

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
KANSAS STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 28-29, 2013

SITE VISIT TEAM:

M. Elaine Auld, MPH, CHES, Chair

Stephanie Miles-Richardson, DVM, PhD

SITE VISIT COORDINATOR:

Brittney D. Lilly, MPH

SITE VISIT OBSERVER:

Kristen S. Force, MPH, CHES

Table of Contents

Introduction.....	1
Characteristics of a Public Health Program	2
1.0 THE PUBLIC HEALTH PROGRAM.	3
1.1 Mission	3
1.2 Evaluation and Planning.....	4
1.3 Institutional Environment	5
1.4 Organization and Administration.	6
1.5 Governance.	7
1.6 Fiscal Resources.	8
1.7 Faculty and Other Resources.....	9
1.8 Diversity.	10
2.0 INSTRUCTIONAL PROGRAMS.	12
2.1 Degree Offerings.	12
2.2 Program Length.....	13
2.3 Public Health Core Knowledge.....	13
2.4 Practical Skills.	15
2.5 Culminating Experience.....	17
2.6 Required Competencies.	17
2.7 Assessment Procedures	18
2.8 Bachelor's Degrees in Public Health.	19
2.9 Academic Degrees	20
2.10 Doctoral Degrees.....	20
2.11 Joint Degrees.	20
2.12 Distance Education or Executive Degree Programs.	20
3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.....	21
3.1 Research.	21
3.2 Service.....	22
3.3 Workforce Development.....	23
4.0 FACULTY, STAFF AND STUDENTS.	25
4.1 Faculty Qualifications.	25
4.2 Faculty Policies and Procedures.	26
4.3 Student Recruitment and Admissions	27
4.4 Advising and Career Counseling.....	28
Agenda	30

Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at Kansas State University. The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in October 2013 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

Kansas State University (K-State) is Kansas' only land grant institution and is one of the six universities governed by the Kansas Board of Regents. The university's main campus is located in Manhattan, KS with additional campuses in Salina, KS and Olathe, KS. K-State enrolls approximately 24,000 students and contains nine academic colleges with over 60 academic departments. The Graduate School offers 65 master's degrees, 45 doctoral degrees and 22 graduate certificates.

The Master of Public Health Program is located on K-State's main campus. The Kansas Board of Regents authorized Kansas State University to establish a MPH program in January 2003. Since 2008, the MPH program's academic home has been the College of Veterinary Medicine, after initially being housed in the College of Human Ecology. Although the MPH program's administrative offices are housed in the College of Veterinary Medicine, the program is considered to be one of four of K-State's interdisciplinary programs. The MPH program utilizes over 50 faculty spanning four academic colleges to administer the program. The program operates through a formal MPH Program Agreement of Support, which outlines the roles and responsibilities of each participating faculty member. The four participating colleges, all of whom are signatories to the agreement, are the College of Veterinary Medicine, the College of Arts and Sciences, the College of Human Ecology and the College of Agriculture. The program offers emphasis areas (concentrations) in public health physical activity, food safety and biosecurity, infectious diseases and zoonosis and public health nutrition.

In March 2009, the Kansas Board of Regents approved the request made by K-State to pursue accreditation of its MPH program. CEPH accepted the program's application in July 2009. The program requested and received two extensions from CEPH in order to establish processes and responsibilities within its complex organizational structure. This is the program's first accreditation review.

Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.**
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.**
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.**
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.**
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.**
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.**

These characteristics are evident in the Kansas State University public health program. The program is located in a regionally-accredited institution, and the most recent reaccreditation review resulted in accreditation through 2022. The program and its faculty and students have the same rights, privileges and status as other professional preparation programs. The program is interdisciplinary in nature, as it draws on faculty from multiple disciplines in four different academic colleges. Since program governance is decentralized, the program utilizes an agreement of support, signed by all partners, to maintain standard practices across the multiple colleges and departments. The agreement of support outlines the program's organizational structure, governance, resources, roles and responsibilities for each partner. Interdisciplinary collaboration among program constituents fosters an organizational culture that embraces public health goals and values. The program has sufficient resources to provide the breadth and depth of educational content leading to a Master of Public Health degree.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met with commentary. The program has a clearly articulated mission statement and objectives for each of the major areas of instruction, research and service. Moreover, the mission reflects the unique historical and demographic characteristics of the state as a major land grant institution.

The mission of the K-State Master of Public Health program is to provide education, research and service across multiple disciplines of public health, impacting human, animal and community health locally, regionally and globally. A unique aspect of the mission is its incorporation of animal health, which reflects the state economy as well as the college where the program is housed.

The mission was originally developed by the MPH program director, MPH Coordinating Committee and program faculty and staff. During spring 2013, the MPH Faculty Advisory Council (FAC) and the MPH Executive Council revised the mission statement and circulated it for review and feedback to MPH faculty, students, graduates, administrators and the general public. The FAC and Executive Council have made a commitment to periodically review and update the mission statement every three years. The mission, goals and objectives are made publicly available on the KSU MPH website and in MPH Graduate Student Handbook.

The program has goal statements for instruction, research and service. The program's instructional goal is to provide comprehensive education and professional development in the five major public health areas and to provide excellence in training in the program's four emphasis areas. To achieve its research mission, the program aims to conduct and communicate collaborative research and scholarship in the public health sciences. To achieve its service mission, the program aims to influence and support public health practice to enhance health within Kansas and beyond.

The first commentary relates to the simplicity and lack of development of program objectives. The FAC developed 11 objectives for the three goal areas, which are available on the website. One objective simply indicates that 100% of the learning objectives will be addressed by core and elective courses, which should be a given in this 10-year old program. The two objectives given to achieve the research goal are specific, measurable, relevant and time bound, however, there is no objective related to student roles in research. Moreover, there are no instructional objectives that relate to how students are progressing or achieving while they are in the program, nor are there any objectives regarding employers'

or preceptors' satisfaction with student competencies. Furthermore, the program's mission indicates a global aim, but there are no globally focused objectives.

A second commentary relates to the content of the MPH program's values, which are derived directly from Kansas State University's Principles of Community statement. The six major principles address values such as honesty, integrity and diversity of viewpoints. While the university-wide value statements are a beginning, they are not sufficient to embody the broader values on which the public health discipline is based. The MPH Graduate Student Handbook does outline the Principles of the Ethical Practice of Public Health adopted from the Public Health Leadership Society, but there is no evidence of their integration into the program's activities. Unlike the university-wide value statements adopted by the program, the Principles of the Ethical Practice of Public Health are based in the public health discipline. In the next steps of the program's maturity and solidarity, it may wish to adopt a set of public health specific values that are unique to its context. The program's consideration of values from the Public Health Leadership Society and those of similar MPH programs, with involvement of program faculty, staff and students, may aid in the revision of K-State's MPH program values.

1.2 Evaluation and Planning.

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is partially met. The program has articulated its current process for the annual review of data, in which the program director works with the FAC and the university's Office of Educational Innovation and Evaluation (OEIE). The program director uses a range of tools to review the program's progress, such as employer surveys, course evaluations, preceptor evaluations and student, graduate and alumni surveys. Deans of the four supporting colleges and their department heads also participate in identifying and responding to the program's progress and challenges. The Kansas Board of Regents also conducted a program review in September 2011. The Graduate School is on a seven-year cycle of examining enrollment data, student learning outcomes and success.

All program curricular changes go through the K-State Faculty Senate. Changes within the last two years have included revisions to the curriculum and the establishment of MPH course registration designations for core courses.

The self-study document is well organized and easy to use. The first round of the self-study involved multiple volunteers from various parts of the university, however, the program director drafted the majority of the document in its final iteration. Input was solicited from the FAC, MPH faculty members,

administrators and staff from the four supporting colleges. The revised internal document was posted on the intranet for comment by faculty, staff and administrators. Alumni, students, representatives of the public health community and other faculty were invited to review the self-study once it was posted online. While students, community members and alumni expressed less direct involvement, they were aware of the program's ongoing preparation for the CEPH site visit via email updates. Additionally, the MPH program website included several announcements about the self-study and anticipated CEPH review.

The mission of the program is evaluated, in large part, by the outcome measures and targets that are identified for each goal. Data for the last three years indicate that in most areas the program is achieving its stated measurable objectives and program goals. However, the research objective stating that each year 50% of public health research projects will demonstrate collaboration with community-based organizations has consistently fallen below the benchmark. In 2013, performance was measured at 19%. Similarly, the service objective stating that each year faculty and/or students will actively support at least 15 community education and service projects each year has not been met. The self-study reports only 3 projects in 2013.

The concern relates to the limited analysis and use of student data. Some data lack pertinent information needed for a complete assessment; for example, in a 2011 alumni survey, only 36% of alumni reported that they were adequately prepared for their public health career, but there are no other data to indicate the challenges identified by the other 63% of respondents. In addition, qualitative and quantitative data on currently enrolled students are not a part of the systematic formative evaluation process, which is especially important since 70% of all students do not complete the program in two years. There is an initial and mid-term student survey but the types of data collected are fairly limited in terms of the opportunities to make program improvements. There is not a systematic process for tracking and analyzing evaluations from the field preceptors in terms of student preparation, which could enhance the program. In summary, a more robust process for gathering and analyzing both quantitative and qualitative data could better assist the program to align its objectives to prioritization of resources.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. K-State is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The institution responds to a number of specialized accreditors such as the American Veterinary Medical Association and the Commission on Accreditation for Dietetics Education.

K-State is Kansas' only land grant institution and is governed by the Kansas Board of Regents. The university is under the leadership of a president, and oversight of the university's nine colleges is

delegated to the provost/senior vice president. Each college is led by a dean, who reports to the provost/senior vice president. The institution contains over 60 academic departments and offers 65 master's degree programs and 45 doctoral degree programs. The dean of the Graduate School oversees student admissions and progress, in addition to the course and curriculum matters, for all graduate degree programs. The Graduate School dean has the final authority on admittance for all graduate program applicants.

The MPH program is housed in the College of Veterinary Medicine, which is home to three academic departments: diagnostic medicine and pathobiology, clinical sciences and anatomy and physiology. While the MPH program is organizationally structured within in the College of Veterinary Medicine, which provides the program's administrative and operational support, the program is considered to be an interdisciplinary program. The program's curriculum is composed of courses and faculty from eight departments in four academic colleges. Program faculty have appointments in the following departments: Department of Animal Science and Industry (College of Agriculture); Division of Biology and Department of Statistics (College of Arts and Sciences); Department of Human Nutrition, Department of Kinesiology and Department of Hospitality Management and Dietetics (College of Human Ecology); and the Department of Diagnostic Medicine and Pathobiology and the Department of Clinical Sciences (College of Veterinary Medicine).

Faculty recruitment and hiring for the program is done by each partnering academic department head, with input from the MPH program director. Faculty salaries are paid directly from the department of academic appointment. The program's operational budget and resources are allocated from the dean of the College of Veterinary Medicine, which include a budget for student and staff travel, the program assistant's salary and benefits and student scholarships. The program director does work with the dean of the College of Veterinary Medicine to provide input on the MPH program's budgetary needs. The MPH Program Curriculum Committee initiates all curriculum changes and makes recommendations to the FAC. The FAC votes on proposed curriculum changes before submitting the request to the Graduate School for final approval.

1.4 Organization and Administration.

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

This criterion is met. The program is led by a program director who has a faculty appointment in the College of Veterinary Medicine. The program director reports to the dean of the College of Veterinary Medicine who then reports to the provost/senior vice president of the university. The program is also supported administratively by a part-time program assistant and field experience coordinator.

Since the program is composed of faculty from multiple disciplines, the structure fosters interdisciplinary communication, cooperation and collaboration in instruction, research and service. All program faculty sign and adhere to a formal Master of Public Health Program Agreement of Support, which ensures a cohesive program structure and uniformity. Alumni who met with the site team expressed that the program's interdisciplinary nature enriched their learning experience, as it enabled them to gain insight from peers and faculty across disciplines.

1.5 Governance.

The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

This criterion is met. Program governance is divided among four governing bodies: MPH Board of Directors, MPH Executive Council, MPH FAC and MPH Student Council. Membership on governing committees may consists of primary and non-primary faculty members, department heads, college deans and the MPH program director. While no one governing body serves as the final authority for the other governing bodies, all decisions requiring fiscal support are presented to the Executive Council.

The MPH Board of Directors meets at least once a year and consists of the MPH program director, and deans from the four partnering academic colleges and the Graduate School. The Board of Directors is responsible for reaffirming the mission, addressing unmet resource needs and assuring that all curricular concerns from program faculty and administration have been resolved.

The MPH Executive Council meets three times per year and consists of the MPH program director and relevant department heads and deans, including the Graduate School dean. The responsibilities of this council are strategic planning, defining research and service policies and expectations, faculty recruitment and tenure, course availability and assurance of proper curricular control.

The FAC meets six times per year and is the main coordinating faculty committee. This council's responsibilities include establishing program policies and recommending faculty to the program. The FAC consists of the MPH program director, program faculty, a MPH student and a representative from a public health organization.

The MPH Student Council consists of one student from each emphasis area and one student enrolled in the graduate certificate program. The Student Council's responsibility is to discuss student issues and provide insight to the other governing bodies from the student perspective.

Students may also be involved in the Public Health Club (PHC), which is the official MPH program student organization. The PHC meets monthly, and there is a \$10 membership fee to belong to the club. However, students indicated to site visitors that students who have not paid the fee are never turned away from attending PHC events, which occasionally involve guest speakers from the public health practice community.

The program also has two additional committees: the MPH Curriculum Committee and the MPH Awards Committee. The Curriculum Committee meets yearly and provides oversight of the program's curriculum, reviewing any issues presented by program administration, faculty and students. The committee reviews all emphasis area courses once every four years and makes recommendations to the FAC. The Curriculum Committee includes one faculty representative from each emphasis area. The Travel Awards Committee provides oversight of travel awards and scholarships, by reviewing applications and making recommendations to the program director. The Travel Awards Committee consists of a faculty member from each emphasis area as well as one MPH student.

1.6 Fiscal Resources.

The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. Table 1 presents the sources of funds and expenditures by major category for FY 2009 through FY 2013. Sources of funds include College of Veterinary Medicine, Graduate School and state appropriations, as well as KSU Foundation funds. Expenditures include the cost of program staff, operations, travel and student scholarships. While tuition and fees, as well as grants and contracts generated for FY 2009 through FY 2013 were listed in the self-study, it was noted that this revenue is not directly aligned to the MPH program.

According to the self-study document, financial resources are adequate to sustain core functions. Faculty salaries and the costs associated with MPH courses are incurred by the academic homes of faculty. This is outlined in the agreement of support and was clearly and consistently articulated by the MPH program director, department chairs and teaching faculty during the site visit.

The program director appeared to have limited control over the budget process; however, the site visit team notes that the decentralized resource model appears to be sufficient to achieve the program's mission and goals.

Table 1. Sources of Funds and Expenditures by Major Category, FY 2009 to FY 2013					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Source of Funds					
College of Veterinary Medicine Appropriation*	\$22,213	\$95,732	\$40,000	\$55,271	\$105,271
State Appropriation / Graduate School	\$21,665	\$21,288	\$21,066	\$21,066	\$21,316
KSU Foundation Vet Med Accts	\$3,201	\$6,202	\$6,271	\$14,937	\$6,307
TOTAL (includes unexpended funds)	\$47,079	\$123,222	\$67,337	\$91,274	\$132,894
Expenditures**					
Program Assistant Salary & Benefits	\$23,615	\$22,529	\$28,018	\$28,439	\$24,809
Operations	\$21,464	\$65,294	\$21,210	\$28,832	\$46,023
Travel / MPH Staff		\$3,754	\$2,920	\$380	\$1,863
Travel / MPH Students	\$2,000	\$5,000	\$4,844	\$14,937	\$7,557
Scholarships / MPH Students					\$40,000
TOTAL	\$47,079	\$96,577	\$56,992	\$72,588	\$120,252

Notes:

*College of Veterinary Medicine used its own budget allocations to fund the MPH operational budget. That included sources for renovation of MPH program offices in 2010 and extra scholarship funding for FY 2013. The College of Veterinary Medicine allows the MPH Program to "roll-over" excess funds, to be used in the next fiscal year.

**Kansas State University incurred public health related expenditures related to faculty and staff (including the program director and field experience facilitator) salaries & benefits as estimated below using data received from the Office of Planning and Analysis (salary data) and PreAward Services (fringe benefit rates):

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
College of Agriculture Faculty	\$684,819	\$689,498	\$703,629	\$711,840	\$713,316
College of Arts & Sciences Faculty	\$373,739	\$380,708	\$442,423	\$554,010	\$247,359
Provost / Asst. VP for Finance and Administration	\$25,635	\$25,733	\$29,754	\$32,128	\$32,128
College of Human Ecology Faculty	\$548,769	\$636,402	\$564,714	\$668,784	\$1,129,345
College of Veterinary Medicine Faculty	\$1,041,221	\$1,139,531	\$1,174,141	\$1,242,626	\$1,318,349
TOTAL	\$2,674,183	\$2,871,872	\$2,914,661	\$3,209,388	\$3,440,497

1.7 Faculty and Other Resources.

The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met with commentary. The program has the minimum number of faculty required for each of the four emphasis areas. In academic year 2013, the public health physical activity emphasis exceeded the minimum standard with five primary faculty. Minimum faculty commitments are outlined in the MPH Program Agreement of Support, signed by departments participating in the public health program. The commitments have been adhered to or exceeded.

The student/faculty ratio (SFR) is adequate when primary and other faculty are considered. The program has 55 faculty who are potentially available to students.

Offices and classrooms are adequate to meet the needs of faculty, staff and students. There are 132 general use classrooms, 96 of which are maintained by the university's information technology services. Approximately 80% of the university has wireless connectivity. During the site visit, students spoke highly of the library resources. It was also noted that there is dedicated space in the library for graduate students. Students also had many positive comments about the state of the art equipment available in the kinesiology department.

The first commentary relates to the high SFR (19:1) of primary faculty for the infectious diseases/zoonoses emphasis area. However, the self-study notes that twenty other faculty contribute effort to this area, which is comparatively higher than secondary faculty in other emphasis areas. Also and importantly, five of the secondary faculty in infectious diseases/zoonoses report greater than 50% effort in the MPH program, though they do not qualify for designation as primary faculty because they have appointments with K-State Research and Extension and do not conduct classroom instruction.

The second commentary relates to the limited staff, besides the program director, devoted to the program. A program assistant (.70 FTE) and a field experience coordinator (.25 FTE) staff the program. The complexity involved in managing a program which is dispersed across multiple departments suggests the necessity of at least one full-time staff person to serve as a coordinator. During the site visit, however, the program director indicated that the current staffing is sufficient and that he has the support of his academic home to increase staff effort if and when necessary.

1.8 Diversity.

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met with commentary. Overall, the provost notes that the university has made great strides in terms of improving recruitment and retention of African American and Hispanic students, primarily through direct recruitment assistance set up in various parts of the state. The K-State Office of Diversity is charged to "provide leadership in building an inclusive campus climate that will foster mutual understanding among diverse groups." The Office of Diversity works with deans, department heads, faculty and other key units throughout the university to:

- Increase the recruitment and retention of faculty and staff of color.
- Develop and implement strategies that will facilitate the recruitment, retention and graduation rates of students of color.
- Provide scholarship opportunities for students of color.
- Provide support for multicultural student organizations and leadership development of students of color.
- Provide diversity programming and activities that augment classroom learning and have cultural relevancy for students and faculty of color.

- Provide linkage to external constituency groups, such as alumni of color, the African American Legislative Caucus and national organizations with focuses on enhancing diversity.
- Provide leadership and direction for the President's Commission on Multicultural Affairs (PCMA).
- Work with college diversity committees to address issues and enhance diversity within the colleges.
- Address problems for students, faculty and staff of color. Provide conflict resolution when needed.

The President's Commission on Multicultural Affairs collects and reports annual data on student diversity. A new diversity strategic plan, under the development of the associate provost for diversity, is expected to be published in the next several months.

The provost notes that one campus strategy for addressing diversity is a conference held annually since 1994, the Michael Tilford Conference on Diversity and Multiculturalism. The conference provides an opportunity for faculty, administrators and staff to explore strategies, exchange ideas about practical applications of diversity education and establish collaborative efforts. The conference is named for the late Dr. Michael Tilford, who was one of 100 African-American educators from across the country who received Ford Foundation Grants for advanced graduate study and eventually served as vice president for academic affairs at Wichita State University, another public institution in Kansas.

The K-State Tilford Group is an outgrowth of the statewide conference. Since 1997, the K-State Tilford Group has developed a multidimensional initiative to promote multicultural curriculum transformation. The K-State Tilford Group has identified multicultural competencies and related learning objectives. The provost's office provides grants to faculty on an annual basis to improve diversity and inclusivity discussions in the curricula.

The MPH program aligns itself with the university's overall direction on diversity. Program policies are in line with university policies on discrimination, sexual harassment and sexual violence. Each department is responsible for its own hiring policies, and student admissions follows the Graduate School's guidelines. Grant-funded programs, such as the Pathways to Public Health and Summer Undergraduate Residency in Public Health, are notable ways that the program is working to recruit underrepresented populations to enroll in public health degree programs.

The program has targets for faculty gender (40% female) and ethnicity (15% non-white) and for staff ethnicity (50% non-white), and it has met or surpassed its goals. In terms of students, the program is not meeting its targets on non-white students (20%) but is surpassing its goals in terms of gender (25% male).

The program states that there are components of diversity in every core course. MPH 720 and MPH 818 do incorporate aspects of diverse populations. However, exposure groups and sub-populations in the

epidemiology and environmental health courses would not necessarily refer to diversity. While diversity does not seem to be incorporated in every course, the topics included seem sufficient.

The commentary relates to the opportunity for greater documentation of the program's commitment to diversity. Site visitors had difficulty identifying program-specific activities, other than participating in the Pathways to Public Health and the Summer Undergraduate Residency in Public Health programs. Moreover, site visitors observed that the program's definition of underrepresented populations is very basic, considering underrepresented populations to be males and non-whites. The program's vague definition of underrepresented populations does not coincide with the provost's specific definition consisting of African American and Hispanic populations.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

This criterion is met. The program offers the MPH degree in four emphasis areas: food safety/biosecurity, infectious diseases/zoonoses, public health nutrition and public health physical activity. The program also offers two joint degree programs: Bachelor of Science/Master of Public Health (BS/MPH) and Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH). Joint degree students can receive their MPH in any of the four emphasis areas. Table 2 presents the program's degree offerings.

Table 2. Instructional Matrix - Degrees and Specializations		
	Academic	Professional
Masters Degrees		
Food Safety / Biosecurity		MPH
Infectious Diseases / Zoonoses		MPH
Public Health Nutrition		MPH
Public Health Physical Activity		MPH
Joint Degrees		
Dual Bachelor of Science / Master of Public Health		BS/MPH
Dual Doctor of Veterinary Medicine / Master of Public Health		DVM/MPH

The site team analyzed curricular components of each emphasis area and determined that each covers an appropriate depth of methods and topics in public health.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. A minimum of 42 semester credit hours are required for completion of the MPH degree for students entering the program in fall 2007 or later. Students who entered the program prior to fall 2007 were only required to complete 36 semester hours. In 2008, two degrees were awarded to students for fewer than 42 credit hours because the students were admitted to the program prior to fall 2007. These two students were simultaneously enrolled in the DVM degree program. There are no students remaining in the program who were admitted prior to fall 2007.

In general, one credit hour is composed of a lecture or class that meets for one hour each week for 15 weeks, with two hours per week of outside assignment and study effort expected per in-class hour.

2.3 Public Health Core Knowledge.

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is partially met. Students are required to take a total of 42 credit hours, including 14-16 credit hours of instruction in the five public health core areas. Table 3 lists the core courses required for all students. All core courses are three credit hours, with the exception of environmental health (toxicology), which is two hours. For epidemiology, students have the option of taking a three credit hour introduction to epidemiology course or a combination of two alternate courses for a total of five credit hours, which address veterinary and intermediate epidemiology. The latter epidemiology option is primarily for DVM students but non-DVM students are not excluded.

Table 3. Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	MPH 701 – Fundamental Methods of Biostatistics	3
Epidemiology	MPH 754 – Introduction to Epidemiology	3
	OR MPH 708 – Veterinary Epidemiology AND	2
	MPH 854 – Intermediate Epidemiology	3
Environmental Health Sciences	MPH 806 – Environmental Toxicology	2
Social & Behavioral Sciences	MPH 818 – Social and Behavioral Basis of Public Health	3
Health Services Administration	MPH 720 – Administration of Health Care Organizations	3

The core courses are designed for students to master 12 competencies: two each in biostatistics, health services administration and social and behavioral sciences and three each in environmental health and epidemiology. A crosswalk of the curriculum indicates where each of the core courses are meeting the

competencies, as well as which other courses help reinforce the competencies. All students must complete the core courses with a grade of C or better. The program is working toward having all of its core courses delivered via distance education, with rotating in-class options. Students are made aware of whether the course will be delivered in class or online through the course scheduler. Additionally, students are instructed on the sequencing of courses during an annual student orientation in August each year. The schedule of online vs. in-class course instructions is published on the website by semester and format.

Syllabi for two courses in particular are noteworthy and very complete: Introduction to Epidemiology (MPH 754) and Social and Behavioral Basis of Public Health (MPH 818). Syllabi reflect contemporary and in-depth exploration of public health issues. The social and behavioral sciences course is comprehensive and provides a grounding in basic theories and public health principles of community. Interactive lecture assignments address a provocative set of contemporary social issues and challenges that students will face in practice, involving applied public health ethics and decision making. Students participate in group projects focused on health indicators. Each group is expected to prepare and deliver an online presentation on two controversial current events related to their health indicator and relevant to a behavioral or sociological topic discussed in the course.

The concern relates to the narrow focus of the two credit hour required core course in environmental toxicology. The syllabus does not articulate any measurable learning objectives, and the course content offers little evidence that it helps students meet the following environmental health competency: describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards. The course content is fairly narrowly defined and does not address the full range of key public health challenges in this core area such as exposures to contaminants in air, water, soil and workplaces; developing engineering and policy solutions to environmental risks; and identifying and overcoming environmental health challenges in developing countries, which is especially important given the program's global mission. The course would benefit from depth in areas such as air pollution, asthma and cardiovascular disease; gene-environment interactions and the toxicity of metals and pesticides in children, workers and other adults; the effects pesticides have on humans; occupational and other risk factors for cancer of the lung, breast, upper digestive tract, liver and pancreas; and climate change and heat-associated morbidity and environmental influences on patterns of infectious disease. Public health workers in health departments may be called upon to help address a range of areas such as food protection, land use, recreational swimming, onsite sewage disposal, drinking water, housing, vector control, disaster sanitation and solid waste and hazardous materials management.

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All MPH students are required to complete a field experience at an off-campus location with 180-240 contact hours. Students, in consultation with their advisors and supervisory committee members, choose one of three options to fulfill their practicum and culminating experience: (1) a supervised field experience plus a capstone project, (2) a supervised field experience plus an applied public health research project in the form of a thesis, or (3) a supervised field experience plus a written report related to the student's individual work on a public health related topic. Students who choose the thesis option must spend 180 contact hours at the field experience site, whereas students who choose the non-thesis options must spend 240 contact hours at the field experience site.

There is no requirement for students to submit a monthly practicum experience log or a midpoint practicum progress report. At the end of the practicum, the student is expected to submit an evaluation of the experience, a practicum summary report and a PowerPoint presentation. Student performance is based on the supervisory committee and core faculty evaluation of the practicum summary report and PowerPoint presentation. Student presentations to the host agency are optional.

All students enrolled as of spring 2011 are required to complete a field experience, and waivers are prohibited. Students admitted to the program prior to spring 2011 were not required to complete a field experience if they chose the thesis option. There are approximately 10 students remaining in the program who were admitted prior to spring 2011 and are not required to complete a practicum field experience. Program leaders are not certain when these remaining students will graduate, as they could be enrolled and graduating through 2018.

The MPH Graduate Student Handbook and website provide details on policies and procedures governing the selection of sites, methods of approving preceptors, orientation of preceptors, faculty supervision for students and the process for developing student learning goals and objectives and evaluating student performance. The practicum experience is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. Practicum placements include a variety of settings in which public health practice is conducted, such as local and state health departments, federal agencies, non-profit organizations, extension services and international agencies. While most field experiences are not paid, students may apply for travel grants from the department to help offset their commuting expenses. Students typically are expected to have completed, at a minimum, the five core courses prior to enrolling in the practicum; however, most students complete

the practicum during their last semester of the program once they have completed 36 credit hours of coursework.

In 2013, the program hired a .25 FTE field experience coordinator who is a recent graduate of the program and is well networked with the community. The coordinator provides students with guidance on potential sites to meet their learning needs and actively solicits new potential preceptors and field sites.

During orientation, students are informed of both the field experience requirements and the student's responsibility to identify their own placement site, preceptor and project. Sources of ideas come from the field experience facilitator, presentations at the Public Health Club, capstone reports from previous students (which are available on the K-State intranet) and conversations with advisors, classmates and faculty. The field site must be approved by the student's advisor, supervisory committee members and the program director. Prior to approval of the field experience, the student must complete a form detailing the preceptor's public health training and experience; scope of work that the student will undertake; learning objectives; activities to be performed; and anticipated deliverables such as reports. If a student is employed at the agency where their work experience is to be conducted, the project must not be part of the student's employment roles and responsibilities and must provide an opportunity to apply the knowledge and skills being learned in the public health program.

The program defines a qualified preceptor as someone with substantial experience in public health or a related discipline who is willing and able to spend time with the student and to provide constructive feedback and guidance. Once a student arrives on site, the preceptor, student and faculty supervisor are expected to continue active dialogue about the student's performance. Program faculty do not visit the field experience site, and students are not required to attend any seminars on campus during the field experience time where progress is monitored or discussed. Most students and preceptors report this process has worked well, and there have been occasional times when three-way telephone conversations have been necessary to resolve any miscommunication or misunderstandings about the student's expectations.

A review of sample field experience reports demonstrates that the field experience provides an opportunity to bridge professional academic preparation and public health practice. Knowledge, skills and abilities developed in the core and emphasis area courses are applied in an agency setting under the supervision and guidance of a mentor-preceptor who has public health training and/or experience. Through discussions with preceptors and students, site visitors determined that the practicum is a strong element of the program. Field experience supervisors did express an interest in the program providing them with future opportunities to meet in person and discuss and exchange their lessons learned.

2.5 Culminating Experience.

All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. The program has a structured and sequenced culminating experience required for all students in their final semester to demonstrate their abilities to synthesize and integrate knowledge acquired during the coursework and other learning experiences.

In consultation with their advisor and supervisory committee, students are required to choose one of the following options: 1) field experience, capstone project and oral defense; 2) thesis presentation and oral defense; or 3) masters' report presentation and oral defense. Typically students in the physical activity and nutrition emphasis areas pursue the thesis option, while most students in the infectious diseases/zoonoses emphasis area select the master's report option.

All students are required to make an oral presentation of their culminating experience in an open forum to faculty, students and community members and must also submit a written deliverable. Student deliverables and competencies are evaluated by the student's supervisory committee, consisting of MPH faculty. The assessment includes presentation clarity, rigor, inclusion of pertinent information, appropriate application of program competencies and relevance to public health. At this time, there is no standardized rubric used for the grading of the culminating experience course.

During the site visit, current students and alumni acknowledged the value of the culminating experience, which clearly permits students to demonstrate skills and integrate knowledge acquired throughout the curriculum.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree program at all levels (bachelor's, master's and doctoral).

This criterion is partially met. The competencies were developed by the FAC with assistance from other MPH faculty. To develop competencies, the FAC considered competencies from the Council on Linkages, as well as competency sets from other accredited MPH programs and schools of public health. The program has defined competencies for each of the five core public health knowledge areas and each of the four emphasis areas. Each emphasis area has a common competency of effective communication to a variety of audiences, which ensures that public health students are able to translate their specialized experiences to the public. The self-study includes a matrix that maps the relationship between courses

and competencies and indicates whether or not the competency is primarily met or reinforced by the course.

Competencies are available to students via the website and handouts. Handouts that are specific to the emphasis areas are provided to students during orientation. The handouts list core competencies as well as competencies for each area of emphasis. Competencies are updated based on information from the Kansas Public Health Systems Group's Workforce Development Committee. Other feedback is obtained through surveys of graduates, field experience preceptors and other potential employers.

The concern relates to the incomplete integration of competencies into the curriculum. First, not all core course syllabi contained learning objectives. Three of six had no learning objectives, which makes it difficult for reviewers, as well as students and other stakeholders, to identify connections to the stated competencies. One of the three did list core competencies, but without defined learning objectives, connections remain difficult to verify. Also, during the site visit, some primary faculty were not able to articulate how they ensured that MPH students achieved required core competencies in classes comprised of MPH student and students from other disciplines. While it is not required to include core competencies in syllabi (although including the relevant competencies along with associated learning objectives is one way to do it), students and other stakeholders must be able to verify coverage of all defined MPH competencies. This is especially important given the multiple disciplines represented by students within courses.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is met with commentary. The MPH program director monitors student progress at least once per semester, and the Graduate School dean and staff ensure that students are progressing with a grade point average (GPA) of 3.0 or better. Students who have less than a 3.0 GPA are placed on probation. Advisors and supervisory committee members guide, direct, assess and advise students as they progress. Additionally, the program director provides advice to students as appropriate. An agreement and evaluation are completed for the field experience at the beginning and end, respectively. In the final semester, if student progress is satisfactory, the supervisory committee and program director sign off for the student to take the culminating experience. The culminating experience includes both oral and written presentations. Based on the core and concentration area competencies, a final, private assessment by the supervisory committee occurs.

The program strives for students to complete the degree in less than six years. The Graduate School requires the supervisory committee to revalidate knowledge gained in courses which are more than six years old at the time of graduation. When necessary, a proposal to revalidate knowledge, which is

customized for each student, is submitted to the Graduate School for approval. There are currently two students remaining in the program who have been enrolled for more than six years. The two remaining students were a part of the 2007-2008 cohort, which to date has a 64% cumulative graduation rate. Students who enrolled in or after academic year 2008-2009 have not yet reached the six year benchmark.

The job placement rate, including students who continued their education, was 100% for 2011 graduates, 100% for 2012 graduates and 84% for 2013 graduates. Student post-graduation plans are obtained by program staff before they graduate or afterwards via email and/or calls. The university's career and counseling office also helps to track graduates.

The university's OEIE helped the program to survey alumni and employers. The surveys will be administered every two years. The 2011 survey revealed that 36% of alumni reported being more than adequately or very well prepared for their career in public health. Survey results are shared with the FAC and Executive Council.

The commentary relates to the varying level of rigor in the assessment of the culminating experience. Reviewers identified concern with the seemingly differing means by which supervisory committees assess knowledge of core competencies during the final supervisory committee evaluation. During the site visit, faculty acknowledged that during the student's final assessment, expertise is not always available to assess all competencies. Faculty noted that the MPH program provides a competency assessment form to supervisory committee members to guide their assessment. However, this data is not used to assess individual student success, but rather to inform the program. Some faculty indicated that they assume that if a student has been successful in courses, the competencies must have been achieved.

2.8 Bachelor's Degrees in Public Health.

If the program offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or

sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.9 Academic Degrees.

If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.10 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.11 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The program offers two joint degrees: Bachelor of Science/Master of Public Health (BS/MPH) and Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH). Students enrolled in the BS/MPH program may use nine graduate credit hours from the MPH program to count toward fulfilling the degree requirements of the bachelor's degree. DVM/MPH students are permitted to apply 12 credit hours from the DVM program to count toward the MPH degree. DVM courses that can be substituted for MPH courses have been verified by program leaders to alignment with competencies specific to the infectious diseases/zoonoses emphasis area, which is the sole emphasis area selected by DVM/MPH students. Site visitors verified the appropriateness of the DVM courses as substitutions for MPH courses.

2.12 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support

for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met with commentary. The program has interdisciplinary research efforts across the four colleges and eight departments to study public health challenges. Public health students are co-mentored by faculty from different disciplines.

Community-based research organizations, public health oriented government agencies and other strategic partners provide a means by which the MPH program can engage in research. For example, in 2013, with an agreement through K-State's extension nutrition programming, a MPH student worked on a project that focused on the demographic and nutritional characteristics of infants. This project was completed in conjunction with the Kansas Department of Health's WIC division. The PI of this project is a secondary faculty member of the MPH program, who is also a K-State extension faculty member.

Another example includes a forthcoming project that will demonstrate that a media literacy program, targeting parents and their young children, can improve the nutrition and physical activity opportunities at home. The program will target the improvement of parents' skills to make informed healthful food purchase and physical activity decisions. The research team of this project will partner with Kansas Child Care Training Opportunities, Inc. to develop, deliver and evaluate an online child care workforce development system to prevent childhood obesity. Two of the four investigators of this project are primary faculty in the public health nutrition and public health physical activity emphasis areas.

The commentary relates to the balance of public health research by type. Although the community-based research examples featured are impressive examples of research focused on public health practice, the largest portion of research is conducted by faculty in the infectious diseases/zoonoses emphasis area. Many of the funded projects in infectious diseases/zoonoses might, arguably, be considered biomedical or veterinary research. It is important for the program to ensure that faculty and students in the infectious diseases concentration understand the subtle differences between research that directly contributes to

population health and research that contributes to the advancement of knowledge of population health. Both are public health research, but in a program with such varied concentrations, it may be necessary to be intentional about ensuring that faculty and students can articulate the subtle differences and appreciate the contributions of both. One suggestion is to have required seminars for all students to intentionally foster collaboration across MPH specialty areas, and to ensure that all research, regardless of specialty area, explicitly address implications for public health practice.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met with commentary. The program considers service to be a primary obligation because of K-State's land grant mission. One of the program's overarching goals is to influence and support public health practice to enhance health within Kansas and beyond. There are two service related goals for the faculty that specify targets for 1) community education and assistance and 2) public health support or assistance.

The program set a target of 50 activities per year for faculty service. The data from 2010 through 2013 show that the program surpassed its goal of 50 activities in each year, with a high of 71 service activities reported in 2012. A listing of the program's service activities includes more than 90 activities or projects spanning from 2009 to the present. The diverse range of service activities includes leadership offices in professional organizations, journal editorial board service and conference planning committees. Additionally, faculty reported serving on boards of health care/medical centers, foundations, non-profit organizations and local coalitions and serving as appointees for federal, state grants or advisory bodies. Some 25 program faculty were involved in service activities, the vast majority of which were for professional societies or groups, as opposed to state or local Kansas related organizations. Other faculty indicate occasional service by giving community lectures, interviews with the media and analyzing toxicology specimens. Site visit interviews with department heads verified the importance of service activities in faculty evaluations, albeit in significantly less amounts of time compared to teaching or research.

One service project, supported by One Kansas, is the Pathways to Public Health program to recruit and retain students historically underrepresented in the food and agricultural sciences workforce. This program is partially funded by a United States Department of Agriculture (USDA) Higher Education Challenge Grant of \$1 to \$2 million dollars and is designed to expressly address the anticipated public health workforce shortage in Kansas. This program helps students become aware of career opportunities in public health-related professions while they attend classes at community college and obtain early field experience in the four K-State MPH public health emphasis areas. Additionally, the Pathways to Public

Health program helps students with the transition from community college to K-State to complete a bachelor's and MPH degree. The Pathways to Public Health program includes the following components: an introduction to public health course delivered via K-State's distance education and in three Kansas community colleges; a summer undergraduate residency in public health program offering exposure to the four MPH areas of specialty; a non-credit summer program offered at K-State's Olathe campus for juniors and seniors in high school and freshmen and sophomores in college; and a joint bachelor's/MPH program where college juniors and seniors can earn up to nine hours of graduate credit while completing their bachelor's degree.

There are no memoranda of agreement or letters of commitment for any of the service activities, although site visitors noted active collaboration with local K-12 schools, Dodge City Community College, Johnson County Community College, and Kansas City Kansas Community College.

The commentary relates to the lack of an operational definition for service that is clearly communicated to all MPH program faculty, including the requirement to support the Kansas community. The primary form of service for most MPH faculty relates to professional organizations, which is important to academia. However, it is also the ethos and heart of a MPH program to give back and assist the community or the populations in its service area. Moreover, recent data shows a declining level of achievement for the service goal for faculty and/or students to actively support community education and service projects each year. While the target is 15 activities per year, only three were performed in 2013. Student interviews indicate that the Public Health Club is providing community service on an occasional basis, however, site visitors note that having a service goal specifically for students would solidify the expectations for student involvement each year. The action plan for strengthening service suggests that the MPH Program Agreement of Support could be used encourage service among program constituents.

3.3 Workforce Development.

The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is met with commentary. Since 2006, a 14 credit hour graduate certificate in public health core concepts has been available for working professionals to receive public health training in the five core areas of public health. The graduate certificate is one of 38 programs offered through the K-State Office of Continuing Education, which sets and administers course fees. All courses are offered online. The program is designed to address the severe shortage of trained public health practitioners in public health organizations.

Applicants to the certificate program are not required to take the GRE but must: 1) have completed an undergraduate degree and be making satisfactory progress in or completed a graduate degree as

documented by an official transcript or other appropriate documentation; 2) be concurrently enrolled in a graduate program at K-State or be admitted in the graduate program as a non-degree student; 3) submit a narrative letter that describes their interest and experience in public health and objectives for completing the certificate; and 4) submit a letter of recommendation from their advisor or employer (if already completed a graduate degree).

The MPH program director reviews all applications and makes a decision to accept, conditionally admit or reject the student. Students must complete all class assignments and achieve a grade of B or better. If a student later decides to apply to the program and is admitted, the full 16 credit hours in the graduate certificate may be applied to the MPH degree.

In the last seven years, 35 working professionals have entered the graduate certificate program, with 19 seeking the certificate only and 16 eventually seeking the MPH degree. Most certificate program participants are from Kansas, although individuals from seven other states and seven other countries are enrolled. The cohort includes 23 females, 12 males, 22 whites, five blacks, one Hispanic, and three Asians. Efforts to advertise the certificate program are primarily through the website, exhibits at professional conferences throughout the state and faculty presentations. Barriers to enhanced participation include cost and the fact that there is no financial assistance for non-degree students.

Similar to MPH degree students, if certificate students do not complete the courses in six years then they must have their knowledge validated by the Graduate School. Certificate participants are expected to complete faculty course evaluations, as well as the same surveys as regularly enrolled MPH students. These surveys include the introductory and mid-program survey, exit survey and an alumni survey one year after completing the program. In the future, the program director plans to conduct a five-year longitudinal survey of certificate graduates to assess the impact of the program on their job performance, advancement, and other variables. Upon completing the certificate program, students receive a framed certificate signed by the Graduate School dean and program director. Graduates are invited to the program director's office for a photo opportunity, if desired, and names of all successful certificate students are posted on the KSU website.

In terms of other workforce development efforts cited in the self-study, 18 faculty members from the four partnering colleges report involvement in some level of workforce development discussions or activities. Recently, the university's Extension Service has been heavily involved in preparing the workforce for implementation of the Affordable Care Act, including preparation to work with navigators. Other activities include frontier/experiential field trips for students, faculty presentations at national or Kansas meetings of extension/public health professionals and participation in One Health Kansas. The MPH program director serves on the Kansas Public Health Workforce Development Coordinating Council, which meets quarterly

to discuss workforce development needs in the state and 105 decentralized county health departments. The group is in the process of developing a survey instrument to assess public health workforce needs. One of the last comprehensive surveys conducted was in 2005, when The Kansas Department of Health and Environment (KDHE) partnered with the St. Louis University School of Public Health and the Heartland Center for Public Health Workforce Preparedness to assess training needs of clerical, technical or support personnel as well as administrators, professionals or medical personnel. Among the training needs identified included emergency preparedness (59%), basic public health science skills (52%) and community dimensions of practice (52%). Participants indicated a preference for continuing education through distance education and the need to address potential barriers such as cost.

The program director also participates in a more recently formed coalition, the Kansas Public Health Systems Group, supported by the Kansas Health Foundation. The group, which meets three times per year, comprises representatives from local and state public health agencies, foundations and academia, to provide input to the Kansas secretary on the population health needs of the state. The elimination of a significant number of public health positions at the national, state and local levels due to shrinking budgets has resulted in downsizing of many public health departments. This is expected to impair public health departments' ability to maintain capacity and meet national accreditation standards. The Kansas Public Health Systems Group is working to identify these trends and focus on training and technical assistance that will be needed to assist local public health departments to prepare for accreditation.

The commentary relates to opportunities for the program to strengthen its strategies to identify needs of the Kansas public health workforce. Currently, faculty report that community needs assessments are anecdotal and take place informally during FAC meetings or faculty interactions with health officials and community members. Kansas, like many states, is in serious transition due to state budget cuts, and there is an increasing emphasis on strengthening partnerships between public health agencies and health care organizations. A systematic process needs to be in place to assess such ecological changes and ensure that training is provided to meet the demand for employees who have the knowledge and skills necessary to work within emerging public health models. Valuable data are also needed on how the contemporary Kansas public health workforce prefers the delivery of such training.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

This criterion is met. Both primary and non-primary faculty have the depth and breadth needed to offer an MPH with emphasis areas in food safety and biosecurity, infectious diseases/zoonoses, public health

nutrition and public health physical activity. Additionally, faculty are heavily engaged in research in their areas of specialization. The program director, who serves as a non-primary faculty member, is formally trained as a doctor of veterinary medicine and has public health practice experience in military veterinary public health.

Primary and non-primary faculty in the food safety and biosecurity emphasis area have formal training in disciplines such as food science and food technology, with research interests in areas such as food and agricultural security, food fermentation and food defense education. Primary and non-primary faculty in the infectious diseases/zoonoses emphasis area have formal training in disciplines such as immunology, epidemiology, microbiology and toxicology, with research interests in areas such as infectious diseases, food safety and zoonoses. Primary and non-primary faculty in the public health nutrition emphasis area have formal training in disciplines such as exercise physiology and human nutrition, with research interests in areas such as cancer and obesity prevention. Finally, primary and non-primary faculty in the public health physical activity emphasis area have formal training in disciplines such as physical activity and public health, with research interests in areas such as childhood obesity prevention and physical activity policies.

As a land grant university, K-State plays a major role in extension projects throughout the state, linking faculty, practitioners and communities. Extension faculty are very engaged with the program and provide a wealth of public health practice opportunities for students.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met with commentary. Faculty policies are well documented and consistently followed across the university. The university handbook defines the role of faculty. The policies stated in the handbook are reviewed and revised as needed by the provost and the Faculty Senate. The most current version of the handbook is maintained by the Office of Academic Personnel and can be accessed electronically via web link.

Faculty development is managed by faculty members and their department heads, in consultation with deans and the provost. The MPH program director works with MPH faculty, providing information and tools as necessary for their work in the MPH program. Other campus resources include the Center for the Advancement of Teaching and Learning, the Office of Research and Sponsored Programs and the Office of Professional and Organization Development in Extension Systems and Agricultural Research Programs. These external centers and offices provide faculty with help in strengthening teaching, securing extramural funding and program development and evaluation, respectively.

Faculty assessments are completed in each department and college using their specific policies and procedures for annual evaluations and for promotions and tenure. The program director also provides input to the assessment process based on the university guidelines and as outlined in the MPH Program Agreement of Support.

The commentary relates to the lack of formal input by the program director on faculty recruitment, appointment, evaluation, and promotion. Generally, department chairs appear to be open to inviting the program director to provide input on faculty evaluation, but there is no formal process. A recent example of the hiring of a biostatistician to support MPH teaching underscores the general attitude of chairs in allowing the program director to be involved in the search committee process. However, the program director had no official vote on the final candidate.

4.3 Student Recruitment and Admissions.

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

This criterion is met. The admissions process for the program is managed by the Graduate School, and the Graduate School has final authority on admissions decisions. The admissions process involves input from the program director, faculty from each area of emphasis and the Graduate School dean. Prospective students submit a MPH program application directly to the Graduate School. The program director conducts an initial review of all the applications and receives consultation from primary faculty in the applicant's prospective emphasis area. The program director makes a final recommendation to the Graduate School dean, who makes the final decision.

The basic requirements for full admissions into the program are completion of an undergraduate degree and a cumulative GPA of 3.0 for the applicant's most recent 60 credit hours of course work. Qualified applicants are selected on the basis of academic merit and evidence of commitment to public health. Other factors of consideration include GRE and TOEFL test scores, references, work and service experience, the personal statement and transcripts.

Since the beginning of the program in 2003, there have been 99 graduates; almost 1/3 (N=31) of those were in academic year 2012-2013. The cohort includes foci as follows: 59% with infectious diseases/zoonoses, 17% public health physical activity; 16% public health nutrition; and 8% food safety and biosecurity. Currently, there are 100 students pursuing either the MPH degree or a Graduate Certificate in Public Health Core Concepts. For fall semester 2013, there are approximately 75 students enrolled in courses in the program.

All entering students are classified in one of three categories of admissions: full standing, provisional or probationary. Full standing status is conferred if the applicant has maintained a B average or higher in their last two years of course work, and their undergraduate training is comparable to that of K-State's. Provisional status is conferred if the applicant maintained a B average or higher in their last two years of course work but deficiencies were detected in undergraduate course work. Another condition of provisional status is ambiguity in the applicant's transcript, which is often found with international applicants. Probationary status is conferred for applicants with grade point averages less than 2.99 in the last two years of their course work who have demonstrated the ability to successfully complete graduate course work through satisfactory standardized test scores or prior professional work experience. Probationary and provisional students that have earned grades of B or higher and at least a 3.0 GPA for their first nine hours of course work are placed in good standing. Since its inception, the program has admitted 174 students as full standing, 43 as provisional and 40 as probationary.

Student recruitment for the program occurs through outreach efforts at various conferences including the Kansas Public Health Association Annual Conference and the Kansas Governor's Conference on Public Health. Additionally, the program relies on faculty throughout the university to recommend the program to their students. Program administration has given presentations to faculty and students throughout K-State in disciplines such as kinesiology and veterinary medicine.

The program is designed to provide graduate-level education for individuals currently employed in or anticipating a career in public health. According to the program director, most MPH students are female and approximately 28-30 years of age. More than half are in-state residents, and 70% attend the program part-time. About 40% of students have already obtained other professional degrees or are pursuing other professional degrees, such as the doctor of veterinary medicine degree. The program is attracting a growing number of international students including those from China, Asia, Nepal and India, in part stimulated by various international training and business opportunities being pursued by K-State.

4.4 Advising and Career Counseling.

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

This criterion is met with commentary. The program has structures in place to facilitate and ensure academic advising for its students. Upon entry into the program, each student is assigned an advisor. Within the first year of enrollment, students are expected to select a major advisor who will serve as their primary source for academic advisement throughout the program. The student's major advisor is responsible for assisting the student with course scheduling and selecting a capstone project. There is no structure or policy in place at the program level that will allow students to formally change advisors.

The program has not implemented a formal structure for offering career counseling to its students. However, students are eligible to utilize the career resources offered by the university's Career and Employment Services Center. In addition, the program director and primary faculty often provide career advice to students when consulted. Data on student satisfaction with academic advising are collected from students during the mid-program and exit surveys.

The commentary relates to the limited availability of information pertaining to the usefulness of current career advising methods. While students who met with the site team commended their major professors and program staff for their support in career guidance, the program has not implemented a method for monitoring student satisfaction with career advising. The program would benefit from implementing a mechanism to ensure that the current method of disseminating career guidance is sufficient to the larger student body.

Formal procedures for submitting concerns regarding the program are outlined in the MPH Graduate Student Handbook and the K-State Graduate Handbook, however, students must make the initial attempt to resolve any conflict directly with the party involved.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Kansas State University Public Health Program

October 28-29, 2013

Monday, October 28, 2013

- 8:15 am Site Team Set-up and Request for Additional Documents Administration
Michael Cates, DVM, MPH, MPH Program Director
Barta Stevenson, MS, MPH Program Assistant
- 8:30 am Meeting with MPH Program Director
Michael Cates, DVM, MPH, MPH Program Director
- 9:15 am Transportation to Anderson Hall, Kansas State University
- 9:30 am Meeting with Kansas State University Provost
April Mason, PhD, Provost
- 10:00 am Transportation back to Trotter Hall
- 10:15 am Executive Session of Team
- 10:45 am Break
- 11:00 am Meeting with MPH Program Board of Directors
John Buckwalter, PhD, Dean, College of Human Ecology
Michael Cates, DVM, MPH, MPH Program Director
John Floros, PhD, Dean, College of Agriculture
Ralph Richardson, DVM, Dean, College of Veterinary Medicine
Carol Shanklin, PhD, Dean, Graduate School
- 11:45 am Break
- 12:00 pm Lunch with MPH Students
Elizabeth Grilliot, Public Health Physical Activity Area of Emphasis
Janet Guvele, Infectious Diseases and Zoonoses Area of Emphasis
Joshua O'Neal, Public Health Physical Activity Area of Emphasis
Jason Orr, Infectious Diseases and Zoonoses Area of Emphasis
Amanda Rall, Public Health Nutrition Area of Emphasis
Briana Rockler, Public Health Nutrition Area of Emphasis
Patrick Steele, Public Health Physical Activity Area of Emphasis
Mylissia Stukey, Infectious Diseases and Zoonoses Area of Emphasis
Heidi Yonkey, Infectious Diseases and Zoonoses Area of Emphasis
- 12:45 pm Break
- 1:00 pm Meeting with MPH Faculty Related to Curriculum and Degree Programs
Deb Canter, PhD, Professor, College of Human Ecology, Core Course Instructor (MPH 720)
Wei-Wen Hsu, PhD, Assistant Professor, College of Arts & Sciences, Core Course Instructor (MPH 701)
Brandon Irwin, PhD, Assistant Professor, College of Human Ecology, Instructor in Public Health Physical Activity Area of Emphasis
Justin Kastner, PhD, Associate Professor, College of Veterinary Medicine, Instructor in Food Safety/Biosecurity and Infectious Diseases/Zoonoses Areas of Emphasis
Robert Larson, DVM, PhD, Professor, College of Veterinary Medicine, Core Course Instructor (MPH 754)
Mary McElroy, PhD, Professor, College of Human Ecology, Core Course Instructor (MPH 818)
Abbey Nutsch, PhD, Assistant Professor, College of Agriculture, Instructor in Food Safety and Biosecurity Area of Emphasis
Ric Rosenkranz, PhD, Assistant, Professor, College of Human Ecology, Instructor in Public Health Nutrition Area of Emphasis
Michael Sanderson, DVM, PhD, Professor, College of Veterinary Medicine, Core Course Instructor (MPH 854)
- 1:45 pm Break

2:00 pm	<u>Meeting with Faculty Related to Research, Service, Workforce Development, Faculty Issues</u> Stephen Chapes, MPH, PhD, Professor, College of Arts & Sciences. Infectious Diseases and Zoonoses Area of Emphasis Daniel Fung, MSPH, PhD, Professor, College of Agriculture, Food Safety and Biosecurity Area of Emphasis Katie Heinrich, PhD, Assistant Professor, College of Human Ecology, Public Health Physical Activity Area of Emphasis Justin Kastner, PhD, Associate Professor, College of Veterinary Medicine, Food Safety and Biosecurity Area of Emphasis Tanda Kidd, PhD, Associate Professor, College of Human Ecology, Public Health Nutrition Area of Emphasis Kate KuKanich, DVM, PhD, Assistant Professor, College of Veterinary Medicine, Infectious Diseases and Zoonoses Area of Emphasis Emily Mailey, PhD, Assistant Professor, College of Human Ecology, Public Health Physical Activity Area of Emphasis Beth Montelone, PhD, Professor, College of Arts & Sciences, Infectious Diseases and Zoonoses Area of Emphasis Sandra Procter, PhD, Assistant Professor, College of Human Ecology, Public Health Nutrition Area of Emphasis Ric Rosenkranz, PhD, Assistant Professor, College of Human Ecology, Public Health Nutrition Area of Emphasis George Wang, PhD, Professor, College of Human Ecology, Public Health Nutrition Area of Emphasis Deon van der Merwe, PhD, Associate Professor, College of Veterinary Medicine, Core Course Instructor (MPH 806)
2:45 pm	<u>Break</u>
3:00 pm	<u>Meeting with MPH Program Executive Council Voting Members</u> M.M. Chengappa, PhD, Department Head, Diagnostic Medicine/Pathobiology David Dzewaltowski, PhD, Department Head, Kinesiology Gary Gadbury, PhD, Department Head, Statistics Mark Haub, PhD, Department Head, Human Nutrition Ken Odde, PhD, Department Head, Animal Sciences and Industry Bonnie Rush, DVM, Department Head, Clinical Sciences Brian Spooner, PhD, Division Head, Biology
3:45 pm	<u>Break</u>
4:00 pm	<u>Meeting with Alumni and Community Representatives</u> Virginia Barnard, MPH, Riley County Extension Service (Local public health leader, MPH program preceptor, and Alumnus, Public Health Nutrition Area of Emphasis) Colonel Paul Benne, MD, MPH, Head, Public Health Division, Fort Riley (Local public health leader and MPH program preceptor) Erika Bono, MPH (Alumnus, Public Health Nutrition Area of Emphasis) Kimathi Choma, DVM, MPH (MPH Program Field Experience Facilitator and Alumnus, Infectious Diseases and Zoonoses Area of Emphasis) Jeanne Liu, MPH (Alumnus, Food Safety and Biosecurity Area of Emphasis) Brenda Nickel, MS, RN, Director, Riley County Health Department and Member of Board of Directors, Kansas Public Health Association (Local public health leader and MPH graduate employer) Katy Oestman, MPH, CHES, Riley County Health Department (Alumnus, Public Health Physical Activity Area of Emphasis)
5:00 pm	<u>Adjourn</u>

Monday, October 28, 2013

8:15 am	<u>Executive Session and Report Preparation</u>
11:30 am	<u>Working Lunch, Executive Session and Report Preparation</u>
12:30 pm	<u>Exit Interview</u> John Buckwalter, PhD, Dean, College of Human Ecology Michael Cates, DVM, MPH, MPH Program Director Peter Dorhout, PhD, Dean, College of Arts & Sciences Don Boggs, PhD, Associate Dean, College of Agriculture Ralph Richardson, DVM, Dean, College of Veterinary Medicine Carol Shanklin, PhD, Dean, Graduate School
1:30 pm	<u>Team Departs</u>