

**K-State MPH Faculty Advisory Council Minutes
November 11, 2013 – Union Room 209**

Members Present:	Cates, Canter, Chapes, Heinrich, Hsu, Kastner, Larson, Mailey, McElroy, Montelone, Nutsch, Renter, Rockler (Student Rep), Rosenkranz, Sanderson, van der Merwe,
Not Present:	Fung, Haub, Wang
Guests	None
MPH Office Staff and MPH Students:	Choma, Stevenson

- Dr. Cates called the meeting to order at 2:30 PM. There was a quorum present.

- **Approval of minutes**

The minutes from the September 9, 2013 meeting were approved.

- **Old Business**

Update from Curriculum Committee. The committee has met twice and has another meeting scheduled. They will have recommendations to the Faculty Advisory Council by November 25 so that they can be discussed at the December 9 meeting.

- **Discussion / Action Items Program Related Items**

The main focus of the meeting and discussion was on the CEPH recommendations as captured at the Exit Interview. Dr. Cates and Dean Shanklin shared their notes (see Attachment). Dr. Cates has contacted CEPH for more information and clarification and has been told to wait until we get the report.

Dr. Cates reviewed the CEPH timeline.

- By December 20, we should receive the written report from the CEPH site visit team.
- We will need to read the report for accuracy and respond to their findings. If something is inaccurate, all we need to do is document the inaccuracy and it will be removed from their report before it goes to the CEPH council.
- Our response to their report is due by April 29.
- The original self-study report, the site team report and our rebuttal will go to the council for their June meeting.
- From our understanding, no changes may be made to our self-study report.
- The CEPH council may, or may not, agree with the finding of the site visit team.

The group discussed the site visit team's concerns that, in general, the course syllabi did not have enough connection to the competencies. Discussion points included:

- SLOs and MPH core competencies could be listed for our core courses.
- Program and/or department faculty/staff could visit with faculty teaching the courses for the emphasis areas. Many are not aware that MPH students are taking the course.
- The program could prepare a document that connects the competencies to each course students may take and be specific with SLOs.

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- The program could prepare a Qualtrics survey that would be sent to students at the completion of the core courses that would assess their understanding and knowledge of the core competencies. Emphasis area competencies could be assessed by grades and/or specific assignments within the curriculum.

The group also discussed MPH Assessment Tool in use since December, 2011. Discussion points included:

- Members of the MPH faculty do not feel competent to assess areas outside their specific area of expertise.
 - Most faculty are used to assessing the methods and research completed for the thesis, and our program's assessment tool asks faculty to assess a course-work master's;
 - Course grades could help faculty in the assessment;
 - We possibly could provide a list of questions the committee could use to assess competencies outside their areas;
 - Students' could provide a self-assessment of the competencies (or courses) in their Field Experience report. It is listed in the template as something that should be included but often is not addressed.
- **Meeting adjourned** at 3:40 PM
 - **Future Meetings**

Generally, 2nd Monday of the Month 2:30 to 4:00 PM

Day	Time	Place
9-Dec	2:30 to 4:00 PM	Mosier Hall, N202

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Attachment: CEPH Accreditation Site Visit – Exit Interview Assessment

			Compliant		Non Compliant		
Ct	Criteria	Section Heading	Met	Met with Commentary	Partially Met	Not Met	Notes
	The Program						
1	1.1	Mission		x			<u>Shanklin:</u> Program mission statement does not have a MPH focus but reflects K-State University's mission. Needs to be more reflective of outcomes of the program relative to MPH. Description of values reflect K-State's Principle of Community, however, there are not specific values linked with public health.
2	1.2	Evaluation			x		<u>Cates:</u> Values need something specific to public health; goals are simplistic, need to be more robust in some areas. <u>Shanklin:</u> No specific strategic plan for the MPH program. Even though individual departments and colleges have strategic plans the program needs to have its own. Description of the planning process needs to be more detailed. A definition of service with a community/population basis focus is absent from documents. More analysis needed on student and employer feedback and discussion of how this feedback is used for program improvement. More robust process for the use of qualitative data.
3	1.3	Institutional Environment	x				
4	1.4	Organization and Administration	x				
5	1.5	Governance	x				
6	1.6	Fiscal Resources		x			<u>Cates:</u> Funds are adequate; MPH director has limited influence. <u>Shanklin:</u> Adequate for functioning of program. MPH director has limited control.
7	1.7	Faculty and Other Resources		x			<u>Cates:</u> Need more faculty for Infectious Diseases/Zoonoses and more program staff; need full-time director/coordinator. <u>Shanklin:</u> High student faculty ratio for infectious disease emphasis. Even though there is a large number of supporting faculty in this area; the number actually participating directly in the program appears limited. Limited staff to manage student and related functions. Minimum 1.0 FTE needed for size of program.

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			Met	Met with Commentary	Partially Met	Not Met	
8	1.8	Diversity			x		<u>Cates</u> : Show how program aligns with university/college/departments diversity efforts; demonstrate connection to courses/curriculum. <u>Shanklin</u> : Align with university. MPH program needs specific goals that are linked with the university's but with specific activities and initiatives.
Instructional Programs							
9	2.1	Degree Offerings	x				
10	2.2	Program Length	x				
11	2.3	Public Health Core Knowledge			x		<u>Cates</u> : All core courses syllabi need connection to competencies; Environmental Toxicology course (2 hrs) does not address enough broad environmental health issues, as they relate to community/population health; need a 3-hr course for environmental health. Other cross-cutting, integration courses should be considered for core courses (e.g., leadership, public health seminar, etc.). <u>Shanklin</u> : Most course syllabi did not have objectives or student competencies/learning outcomes stated in the course syllabi. These need to be added so student can see linkages. 2-hr Toxicology course does not adequately address environmental toxicology issues. Need a 3-hr course that covers more community and population toxicology issues. Program does not have a course that provides students with information about career opportunities in public health, informatics, grant writing, program evaluation, and information on professional organizations linked with different components of public health.
12	2.4	Practical Skills	x				
13	2.5	Culminating Experience	x				
14	2.6	Required Competencies			x		<u>Cates</u> : Course syllabi need to connect competencies. <u>Shanklin</u> : Course syllabi need to list competencies and student learning outcomes associated with each course.

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			Met	Met with Commentary	Partially Met	Not Met	
15	2.7	Assessment Procedures			x		<u>Cates</u> : Need standard criteria and method to track progress of students toward meeting competencies throughout program not just at end. Program director does not have a way of assessing courses, particularly as they relate to competencies; he needs access to course evaluations. <u>Shanklin</u> : Lack of a common method to assess MPH competencies in student's final examinations. More consistently needed if data is to be used for program assessment. Inability of program director to have more access to courses evaluation and ability to influence content of courses.
16	2.11	Joint Degrees	x				
Creation, Application and Advancement of Knowledge							
17	3.1	Research		x			<u>Cates</u> : Need more community-based research, particularly in Infectious Diseases/Zoonoses. <u>Shanklin</u> : Limited community-based research. Greatest amount of research is in infectious disease, yet the focus of the research is biomedical or veterinary medicine. Students/faculty need to be able to link results with population health. Faculty should be able to discuss and appreciate community and population health research.
18	3.2	Service		x			<u>Cates</u> : Need operational definition of community-based service. <u>Shanklin</u> : Lack of definition of service. Service definition needs to include giving back to the community and public health assistance.
19	3.3	Workforce Development			x		<u>Shanklin</u> : Need more activities that focus on initiatives that address workforce development. Need more comprehensive plan with clear definition of workforce development.
Faculty, Staff and Students							
20	4.1	Faculty Qualifications	x				
21	4.2	Faculty Policies and Procedures		x			<u>Cates</u> : MPH director needs more influence in MPH faculty actions (recruiting, evaluation, promotion/tenure process). <u>Shanklin</u> : Inadequate MPH director input into departmental processes in faculty selection and evaluation.

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Ct	Criteria	Section Heading	Met	Met with Commentary	Partially Met	Not Met	Notes
22	4.3	Student Recruitment and Admission	x				
23	4.4	Advising and Career Counseling			x		<u>Cates</u> : Need better way to assess career advising needs, and respond accordingly. <u>Shanklin</u> : Need more opportunities to disseminate career opportunities in public health. More formal mechanism for sharing career information to MPH students.
	Count		10	6	7		
	%		43.5%	26.1%	30.4%		