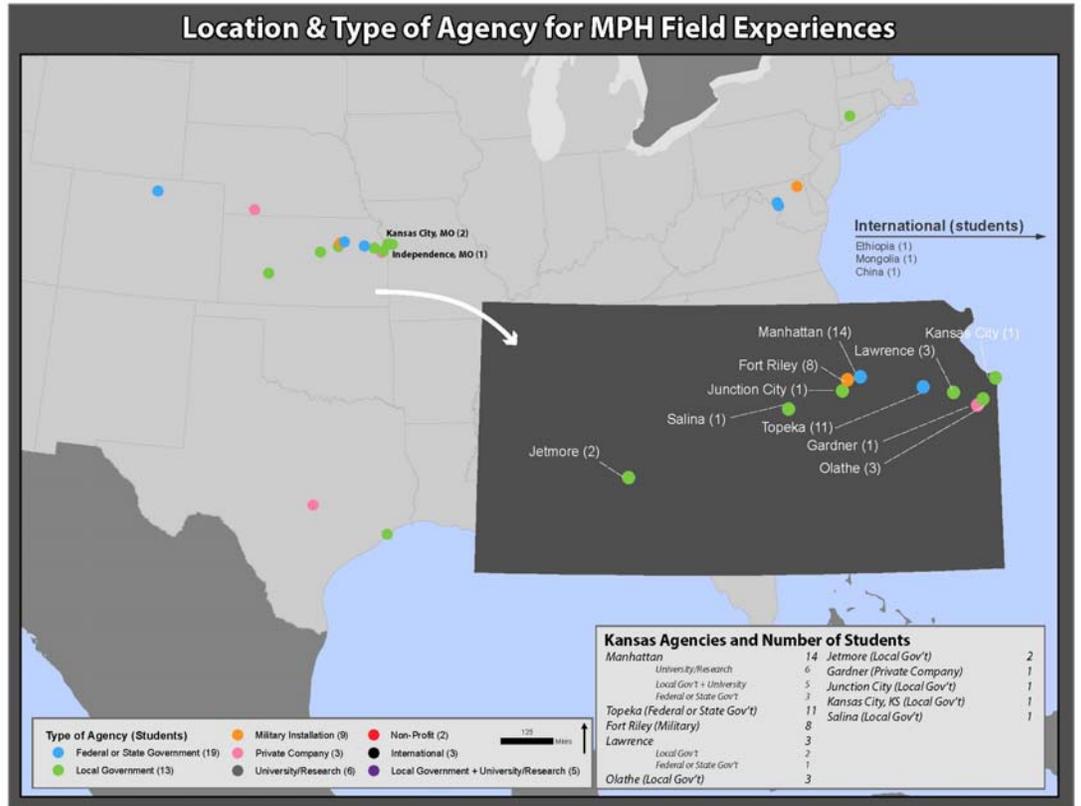


Faculty Feedback Survey (N = 31)

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

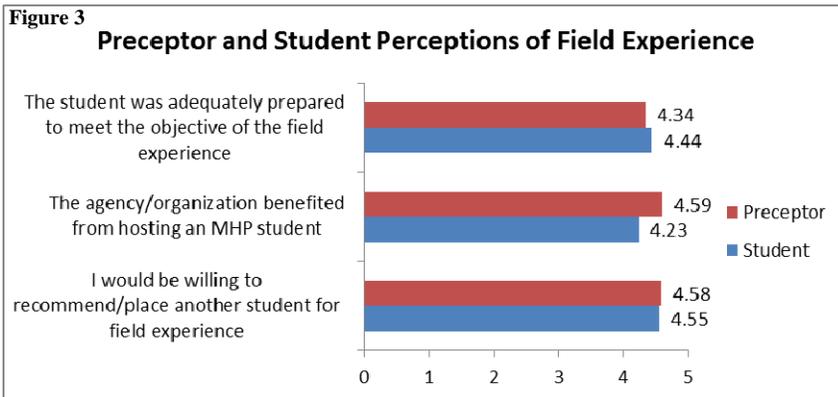
In addition, Figure 3 on the following page provides the preceptors and students perceptions of the student field experience.

Figure 2



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

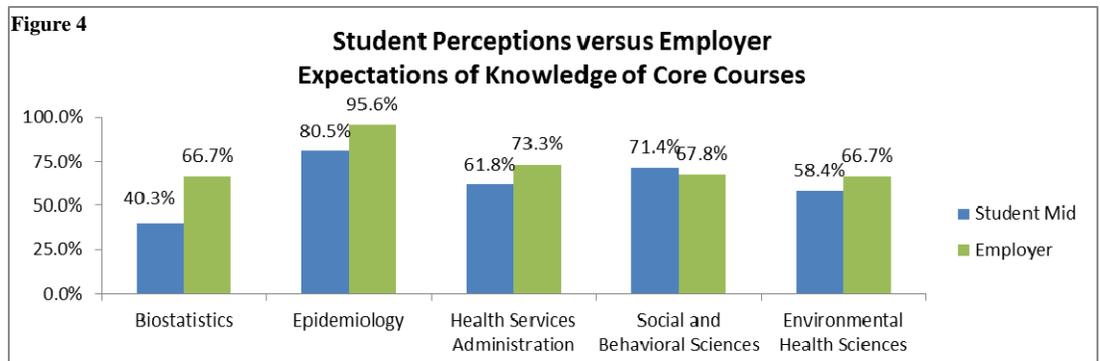
field/public (6)

- 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..”

Student 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

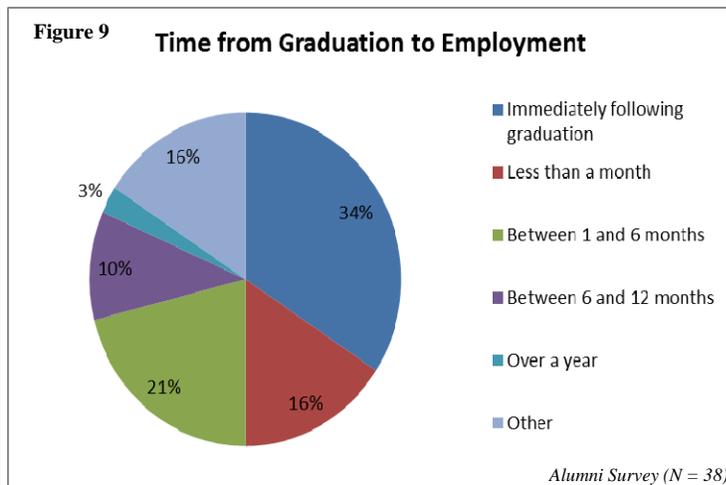
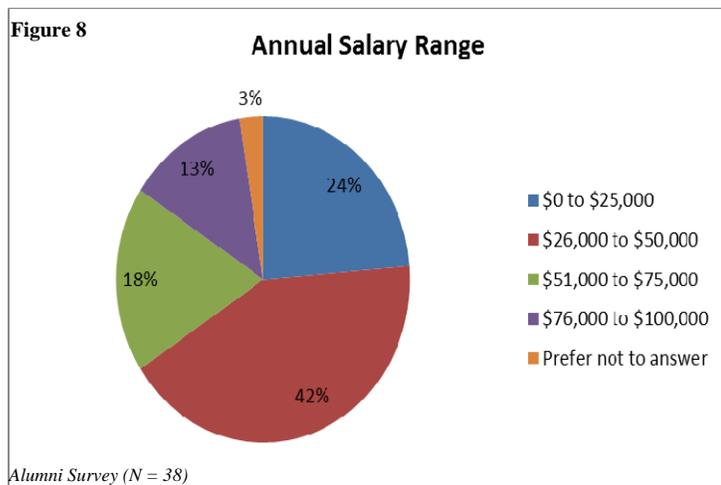
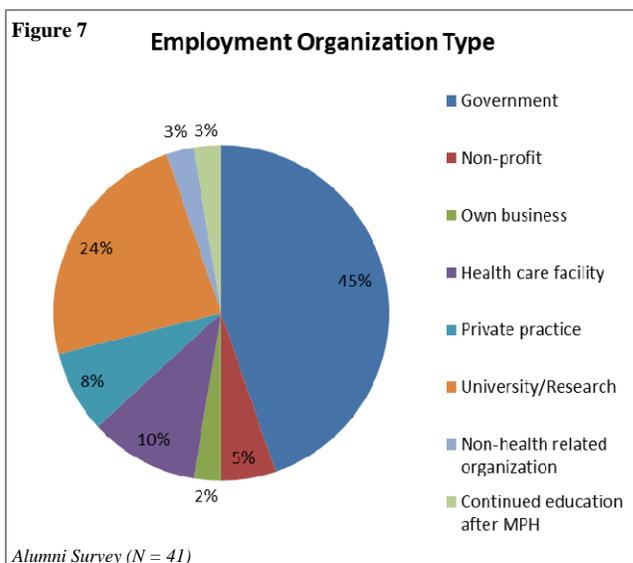
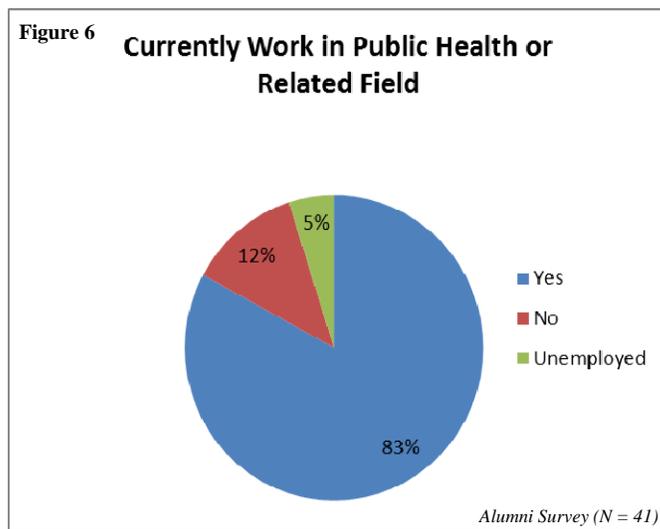
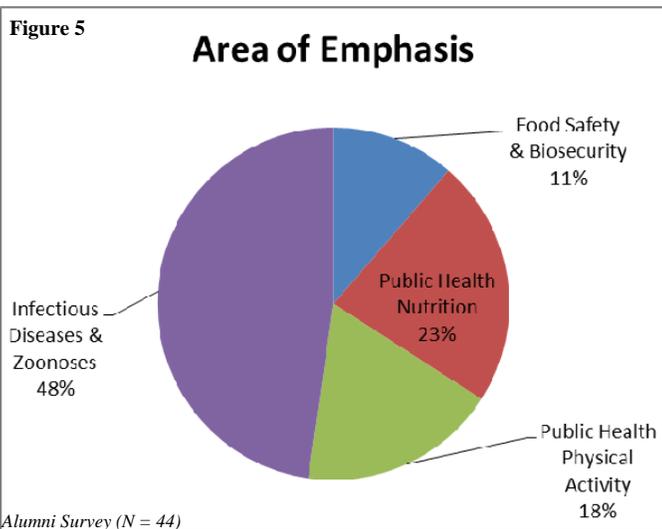
Pertaining to the field experience students provided the following suggestions that would improve the field experience for future students:

- 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

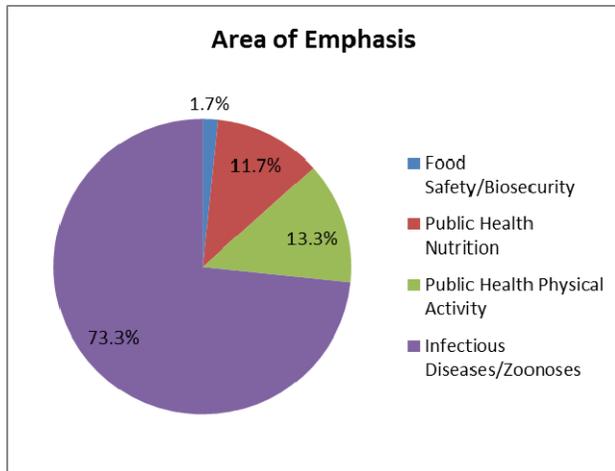
Snapshot of MPH Alumni Survey



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

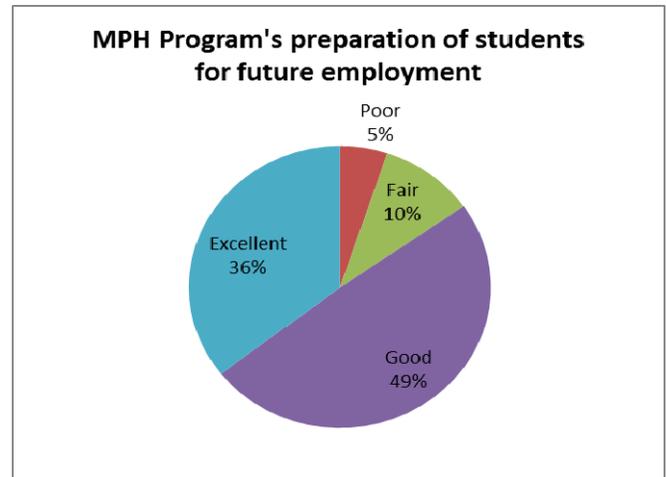
Snapshot of MPH Student Exit Survey

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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Manhattan, KS 66502

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Kansas State University Master of Public Health

Survey Results

- **Alumni Survey**
- **Mid-Program Survey**
- **Exit Survey**

December 2014

Attachment 4

Scale: 1 to 5 where 1 = Very Poorly and 5 = Very well. Any response of Not Applicable is excluded from the mean calculation. Percent of responses with a score of 3 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
How well did the K-State MPH program prepare you for your current career?	90%	100%	100%	n/a	83%	91%

Thinking back to your K-State MPH experience, how satisfied were you with:

Scale: 1 to 4 where 1 = Very Dissatisfied and 4 = Very Satisfied.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
Core curriculum courses	92%	67%	92%	n/a	92%	90%
Quality of instruction by faculty	96%	67%	100%	n/a	83%	92%
Accessibility of faculty	96%	100%	92%	n/a	92%	94%
Quality of academic advising	83%	100%	85%	n/a	75%	83%
Quality of relationships with faculty	92%	100%	77%	n/a	75%	85%
Quality of relationships with other students	88%	100%	62%	n/a	75%	79%
Quality of research opportunities in the program	88%	100%	77%	n/a	42%	75%
Overall academic experience in the K-State MPH program	92%	100%	92%	n/a	83%	90%

Scale: 1 to 5 where 1 = No, under no circumstances and 5 = Yes, with no reservations.

Percent of responses with a score of 3 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
Would you recommend the K-State MPH program to a friend considering a graduate program in public health?	96%	100%	85%	n/a	100%	94%

Please share any final comments you may have about your experiences in the MPH program and/or its effectiveness in preparing you for work in the public health field.

#	Comments	Comment Date
1	I don't know what to say here. My final comment remains the same as those I already developed above.	3/11/2013
2	My degree has not helped me yet. Most of the public health jobs I applied for also wanted a nursing degree along with the MPH degree. I'm doing the same job now that I was doing before schooling and the debt I incurred. Not sure I would have pursued this degree if I'd known trying to get a job in infectious diseases would be this difficult.	3/11/2013
3	I absolutely loved K-State and I overall enjoyed what I learned in my MPH classes, but I felt like it was a little to laissez faire. I would recommend K-State to almost anyone, but I would not give the MPH program a very good recommendation.	3/11/2013
4	Overall, the experience I had obtaining my MPH at KSU was great!	3/11/2013

Attachment 4

5	Even though I focused more on research than practice during the MPH program and I am now an active practitioner, the research has helped me tremendously in my current position.	3/11/2013
6	I definitely enjoyed my experience in the MPH program. It was a field that I came into kind of by accident, but found a great interest in it. I liked that I had the opportunity to focus on an area of public health that was particularly interesting to me. And I do feel that it has helped in my current field of work. Even though I am not working in a specific public health field, I can apply certain aspects of what I have learned to improve our farming operation. Overall I was satisfied with my experience in the MPH Program.	3/11/2013
7	My MPH and GTA position have taught me much about program coordination, grant management, and basic needs to public health education. I hope to see this degree go into working use once I have obtained my BSN, RN in December 2013.	3/14/2013
8	I am very satisfied with my experience in the public health program at Kansas State University.	3/15/2013
9	I would like to see the program incorporate more promotion/education for practical certifications that could help make graduates more marketable. For example, a community health education specialist certification or a geographic information systems certification could be promoted to improve practical knowledge.	3/15/2013
10	Feel very well prepared. I work alongside others that are in tremendous debt and have the same degree and often I find myself just as knowledgeable and prepared to work if not more.	9/24/2014
11	I enjoyed my MPH program experience. I just wish there was more assistance once I graduated in searching for a job, or at least more opportunities while in the program to get hands on experience.	9/25/2014
12	I have been asked in interviews if I really thought my Master's degree added to my understanding of the field: if it was a 'necessary' part of making me qualified for the position. My response: Absolutely! I found the graduate school experience infinitely more enjoyable and useful in expanding my knowledge and helping me find my strengths and weaknesses. Although I do not apply most of the areas of emphasis directly to my work, I am happy to have a knowledge base in them, and it helps me see the bigger picture of Public Health as I focus in my one small piece of it: corporate wellness.	9/29/2014
13	I am not currently working in the public health field. I loved my advisor and overall thought the program was good but needed improvements to have better more qualified students.	10/14/2014

Provide your overall rating of the following:

Scale: 1 to 4 where 1 = Poor and 4 = Excellent.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=45)		(n=22)	(n=11)	(n=15)	(n=93)
Services provided by the Master of Public Health Program Office	96%	n/a	86%	100%	100%	95%

Please indicate your level of knowledge of the five MPH SLO.

Scale: 1 to 5 where 1 = None and 5 = Very Knowledgeable. Any response of Not Applicable is excluded from the mean calculation.

Percent of responses with a score of 4 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=45)		(n=22)	(n=11)	(n=15)	(n=93)
Biostatistics	33%	n/a	50%	50%	60%	43%
Environmental Health Sciences	51%	n/a	77%	50%	73%	61%
Epidemiology	80%	n/a	86%	70%	73%	79%
Health Services Administration	55%	n/a	68%	80%	73%	64%
Social and Behavioral Sciences	64%	n/a	77%	90%	73%	72%

What aspect of the program has been the most positive in your first year?

#	Comments	Comment Date
1	The MPH does a good job keeping students informed about different things going on and different deadlines. Good communication.	10/16/2013
2	Learning the basics about approaches to public health.	10/16/2013
3	I don't quite know how to answer that. The accumulation of experience I have had during my first year opened my eyes to countless things. Rather than one aspect, I'd say my positive experience was multifaceted.	10/21/2013
4	The most positive aspect has been the communication between the MPH coordinators and students.	10/22/2013
5	the online courses	10/22/2013
6	physiology	11/7/2013
7	Even with its diversity, the core curriculum is well-crafted to provide a great overview of the public health functional areas. The IDZ-specific courses have been excellent.	12/12/2013
8	My classes dealing with social sciences	12/17/2013
9	The teachers have been very willing to help and made themselves readily available.	9/25/2014
10	variety of courses that were interesting and applicable to my interests within public health	9/25/2014
11	The core courses have been helping me to understand how I can approach health care problems in multiple levels	9/25/2014
12	Interaction with the office. On-line offerings	9/28/2014
13	The exposure to different aspects of public health was an eye-opening experience.	9/29/2014
14	Research experience	10/14/2014
15	The One Health Concepts	10/14/2014
16	over-all knowledge and program diversity	10/14/2014
17	I really enjoy the courses and the ability to pace your own schedules as needed.	10/14/2014
18	The most positive aspect so far has been having instructors who, even though an online medium, show genuine concern for student development and are willing to work with students who have	10/15/2014

	constraints based on time or location in the world.	
19	I have found all faculty to be extremely helpful and accommodating via email and with personal meetings for providing clarity and insight.	10/15/2014
20	Loved Epidemiology	10/17/2014
21	Administration of Health Care Organization, Nutritional Epidemiology, Biostatistics, Epidemiology, Public Health Nutrition, Social and Behavioral Science, Functional Food	10/23/2014
22	Ability to get involved with existing health promotion projects	11/10/2014
23	Making the classes online!	11/18/2014

Mid-Program Survey: What has been the most challenging part of the program for you this year?

#	Comments	Comment Date
1	Some of the core courses seem tailored more towards a specific area and have been very difficult for someone without a background in that area. (Environmental Toxicology was especially difficult, Biostatistics, and Physiology-I know they are working on changing this)	10/16/2013
2	Online classes, classes shared between undergrads and MPH.	10/16/2013
3	Taking the human body class while taking three other courses pertaining to my MPH. I am taking Human Body as a prerequisite for a PhD. Program I applied to. I will say though, it has helped me tremendously in understanding many aspects that the MPH program encompasses, as well as enlightening me even further on the absolutely fascinating system that is the human body.	10/21/2013
4	The most challenging part of the program has been finding a field experience that meets the MPH requirements.	10/22/2013
5	making appointments with all my advisers at the same time	10/22/2013
6	Getting all the paperwork in to the department. (Program of study, field experience contract)	10/29/2013
7	contacting teachers	11/7/2013
8	I have not had a very good experience with Biostatistics	12/9/2013
9	Some of the online courses have design difficulties. One of the STAT classes had no [adequate] lecture notes/slides, connection to textbook concepts, and only benefited auditory learners. Other online courses are restrictive (i.e. ONLY contact via message board, even if on-campus student) and not very well organized. I have not been impressed with the quality of online offerings.	12/12/2013
10	I found the epidemiology classes challenging.	12/17/2013
11	Being a long distance student I don't get the opportunity to interact with instructors and other students.	9/25/2014
12	I think that finding my committee members	9/25/2014
13	Taking courses while holding a full-time job. Also, real-time, on-site courses are better for me than virtual.	9/28/2014
14	Reprogramming my brain to study and write reports again.	9/29/2014
15	I had a poor experience with biostatistics and am struggling to learn it over again this year, without a teacher.	10/14/2014
16	Getting through the core courses. Many I found too dry and simplistic	10/14/2014
17	Having to take classes at other institutions that K-state does not offer via distance learning as of yet.	10/14/2014
18	Deciding on a field experience	10/14/2014
19	The most challenging aspect of the program for me personally is balancing a full time job with my course work.	10/15/2014
20	Adviser who is not a good fit for me	10/17/2014
21	Graduate Seminar HN 880	10/23/2014
22	External work load	11/10/2014
23	Making time for the class work.	11/18/2014

Attachments

Scale: 1 to 4 where 1 = Very Dissatisfied and 4 = Very Satisfied.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions -- How satisfied were you with the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Required "core" courses (DMP 754 or DMP 708 and 854; DMP 806; HMD 720; STAT 701; KIN 818)?	100%	100%	88%	89%	94%	n/a	92%
Required courses for your area of emphasis?	100%	100%	100%	100%	100%	n/a	100%
Elective courses?		80%	100%	100%	100%	n/a	97%
Quality of academic advising that you received?		90%	94%	79%	94%	n/a	89%
Availability of your academic advisor?		80%	94%	100%	94%	n/a	94%
Assistance of your academic advisor?		70%	94%	74%	88%	n/a	83%
Availability of faculty members?		100%	94%	100%	94%	n/a	97%
Approachability of faculty members?		90%	100%	100%	100%	n/a	98%
Way in which degree requirements (policies and procedures) were explained?		80%	94%	84%	94%	n/a	89%
Way in which administrative deadlines and requirements were communicated?		80%	94%	95%	94%	n/a	92%

Scale: 1 to 4 where 1 = Strongly Disagree and 4 = Strongly Agree.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions -- Do you agree that the/there ...	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Instruction in the MPH program keeps pace with recent developments in the public health field?	80%	100%	100%	100%	n/a	97%
Is a high degree of intellectual challenge in the MPH program?	80%	94%	84%	94%	n/a	89%
Academic standards of the faculty in the MPH program are high?	90%	94%	95%	94%	n/a	94%
Courses I needed to take were available when I needed to take them?	90%	94%	84%	94%	n/a	90%

Scale: 1 to 4 where 1 = Poor and 4 = Excellent. Any response of Not Applicable is excluded from the mean calculation.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Attachments

Survey Questions -- Please rate the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Availability of research opportunities		83%	89%	73%	50%	n/a	71%
Quality of research experience		86%	100%	93%	100%	n/a	95%
Quality of advising for your research		71%	86%	67%	90%	n/a	78%
Value of your research experience to your overall educational experience		86%	100%	92%	100%	n/a	94%
Availability of field experience (practicum)		88%	77%	72%	82%	n/a	79%
Quality of field experience	100%	86%	100%	94%	100%	n/a	96%
Quality of advising in your field experience		71%	85%	83%	76%	n/a	80%

Survey Questions -- Please rate the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Value of your field experience to your overall educational experience	100%	86%	100%	100%	100%	n/a	98%
MPH Program's depth (i.e., ability to examine key concepts in detail).		100%	94%	89%	94%	n/a	94%
MPH Program's breadth (i.e., ability to examine a variety of key concepts).		80%	100%	100%	100%	n/a	97%
MPH Program's integration of diverse perspectives (i.e., ability to examine various viewpoints).		90%	100%	95%	94%	n/a	95%
MPH Program's preparation of students for future employment.		90%	100%	79%	76%	n/a	85%

Please list any specific suggestions you have to improve the ways the program can serve its students.

#	Comments	Comment Date
1	Regardless of what faculty want, develop a standardized way of doing things. It's very frustrating when some students are doing much more work for the same degree.	5/10/2013
2	Better ways to communicate important information (i.e. field experience availability and how early in the program, Public Health agencies need to be contacted). Assist students when they are looking for agencies for their field experiences.	5/10/2013
3	Allow the student to have a trial period with an advisor. Stress the importance of research. Encourage relevant employment and volunteer positions. Encourage earlier internships.	5/10/2013
4	It would be even more helpful if you told students to secure their field experience a year in advance, and therefore they could tailor their future electives to fit the background they will need for their field experience. For example my paper on tick-borne disease would have been much easier to understand, had I taken a parasitology course as an elective, if only I would have known my project in advance.	5/10/2013
5	Regular/posed hours of program office, greater availability of field experience opportunities, matching advisors with student interests, provide courses/training on statistical software	5/10/2013
6	I think the MPH program could improve by including more writing development courses in its core curriculum. Policy writing will be a large part of our jobs in the public health field.	5/12/2013
7	Improve guidance for field experiences - Better disseminate information regarding field experience requirements/expectations/past reports etc. - Increase number of classes relating to global health (a booming field of public health!)	5/12/2013

Attachments

8	The statistics class could be more applicable to real life problems and less basic-problem oriented. I took the old statistics class, not biostat, so this problem may have already been addressed.	5/14/2013
9	Keep working toward accreditation and increase in diversity of faculty, staff and students. A class on health disparities.	5/16/2013
10	More experience that is job related...	8/21/2013
11	Technology is changing our world more than ever before. I would like to see more emphasis in research using technology (e.g., iPad/tablets, apps, and other devise for health) or understand how technology affects health (positive or negative). I would have liked have had a guess speakers from other universities that are pioneers/leaders in public health specifically (not kinesiology). If K-State MPH Nutrition and Physical Activity jump on the technology train, it would help the program achieve 2025 goals as well as bring brilliant students and ideas to the program. Any school can become a Yale if it invests in the right things.	12/6/2013
12	Have transitional class for students to learn about what types of careers they could get with an MPH	12/17/2013
13	For students in zoonosis, having a course in common human diseases seen in Health Departments could be helpful. Those not planning to work in those areas of the health department could at least be conversant with other areas.	12/19/2013
14	I would suggest the creation of GTA/GRA positions.	5/1/2014
15	Encourage students to take advantage of opportunities for "real-world" experiences. I am a very non-traditional student but even with years of experience as a veterinarian I learned many new ideas by participating in the Frontier program.	5/7/2014
16	More opportunities for MPH students to socialize as well as to be provided with an understanding of the breadth of careers following MPH (i.e. 0-1 CRHR course). The semester 0 CRHR assembly course required of my undergrad program was the most beneficial programmatic course of my entire undergrad.	8/25/2014
17	Course availability needs to be improved.	8/26/2014

Please share any final comments or recommendations about your experience as a student in the MPH program at K-State.

#	Comments	Comment Date
1	Overall, my experience here has been great. Barta and Dr. Cates are always ready to answer any questions that I have asked.	5/10/2013
2	Great experience. I was very hesitant at the beginning and was even looking for other graduate programs around the country during my first semester. I look at the public health school at the Universities of Minnesota, Colorado, and Michigan. In all, it turned out to be the right decision to stay (granted accreditation goes through in the next two years). I saved significant amounts of money. I know peers from public health programs from all around the country (most accredited) and I do not feel that I received any less of an education than them.	5/10/2013
3	The faculty are all very nice and friendly, and I find they are usually very willing to help students, that is something to be valued in a program. We also should find a way to more closely tie the MPH club to the program and work on gaining more support and club and program activities planned. Another option would be to develop an actual cohort of students coming into the program each year or semester and allow these kids to meet again once or twice throughout the program with events sponsored by the club or the program or joint efforts. It would be nice to know your peers better, which is lost with the current way the program is set up with many initial core courses done online.	5/10/2013
4	Had and great time and it was well worth the investment Thank You	5/11/2013
5	Overall a great experience with the K-State MPH program! Dr. Cates is great. Please keep us updated with CEPH accreditation!	5/12/2013
6	I had a great experience in the MPH program.	5/16/2013
7	Great program.	12/5/2013
8	If you are going to do a thesis, start a year early. Make sure your thesis topic interests your advisor or it won't happen.	12/6/2013
9	Pleased	12/17/2013

Attachments

10	Please educate mentors about the requirements and ask those on committees to be available to their students. Returning emails is essential.	12/19/2013
11	I really enjoyed the MPH program and got a lot out of it, but it needs work on future application in terms of the student's employment and education endeavors after finishing the program. It is ultimately the responsibility of the student, but a little guidance is very beneficial for those who require it.	5/1/2014
12	I have enjoyed my experience and am grateful to the students and faculty that I have met during my enrollment in the MPH program.	5/7/2014
13	It was a challenging and very rewarding experience. It is good to see how the program is developing and I look forward to hearing news about the accreditation process soon! I have recommended this program to numerous individuals. I would do it all over again - it was a great experience and I look forward to see how I can build upon it.	5/9/2014
14	It has been unforgettable experience to be a graduate student of Kansas State University and enjoy its outstanding treasure of knowledge in the field of Public Health.	5/30/2014
15	I'm excited to see this program grow!	8/25/2014