

**K-State MPH Faculty Advisory Council Meeting
Union Room 209
Wednesday, May 14, 2014, 10:30 AM
Minutes**

Committee Member	Emphasis	Present	Not Present
Cates, Michael	MPH Director	X	
Choma, Kimathi	MPH Staff	Non Voting	
Stevenson, Barta	MPH Staff	Non Voting	
Rockler, Briana	MPH Student	X	
Montelone, Beth	One Health Grant	X	
Canter, Deb	Core Instructor		Rosenkranz Proxy
Hsu, Wei Wen	Core Instructor	X	
Larson, Robert	Core Instructor	X	
Sanderson, Michael	Core Instructor	X	
Fung, Dan	FSB		X
Kastner, Justin	FSB	X	
Nutsch, Abbey	FSB	X	
Chapes, Stephen	IDZ		Montelone Proxy
Renter, David	IDZ		X
van der Merwe, Deon	IDZ		X
Haub, Mark	PHN		X
Rosenkranz, Ric	PHN	X	
Wang, George	PHN		X
Irwin, Brandon	PHPA	X	
Mailey, Emily	PHPA	X	
McElroy, Mary	PHPA		X

Dr. Cates called the meeting to order at 10:33 AM. There was a quorum present for the meeting.

1. Committee Reports / Recommendations:

- a. Curriculum Committee. This year's plan is to review IDZ curriculum and MPH 701 (Attachment 1). Dr. Sanderson volunteered to be the second faculty member from IDZ that will serve on the committee. In anticipation of the CEPH recommendation for re-vamping MPH (DMP) 806, the group decided it will also be reviewed by the curriculum committee this year.
- b. Ad Hoc Committee which met and discussed ways to improve students' overall breadth of public health knowledge and their ability to integrate the knowledge gained in core courses before starting a public health field experience presented their report..

To start the discussion, Drs. Mailey and Rosenkranz provided some ideas from the ad hoc committee's meeting in April, focusing on ways to "enhance" the program for current and future students. Ideas they presented were:

- Find a central place on campus and renovate it for MPH students, a central meeting place for studying and visiting with peers. Further thoughts about the idea:
 - Have library resources (text books) for the core classes and additional resources.

Attachments

- The space could be used for Field Experience presentations.
 - MPH faculty could be available to ask questions.
 - MPH staff could be available once a week to answer questions.
 - One suggested location was in Ahern Fieldhouse. They also visited with some administrators (Kinesiology Department Head and Dean of Human Ecology) who were not opposed to the idea but were concerned about putting very much money in such an old building which is not ADA compliant.
 - If a central location is identified, funds could be solicited from alumni to help refurbish the location.
- MPH Event (gathering, get-together, social, etc.) during National Public Health Week or some other time during the year.
 - MPH student scholarship tied to MPH student helping to create an MPH “community” for MPH students.
 - Survey recent graduates and current students to get their thoughts on what we could do to enhance their experience.
 - MPH field trips for students to expose them to public health places and events outside of Manhattan.

After the committee’s report, the council members discussed the topic, focusing on various ways to improve connections among students and between students and public health-related activities, on and off campus. Some ideas discussed:

- Assisting the Public Health Club. In the past, the Public Health Club has provided ways to connect students who have an interest in public health. Currently, the club is part of the local Student Chapter of the American Veterinary Medical Association (SCAVMA), and it gets funding from both the K-State SGA and SCAVMA. Membership is open to anyone on campus, but is largely made up of veterinary students. Dr. Choma is the current PH club advisor, and he meets with the club officers approximately twice a semester. Some of the council members’ discussion centered on if and how the club can provide the right kind and amount of interaction for our students.
- Facilitating interactions with other MPH programs. KU-MED students reached out to our students and invited them to the Public Health Week activities in Topeka, but this year, there was not enough time to garner support for our students to attend.
- Developing a one credit hour seminar orientation for PH students, possibly as a required part of the field experience credit.
- Holding “group” counseling sessions held each semester for students, similar to what the KU-MED MPH program does.
- Encouraging informal activities for students. For example, Kinesiology graduate students have started a Friday afternoon BB event in the gym that is a social-type gathering.

Attachments

- Organizing a separate MPH Student Council, with representatives from each area of emphasis, possibly nominated by faculty in that area.
- Hosting an event similar to the Excellence in Public Health Reception, possibly sometime other than Public Health Week.
- Sponsoring invited campus lectures on public health.
- Facilitating/encouraging KPHA student membership and attendance at KPHA annual conferences.
- Sponsoring the KPHA annual conference.
- Providing students with access to the Veterinary Medicine Library after hours.

New Business:

- a. Dr. Brandon Irwin was welcomed as a member of the council and is replacing Dr. Katie Heinrich from the Public Health Physical Activity (PHPA) emphasis area.
- b. The composition and terms of the Awards committee was discussed. Current members include: Amy Sents (MPH student representative which is generally the president of the Public Health Club); Dr. Haub (PHN); Dr. Heinrich (PHPA); Dr. Mosier (IDZ); and Dr. Nutsch (FSB). After a brief discussion, it was moved and seconded that members of the Awards committee serve for 2 years with renewable terms. Each emphasis area will determine who will be on the committee, and when they will be replaced. Dr. Mailey will check with Dr. Heinrich and see if she wants to be replaced, and Dr. Rosenkranz will check with Dr. Haub and see if he needs to be replaced on the committee.
- c. The group discussed the new CollegeNet Online Application Process. Since assigning applications to multiple “evaluators” requires each evaluator to formally complete an evaluation, our PHPA applications have been slower than normal. To resolve that, the group agreed that all PHPA applications will be assigned to Dr. Mailey in CollegeNet, and she will get a consensus from the other PHPA faculty and post the recommendation. When an application is assigned to her, the MPH Program Office will make a PDF of the application materials and e-mail the file with notice of the assignment.

Informational Items:

- a. List of Spring 2014 Graduates (Attachment 2)
- b. List of Summer 2014 and Fall 2014 admissions to date (Attachment 3)
- c. Degree Assessment Reports 1 and 2 (Attachment 4)

Attachments

Future Meetings: There will be no meetings in June, July or August. Ms. Stevenson will poll the committee to determine the best time for the meeting during the Fall semester with meetings starting in September.

The meeting adjourned at 11:56 PM.

Attachments

MPH Course and Curriculum Review Schedule

Area of Emphasis	Start Year (Academic Year) of term and length of term (number of years)													
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
FSB	1 & 3			2	3			2	3			2		
IDZ	2	3			2	3			2	3				
PHN	3		3			2	3			2	3			
PHPA	2		2	3			2	3			2	3		
FSB Rep	Kastner													
FSB Rep	Nutsch													
FSB Rep				2	3									
FSB Rep					3									
FSB Rep								2	3					
FSB Rep									3					
FSB Rep												2		
IDZ Rep	Larson													
IDZ Rep		Sanderson												
IDZ Rep					2	3								
IDZ Rep						3								
IDZ Rep									2	3				
IDZ Rep										3				
PHN Rep	Rosenkranz													
PHN Rep			3											
PHN Rep						2	3							
PHN Rep							3							
PHN Rep										2	3			
PHN Rep											3			
PHPA Rep	McElroy													
PHPA Rep			2	3										
PHPA Rep				3										
PHPA Rep							2	3						
PHPA Rep								3						
PHPA Rep											2	3		
PHPA Rep												3		
What part of curriculum to review:														
Core Course	720	701 806?	806	708	720	701	806	708	720	701	806	708		
Core Course	818			754	818			754	818			754		
Core Course				854				854				854		
All area specific requirements:	FSB	IDZ	PHN	PHPA	FSB	IDZ	PHN	PHPA	FSB	IDZ	PHN	PHPA		

Attachments

Attachment 2. List of Spring 2014 Graduates

#	MPH Student	Major Professor	Plans
1	Bradford, Jessica (CVM 2015)	Sanderson	Finish Vet School (CVM 2015)
2	Hervey, Kaylee	Renter	Anticipating job with Sedgwick County Health Dept
3	Hoffman, Scott	van der Merwe	Position at KU Medical Center as Research Associate for Kansas Cancer Registry
4	Kuchimov, Abdunabi	Cates	Continue working with Project HOPE in Uzbekistan
5	Moore, Michael	Moser	Continue working for Rabies Diagnostic Lab
6	Simpson, Makenzie	Larson	Unknown
7	Smith (Stukey), Mylissia	Chengappa	Continue working for DMP
8	Smith, Vickie	Nagaraja	Continue with veterinary practice
9	Steele, Patrick	McElroy	Accepted to PhD Nursing program at New Mexico State University

Attachment 3. List of Summer 2014 and Fall 2014 starts to date (April 2014)

Admit	Student	Ct	AY	Initial Advisor	Area	Comments
2014 Su	Colgan, Michelle	1	2014	Michael Cates	IDZ	
2014 Su	Frazer, Katherine	2	2014	Michael Cates	IDZ	
2014 Su	Green, Brandon	3	2014	Katie Heinrich	PHPA	Completed certificate in May 2013 – continuing
2014 Su	Lewis, Chris	4	2014	Michael Cates	IDZ	Completed certificate in Dec 2013 – continuing
2014 F	Bean, Deidre	1	2015	Michael Cates	IDZ	
2014 F	Brenes, Priscilla	2	2015	Mary Meek Higgins	PHN	International
2014 F	Cassabaum, Sara	3	2015	Mary McElroy	PHPA	
2014 F	Dawes, Terra	4	2015	Michael Cates	IDZ	
2014 F	Farley, Richelle	5	2014	Mary McElroy	PHPA	International
2014 F	Gilmore, Katelyn	6	2015	Katie Heinrich	PHPA	
2014 F	Grape, Hannah	7	2015	Michael Cates	IDZ	
2014 F	Keith, Marie	8	2015	Michael Cates	IDZ	CVM 2018
2014 F	Keim, Cassidy	9	2015	Michael Cates	IDZ	
2014 F	McDonald, Jennifer	10	2015	Michael Cates	IDZ	
2014 F	Sempa, Judith	11	2015	Ric Rosenkranz	PHN	International - Fulbright
2014 F	Slagel, Lauren	12	2015	Emily Mailey	PHPA	
2014 F	Therkelsen, Chase	13	2015	Brandon Irwin	PHPA	
2014 F	Voss, Kelly	14	2015	Michael Cates	IDZ	

Attachments

Attachment 4. Degree Assessment Report 1

Survey Questions	AY 2012		AY 2013			AY 2014		Totals by Academic Year			Totals
	S'12	Su'12	F'12	S'13	Su'13	F'13	S'14	AY'12	AY'13	AY'14	All Years
	(n=6)	(n=3)	(n=7)	(n=16)	(n=8)	(n=8)	(n=9)	(n=9)	(n=31)	(n=17)	(n=57)
Biostatistics 1	83%	100%	86%	56%	75%	63%	67%	89%	68%	65%	70%
Biostatistics 2	83%	100%	100%	69%	88%	75%	78%	89%	81%	76%	81%
Enviro Health 1	83%	67%	71%	81%	88%	88%	78%	78%	81%	82%	81%
Enviro Health 2	100%	67%	71%	81%	75%	88%	78%	88%	77%	82%	80%
Enviro Health 3	100%	100%	86%	88%	88%	100%	78%	100%	87%	88%	89%
Epidemiology 1	100%	100%	71%	94%	88%	100%	100%	100%	87%	100%	93%
Epidemiology 2	83%	100%	86%	81%	88%	75%	89%	89%	84%	82%	84%
Epidemiology 3	100%	100%	86%	88%	88%	100%	89%	100%	87%	94%	91%
Health Services Admin 1	100%	100%	100%	94%	88%	100%	100%	100%	94%	100%	96%
Health Services Admin 2	100%	100%	100%	88%	88%	100%	100%	100%	90%	100%	95%
Soc Beh Sci 1	100%	100%	86%	94%	88%	100%	89%	100%	90%	94%	93%
Socl Beh Sci 2	100%	100%	100%	94%	88%	100%	100%	100%	94%	100%	96%
Integration	100%	100%	86%	81%	88%	88%	89%	100%	84%	88%	88%
FSB 1	n/a	n/a	n/a	100%	100%	n/a	n/a	n/a	100%	n/a	100%
FSB 2	n/a	n/a	n/a	100%	100%	n/a	n/a	n/a	100%	n/a	100%
FSB 3	n/a	n/a	n/a	100%	100%	n/a	n/a	n/a	100%	n/a	100%
FSB 4	n/a	n/a	n/a	100%	100%	n/a	n/a	n/a	100%	n/a	100%
FSB 5	n/a	n/a	n/a	100%	100%	n/a	n/a	n/a	100%	n/a	100%
IDZ 1	100%	100%	60%	91%	100%	86%	75%	100%	85%	80%	86%
IDZ 2	100%	100%	60%	82%	100%	100%	75%	100%	80%	87%	86%
IDZ 3	100%	100%	60%	100%	100%	100%	88%	100%	90%	93%	93%
IDZ 4	100%	100%	60%	100%	100%	86%	100%	100%	90%	93%	93%
IDZ 5	100%	100%	100%	100%	100%	86%	88%	100%	100%	87%	95%
PHN 1	100%	n/a	100%	100%	100%	n/a	100%	100%	100%	100%	100%
PHN 2	100%	n/a	100%	100%	100%	n/a	100%	100%	100%	100%	100%
PHN 3	100%	n/a	100%	100%	100%	n/a	100%	100%	100%	100%	100%
PHN 4	100%	n/a	100%	100%	100%	n/a	100%	100%	100%	100%	100%
PHN 5	100%	n/a	100%	100%	100%	n/a	100%	100%	100%	100%	100%
PHPA 1	n/a	n/a	100%	100%	50%	100%	100%	n/a	80%	100%	86%
PHPA 2	n/a	n/a	100%	100%	50%	100%	100%	n/a	80%	100%	86%
PHPA 3	n/a	n/a	100%	100%	50%	100%	100%	n/a	80%	100%	86%
PHPA 4	n/a	n/a	100%	100%	50%	100%	100%	n/a	80%	100%	86%
PHPA 5	n/a	n/a	100%	100%	50%	100%	100%	n/a	80%	100%	86%
PHPA 6	n/a	n/a	100%	100%	0%	100%	100%	n/a	60%	100%	71%

Attachments

Attachment 4. Degree Assessment Report 2 (Prism)

Biostatistics 1. Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	1	7	1
31	2012 - 2013	0	10	18	3
17	2013 - 2014	0	6	10	1
Biostatistics 2. Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	1	6	2
31	2012 - 2013	0	6	23	2
17	2013 - 2014	0	4	11	2
Environmental Health 1. Describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	2	4	3
31	2012 - 2013	0	6	25	0
17	2013 - 2014	0	3	12	2
Environmental Health 2. Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
8	2011 - 2012	0	1	5	2
31	2012 - 2013	0	7	23	1
17	2013 - 2014	0	3	13	1
Environmental Health 3. Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to...					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
8	2011 - 2012	0	0	5	3
31	2012 - 2013	0	4	24	3
17	2013 - 2014	0	2	13	2
Epidemiology 1. Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk...					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	8	1
31	2012 - 2013	0	4	23	4
17	2013 - 2014	0	0	14	3
Epidemiology 2. Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	1	7	1
31	2012 - 2013	0	5	19	7
17	2013 - 2014	0	3	10	4

Attachments

Epidemiology 3. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	7	2
31	2012 - 2013	0	4	22	5
17	2013 - 2014	0	1	10	6
Health Services Administration 1. Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	7	2
31	2012 - 2013	0	2	21	8
17	2013 - 2014	0	0	13	4
Health Services Administration 2. Describe the demographic trends which impact healthcare, and in turn, public health in the United States.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	7	2
31	2012 - 2013	0	3	23	5
17	2013 - 2014	0	0	15	2
Social and Behavioral Sciences 1. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	6	3
31	2012 - 2013	0	3	18	10
17	2013 - 2014	0	1	14	2
Social and Behavioral Sciences 2. Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	6	3
31	2012 - 2013	0	2	20	9
17	2013 - 2014	0	0	16	1
Integration. Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
9	2011 - 2012	0	0	6	3
31	2012 - 2013	0	5	17	9
17	2013 - 2014	0	2	12	3

Attachments

FSB 1. Describe the challenges and solutions for food safety, biosecurity, and defense issues in the food production continuum.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
2	2012 - 2013	0	0	1	1
0	2013 - 2014	0	0	0	0
FSB 2. Categorize specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
2	2012 - 2013	0	0	1	1
0	2013 - 2014	0	0	0	0
FSB 3. Identify and categorize risks in the food system; Describe approaches to assessing and managing risk in the food system.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
2	2012 - 2013	0	0	1	1
0	2013 - 2014	0	0	0	0
FSB 4. Describe how food safety and biosecurity policies, globalization, and international trade influence public health.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
2	2012 - 2013	0	0	0	2
0	2013 - 2014	0	0	0	0
FSB 5. Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
2	2012 - 2013	0	0	0	2
0	2013 - 2014	0	0	0	0

Attachments

IDZ 1. Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
7	2011 - 2012	0	0	6	1
20	2012 - 2013	0	3	12	5
15	2013 - 2014	0	3	6	6
IDZ 2. Describe the current understanding of host immune response to infection and the understand role of vaccination in infectious disease control.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
7	2011 - 2012	0	0	6	1
20	2012 - 2013	0	4	15	1
15	2013 - 2014	0	2	9	4
IDZ 3. Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
7	2011 - 2012	0	0	4	3
20	2012 - 2013	0	2	12	6
15	2013 - 2014	0	1	11	3
IDZ 4. Understand how disease events and risk factors for disease are quantified and compared.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
7	2011 - 2012	0	0	5	2
20	2012 - 2013	0	2	11	7
15	2013 - 2014	0	1	10	4
IDZ 5. Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
7	2011 - 2012	0	0	4	3
20	2012 - 2013	0	0	11	9
15	2013 - 2014	0	2	7	6

Attachments

PHN 1. Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health practice.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
2	2011 - 2012	0	0	0	2
5	2012 - 2013	0	0	1	4
1	2013 - 2014	0	0	1	0
PHN 2. Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
2	2011 - 2012	0	0	0	2
5	2012 - 2013	0	0	1	4
1	2013 - 2014	0	0	1	0
PHN 3. Utilize advanced principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
2	2011 - 2012	0	0	0	2
5	2012 - 2013	0	0	1	4
1	2013 - 2014	0	0	1	0
PHN 4. Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
2	2011 - 2012	0	0	0	2
5	2012 - 2013	0	0	3	2
1	2013 - 2014	0	0	1	0
PHN 5. Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
2	2011 - 2012	0	0	1	1
5	2012 - 2013	0	0	1	4
1	2013 - 2014	0	0	1	0

Attachments

PHPA 1. Develop evidence-based knowledge of the relationship between physical activity and population health.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	1	1	3
2	2013 - 2014	0	0	2	0
PHPA 2. Understand how social, behavioral and cultural factors contribute to participation in physical activity.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	1	2	2
2	2013 - 2014	0	0	1	1
PHPA 3. Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	1	2	2
2	2013 - 2014	0	0	2	0
PHPA 4. Develop skills for creating and evaluating physical activity interventions in diverse community settings.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	1	1	3
2	2013 - 2014	0	0	2	0
PHPA 5. Develop the ability to collaboratively communicate with public health officials and other community partners to promote physical activity in community settings.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	1	1	3
2	2013 - 2014	0	0	2	0
PHPA 6. Understand exercise physiology and related exercise science.					
# of Students Assessed	Year	Does not meet expectations	Some weakness	No weakness	Clearly exceeds expectations
0	2011 - 2012	0	0	0	0
5	2012 - 2013	0	2	3	0
2	2013 - 2014	0	0	2	0