KANSAS STATE UNIVERSITY

Master of Public Health Program

Self Study Report

May 2013

**Submitted to the
Council on Education for Public Health**

Submitted by the Master of Public Health Program

**Contact Person:
Michael B. Cates, DVM, MPH, DACVPM**
Director, Master of Public Health Program
James B. Nichols Professor of Veterinary Medicine

311 Trotter Hall
Manhattan, KS 66506-5615
ksu.edu/mphealth

785-532-2117
cates@ksu.edu

Table of Contents

List of Tables

Criterion 1: The Public Health Program

1.1. Mission

1.1.a. A clear and concise mission statement for the program as a whole.

The mission of the Kansas State University 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.

This MPH Program mission statement is consistent with that of Kansas State University: To foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.

1.1.b. A statement of values that guides the program.

The MPH Program is an integral part of the entire university setting and adheres to the same values communicated in the Kansas State University's Principles of Community statement. That statement may be found on K-State's website: http://www.k-state.edu/about/community.html

1.1.c. Goal statements for each major function through which the program intends to attain its mission, including instruction, research, and service.

The MPH Program currently has three overarching goals aligned with the three main aspects of Kansas State University's land grant mission—education, research, and service.

> Instruction: Provide comprehensive education and professional development to all students in the substantive areas of public health including: epidemiology, biostatistics, social and behavior sciences, health services administration, and environmental health sciences. In addition, provide excellent training and education in specialized areas of public health, including food safety and biosecurity, infectious diseases and zoonoses, public health nutrition, and public health physical activity.
>
> Research: Conduct and communicate collaborative research and scholarship in the public health sciences.
>
> Service: Influence and support public health practice, to enhance health within Kansas and beyond.

1.1.d. Measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c.

The program goals identified above are associated with measurable objectives related to each major function (instruction, research and service). These objectives are as follows:

Objectives - Instruction:

1.a. One-hundred percent (100%) of MPH Program Learning Objectives will be addressed by core and elective courses.
1.b. Eighty percent (80%) MPH graduates who seek employment will be employed in a relevant field within 12 months of graduation and those that seek further education will be admitted to programs of their choice.
1.c. Thirty percent (30%) of MPH students will complete their degree requirements within 24 months of enrollment in the program which reflects the ratio of full- to part-time students.
1.d. Students will be satisfied or very satisfied with the quality of core courses as measured on graduate exit survey. (Q 1.1.)
1.e. Students will be satisfied or very satisfied with the quality of other courses as measured on graduate exit survey. (Q 1.2.)
1.f. Students will be satisfied or very satisfied with the quality of field experience placement as measured on graduate exit survey. (Q 6.1.)
1.g. Students will be satisfied or very satisfied with the quality of program to prepare them for the future as measured on graduate exit survey. (Q 8.1.)

Objectives - Research:

2.a. Each academic year, 75% of the primary MPH faculty will communicate public health related research to the public via scholarly presentations and/or publications.
2.b. Each academic year, 50% of public health-related research projects will demonstrate collaboration with community based organizations.

Objectives - Service:

3.a. Faculty and/or students will actively support community education and service projects with a minimum of 15 projects each year.
3.b. Faculty will provide public health support or assistance to Kansans and beyond with a minimum of 50 activities each year.

1.1.e. Description of the manner through which the mission, values, goals and objectives were developed, including how various specific stakeholder groups were involved in their development.

Collectively, the MPH Program Director, other staff, and the MPH Coordinating Committee (now Faculty Advisory Council) members, representing the faculty, students, and administration of all partnering colleges and departments, initially developed the mission, goals and objectives of the MPH Program.

1.1.f. Description of how the mission, values, goals and objectives are made available to the program's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

The mission, goals and objectives are available to the general public on our website at: http://www.k-state.edu/mphealth/about/mission.html . The program uses the MPH Faculty Advisory Council and MPH Executive Council to periodically review the mission, goals and objectives; the review should be at least every three years.

1.1.g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** This interdisciplinary program operates as an integral part of the university—with its long established processes and expectations—while also establishing its own expectations as a non-traditional component of multiple entities on campus.

> **Challenges:** With MPH faculty dispersed in multiple departments and colleges, monitoring goals and objectives is difficult to streamline.

> **Suggested Action Plan:** Leverage the expertise of the university's Office of Educational Innovation and Evaluation to design and implement more efficient processes for monitoring goals and objectives as well as revising them when necessary.

1.2. Evaluation

1.2.a. Description of the evaluation process used to monitor progress against objectives defined in 1.1.d., including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole.

The program director coordinates with the Faculty Advisory Council (FAC) and the university's Office of Educational Innovation and Evaluation (OEIE) toward programmatic assessment. The evaluation and planning process is an integral part of all routine meetings of the FAC. The council considers all program assessment outcomes and measurable objectives, with assistance from OEIE, at least once a year and proposes any necessary changes for improvement. Also, the council will consider any issues or proposals brought before them from the program administrative staff, representatives of the supporting college's faculties and/or students. Course and curriculum change proposals made by the curriculum committee and then the FAC follow university and graduate school policies and procedures. In addition, the program is subject to review by the university and the Kansas Board of Regents.

Some key components of the program assessment include:

- Student, Graduate and Alumni Surveys
- Employer/Potential Employer Surveys:
- Faculty Evaluations of Student Performance / Attainment of Program Competencies

- Student and Preceptor Evaluations of Students after Field Experiences
- Faculty Surveys
- Course Evaluations
- Kansas Board of Regents Program Review
- Program Updates to Provost, Deans and Department Heads

1.2.b. Description of how the results of the evaluation processes described in Criterion 1.2.a. are monitored, analyzed, communicated and roughly used by managers responsible for enhancing the quality of programs and activities.

Results are shared by MPH staff with the FAC and MPH faculty, students and administrators from the graduate school and four supporting colleges. The director and staff immediately consider feedback involving specific policies or procedures and makes necessary adjustments. The MPH staff shares appropriate course information with administrators and/or faculty members. When necessary, the coordinating committee considers proposals for major changes in policies, procedures, courses and/or curriculum; decisions follow Graduate School and University policies for change.

1.2.c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d. must be provided for each of the last three years.

Table 1.2.c. Outcomes - Measurable Objectives				
Goal 1: Education	**Target**	**2010**	**2011**	**2012**
1.a. MPH specific Program Learning Objectives will be addressed by core and elective courses.	100%	100%	100%	100%
1.b. MPH graduates who seek employment will be employed in a relevant field within 12 months of graduation and those that seek further education will be admitted to programs of their choice. (See Table 2.7.2.)	80%	100% (9/9)	100% (13/13)	100% (18/18)
1.c. MPH students will complete their degree requirements within 24 months of enrollment in the program which reflects the percentage of part-time students.	30%	36% (4/11)	33% (4/12)	31% (11/35)
1.d. Students satisfied or very satisfied with the quality of core courses as measured on graduate exit survey. (Q 1.1)	100%	N/A	100% (10/10)	88% (15/17)
1.e. Students satisfied or very satisfied with the quality of other courses as measured on graduate exit survey. (Q 1.2)	100%	N/A	100% (10/10)	100% (17/17)
1.f. Students felt the quality of field experience placement as measured on graduate exit survey was excellent or good as measured on graduate exit survey. (Q 6.2)	100%	N/A	70% (7/10)	76% (13/17)
1.g. Students felt the quality of field experience in their career development in public health was excellent or good as measured on graduate exit survey. (Q 6.4)	100%	N/A	80% (8/10)	82% (14/17)

Table 1.2.c. Outcomes - Measurable Objectives				
Goal 2: Research		**2010**	**2011**	**2012**
2.a. Each academic year, primary MPH faculty will communicate public health related research to the public via scholar presentations and/or publications. (See Table 3.1.c.)	75%	67% (8/12)	92% (11/12)	79% (11/14)
2.b. Public health-related research projects will demonstrate collaboration with community based organizations. (See Table 3.1.c.)	50%	44% (14/32)	35% (14/40)	46% (19/41)
Goal 3: Service		**2010**	**2011**	**2012**
3.a. Faculty and/or students will actively support community workforce development education and service projects. (See Tables 3.2.2.; 3.3.1.; 3.3.2.)	15 projects	30 projects	15 projects	12 projects
3.b. Faculty will provide public health support or assistance to Kansans and beyond. (See Table 3.2.1.)	50 activities	41 activities	49 activities	58 activities

1.2.d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The MPH director and staff coordinated the initial development of the self-study document, soliciting input from Faculty Advisory Council (FAC), all MPH faculty members and supporting college and department administrators, particularly for specifically required data. The staff received assistance from multiple sources on campus, such as the Registrar's office, the Budget office, and the supporting dean's staffs. The original document was initially drafted by different groups of volunteer faculty, from the FAC, and then after consultation with CEPH, revised by the program staff. The staff posted updates of tables and narratives on inter-university internet sites for review by faculty, staff, and administrators. The document was posted on the program's website for review by other alumni, students, and representatives of the public health community. The final draft was sent to the MPH Executive Council, the MPH Board of Directors and to the Provost for approval before being sent to CEPH.

1.2.e. Assessment of the extent to which this criterion is met, and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** There are several strengths of this interdisciplinary program regarding this criterion.
> (1) The program attracts students with varying interests and experiences;
> (2) The breadth of expertise among faculty provide extraordinary opportunities for mentoring students;
> (3) As a land-grant institution, community outreach is an integral part of the university's mission.
> (4) The university has demonstrated substantial leadership in areas of instruction, research and service connected to each of this program's areas of emphasis.

Challenges: With a traditional college/departmental infrastructure for faculty and resourcing, collection of data could be more efficient.

Action Plan: Programmatic assessment can be improved by involving more stakeholders, particularly students, graduates and public health-related employers, in the process. With the assistance of the Office of Educational Innovation and Evaluation, significant improvement in the assessment processes has occurred, and more efficiencies will be gained with experience.

1.3. Institutional Environment

1.3.a. A brief description of the institution in which the program is located, and the names of accrediting bodies to which the institution responds.

The program operates within a regionally-accredited university. Kansas State University has been continuously accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools since 1916. The most recent accreditation focused site visit was conducted in 2012, and K-State was fully reaccredited through 2022. President Schulz was notified that K-State received continued accreditation through 2021-2022. (http://www.k-state.edu/assessment/accreditation/)

Many of the colleges, departments and programs at K-State seek specialized and professional accrediting for their unique programs. There are 61 of these specialized and professional accrediting bodies to which K-State programs are responsible. Among some of the partners of the MPH Program, in our four supporting colleges, the external accrediting agencies include:

- Institute of Food Technologists (http://www.ift.org/) for the Food Science Institute, College of Agriculture.
- Commission on Accreditation for Dietetics Education (http://www.eatright.org/ACEND/content.aspx?id=73) and Commissions for Programs in Hospitality Administration (http://www.acpha-cahm.org) for the Department of Hospitality, Management and Dietetics, College of Human Ecology.
- Commission on Accreditation of Athletic Training Education (http://www.caate.net/) for the Athletic Training Program in the Department of Human Nutrition, College of Human Ecology.
- American Veterinary Medical Association (http://www.avma.org) Council on Education for the College of Veterinary Medicine.

In addition, each academic department within the university undergoes a departmental/college internal review process on a regular basis.

Kansas State University, the Land Grant institution in Kansas, is one of six state universities under the governance of the Kansas Board of Regents (http://www.kansasregents.org/). The university, headed by the President, currently has over 60 academic departments in nine colleges. The Graduate School offers 65 master's degree programs and 45 doctoral programs.

1.3.b. Organization chart(s) of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.

The Master of Public Health program, like all graduate programs at Kansas State University, is under the administrative leadership of the Dean of the Graduate School. Also, like other interdisciplinary programs on this campus, the MPH Program has an "academic home" in one of the academic colleges—in this case, the College of Veterinary Medicine—from where daily operational support and leadership are provided. The program director's faculty appointment is in the College of Veterinary Medicine, and he reports directly to the Dean of the College of Veterinary Medicine. The graphic below illustrates the current organizational structure at Kansas State University.
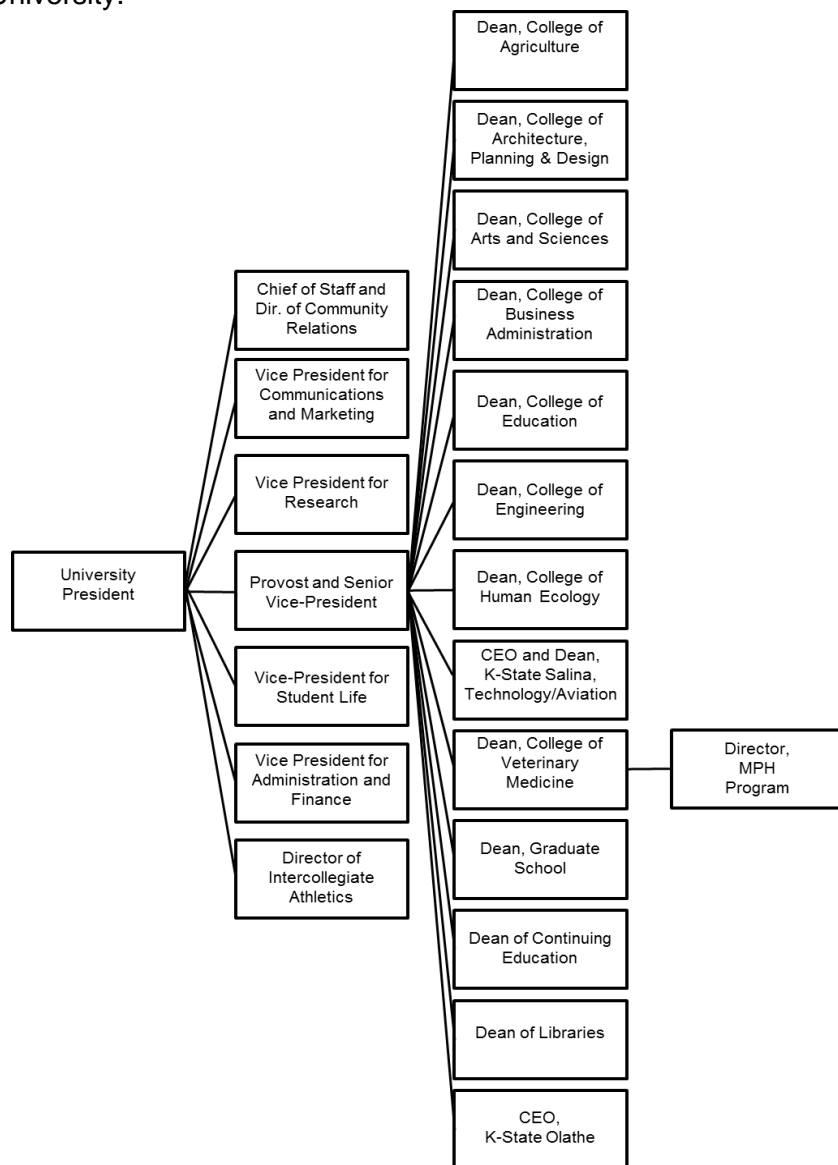
The following illustration depicts the current relationships between the program and its partnering colleges and governance structures.
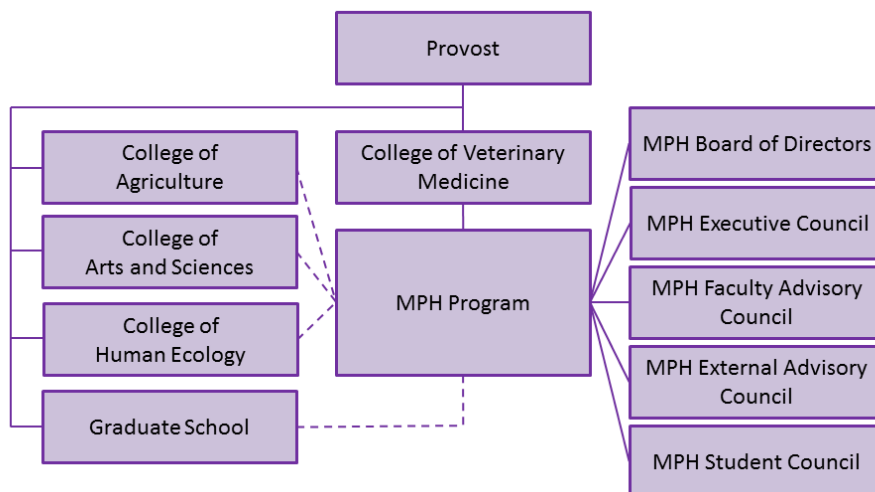
The program involves faculty and staff from the following units on campus:

- The Graduate School
- College of Agriculture
    - Department of Animal Sciences
- College of Arts and Sciences
    - Division of Biology
    - Department of Statistics
- College of Human Ecology
    - Department of Human Nutrition
    - Department of Hospitality Management and Dietetics
    - Department of Kinesiology
- College of Veterinary Medicine
    - Department of Clinical Sciences
    - Department of Diagnostic Medicine and Pathobiology

1.3.c. Description of the program's involvement and role in budgeting and resource allocation including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising; personnel recruitment, selection and advancement, including faculty and staff; and academic standards and policies, including establishment and oversight of curricula.

The program director has a direct role in budgeting and resource allocation for day-to-day operations of the program office, and overall support from provost, colleges and departments are included in the university's Master of Public Health Agreement of Support. Negotiations regarding specific fiscal resources are conducted at the department, dean, and provost levels.

The responsibility for faculty retention and selection resides within each academic department, and the program director provides input to the departments. Kansas State University is an equal opportunity employer and actively seeks diversity among its employees. The recruiting

units make vigorous good-faith efforts to recruit minorities and women for positions in which they are not represented to the extent they are deemed to be available in the pool of qualified persons. It must be understood that estimates of availability of minorities and women for specific positions are educated guesses. Ideally, we would expect that a good-faith recruitment effort designed to reach all qualified persons would result in an applicant pool and hiring results reflecting our availability estimates.

As with other graduate programs, the program director works directly with the graduate dean and her staff, as well as with MPH faculty, toward enforcing university academic standards and policies.

The program director works with the curriculum committee and the Faculty Advisory Council in the development of and recommended changes to the MPH curriculum. All curriculum issues must be voted on by the MPH faculty before moving on to the university's course/curriculum change process.

1.3.d. If a collaborative program, descriptions of all participating institutions and delineation of their relationship to the program.

Not applicable. The program is not a collaborative effort with other institutions.

1.3.e. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.

The program is not a collaborative effort with other universities. However, there is a formal Master of Public Health Program Agreement of Support between partnering colleges on this campus, and it may be found on the program's website home page: http://www.k-state.edu/mphealth/pdf/governance/MPH_Agreement_03-2013.pdf

1.3.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** As the major land grant institution of higher learning in the state of Kansas, the university has long established policies and procedures in place for the appropriate distribution of resources, recruiting and retention of faculty and accessibility to administrative officials.

> **Challenges:** As an interdisciplinary program, the MPH Program has courses and program faculty housed in multiple departments and four colleges across the university, each with its own specific set of policies and procedures for resource allocation and faculty recruiting, retention and assessments.

> **Action Plan:** Continue to use the Agreement of Support to maintain standard practices across the multiple colleges and departments and to keep a consistent dialogue

with administrators, faculty and students, toward a consistent and fair working environment.

1.4. Organization and Administration

1.4.a. One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.

See organization charts in Section 1.3.b.

1.4.b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The program was approved by the Kansas Board of Regents in January, 2003, as an interdisciplinary graduate degree-granting program, with partners in the Graduate School as well as four academic colleges. The Master of Public Health Program Agreement of Support is signed by the Provost, all five deans and the heads of the supporting division and departments, to maintain sustainability of the program and its learning, research, and service components. The governance structure, described in the support agreement and in section 1.5 below, provides inclusion of appropriate administration, faculty, and student involvement in the program.

1.4.c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

> **Strengths:** The organization is very cost efficient, providing access for students to many experts in a wide variety of public health-related disciplines while spreading responsibilities and associated costs across many academic units. The nature of interdisciplinary programs at this university encourages collaboration across traditional college and department lines, adding to the experience for students and faculty alike. The Faculty Advisory Council helps facilitate communication and provides perspectives from all supporting faculty, staff and students, and the graduate school and graduate council provides the necessary structure for standardized policies and procedures.

> **Challenges:** Since interdisciplinary programs are relatively new, the traditional roles and responsibilities of colleges still remain intact, somewhat complicating administration and communication.

> **Action Plan:** Continue routine meetings with administration and coordinating committee, to improve transparency and communication throughout the stakeholders of the program. The Provost's Interdisciplinary Task Force in 2012 and 2013 made recommendations for improvements to all interdisciplinary programs on campus.

1.5. Governance

1.5.a. A list of standing and important ad hoc committees, with a statement of charge, composition and current membership for each.

MPH Program Board of Directors

The MPH Program Board of Directors meets at least once a year to reaffirm the institution's commitment to the program, addressing unmet resourcing needs and assuring all curricular concerns of the program's administration or faculty have been resolved. The council is comprised of the MPH program director and the deans of the Graduate School and the Colleges of Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine.

Current members are:

- Michael Cates (Program Director and Chair)
- Carol Shanklin (Dean of the Graduate School)
- John Floros (Dean, Agriculture)
- Peter Dorhout (Dean, Arts and Sciences)
- Virginia Moxley (Dean, Human Ecology)
- Ralph Richardson (Dean, Veterinary Medicine)

MPH Executive Council

The MPH Executive Council meets a minimum of three times a year, with a focus on strategic planning, faculty assignments, course availability and funding, and the assurance of proper curricular control. The council is comprised of the MPH program director and all department/division heads who supervise primary faculty and/or instructors of MPH core courses. The deans of partnering colleges will serve as ex-officio, non-voting members of this council.

Current members are:

- Michael Cates (Program Director and Chair)
- M. M. Chengappa (Department Head, Diagnostic Medicine and Pathobiology)
- David Dzewaltowski (Department Head, Kinesiology)
- Mark Haub (Department Head, Human Nutrition)
- James Neill (Department Head, Statistics)
- Ken Odde (Department Head, Animal Sciences and Industry)
- Bonnie Rush (Department Head, Clinical Sciences)
- Jeannie Sneed (Department Head, Hospitality Management and Dietetics)
- Brian Spooner (Division Head, Biology)
- Carol Shanklin (Dean, Graduate School)(non-voting)
- John Floros (Dean, Agriculture)(non-voting)
- Peter Dorhout (Dean, Arts and Sciences)(non-voting)
- Virginia Moxley (Dean, Human Ecology)(non-voting)
- Ralph Richardson (Dean, Veterinary Medicine)(non-voting)

MPH Program Faculty Advisory Council (FAC)

The FAC currently serves as the main coordinating faculty committee, establishing program policies and providing initial admission, course and curriculum, as well as faculty affiliation recommendations to the program director, and if necessary, to the MPH Executive Council and Board of Directors. The council will be comprised of the program director as chairman, at least three primary faculty from each of the areas of emphasis, any other core course instructors who are not primary faculty, at least one student representative, and any representatives of other public health-related organizations/grants at the university (at the discretion of the program director).

Current members are:

- Michael B. Cates (Program Director and Chair)
- Daniel Fung, Justin Kastner, Abbey Nutsch (Food Safety & Biosecurity primary faculty)
- Stephen Chapes, David Renter, Deon van der Merwe (Infectious Diseases & Zoonoses primary faculty)
- Mark Haub, Richard Rosenkranz, George Wang (Public Health Nutrition primary faculty)
- Katie Heinrich, Emily Mailey, Mary McElroy (Public Health Physical Activity primary faculty)
- Clifford Blair (STAT 701); Robert Lawson (DMP 754); Deborah Canter (HMD 720); (MPH Core Course Instructors not primary faculty)
- Eric Kelly (MPH student member)
- Beth Montelone (One Health Kansas); (Members from Public Health-related organizations or grants)

MPH Program Curriculum Committee

The Curriculum Committee provides oversight of the program's curriculum, reviewing any applicable materials from the programmatic assessment and/or issues presented by program administration, faculty and students. At a minimum, the committee will routinely review all courses in the curriculum once every four years and make recommendations to the Faculty Advisory Council for necessary changes before November 1 of each calendar year. If the program is made aware of significant changes in individual courses in the MPH curriculum, the committee will assess that course in the same year as the changes are made. Membership includes at least one representative from each of the areas of emphasis, plus one additional representative from the area of emphasis being reviewed in any given year.

Current members (2013) are:

- Justin Kastner and Abbey Nutsch (Food Safety and Biosecurity)
- Robert Larson (Infectious Diseases and Zoonoses)
- Richard Rosenkranz (Public Health Nutrition)
- Mary McElroy (Public Health Physical Activity)

MPH Program Travel Awards Committee

The Travel Awards Committee provides oversight of travel awards and scholarships, reviewing applications and making recommendations to the program director. The committee is comprised of at least one faculty representative from each area of emphasis and at least one student representative.

Current members include:

- Abbey Nutsch (Food Safety and Biosecurity)
- Derek Mosier (Infectious Diseases and Zoonoses)
- Mark Haub (Public Health Nutrition)
- Katie Heinrich (Public Health Physical Activity)
- Eric Kelly (MPH student)

1.5.b. Identification of how the following functions are addressed within the program's committees and organization structure: general program policy development; planning and evaluation; budget and resource allocation; student recruitment, admission and award of degrees; faculty recruitment, retention, promotion and tenure; academic standards and policies, including curriculum development; and research and service expectations and policies.

Because of the unique interdisciplinary organization of the MPH program, the university uses a blend of governance structures, working under the auspices of the MPH Program Agreement of Support, to address the needs of the program and its faculty and students. The Program Director and staff are directly responsible for daily operations, to include coordination of student applications, monitoring of student progress, student recruiting, operations budgeting and allocation, along with communications to and with the various program governing entities.

Specific responsibilities, with those responsible, include:

- General program policy development: program director, in coordination with Faculty Advisory Council
- Planning and evaluation: program director, in coordination with Faculty Advisory Council and Executive Council
- Budget and resource allocation: program director, in coordination with members of the Board of Directors
- Student recruitment, admission and award of degrees: program director, in coordination with faculty and the Graduate School staff
- Faculty recruitment, retention, promotion and tenure: Members of the MPH Executive Council, with input from the program director
- Academic standards and policies, including curriculum development: Faculty, beginning with recommendations from the Faculty Advisory Council
- Research and service expectation and policies: Members of the MPH Executive Council

1.5.c. A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.

The key document for Kansas State University for determining the rights and obligations of individuals in governance of the program is the University Handbook. The purpose of this handbook is to provide a broad description of Kansas State University, its nature, and the role of the K-State faculty, unclassified professionals, and administration in relation to the university community's many activities. Unless otherwise specifically noted, the contents of this handbook will be considered standard policy by the faculty and unclassified professionals and administration. Procedures and regulations, along with privileges and responsibilities, are presented for ready reference. The latest version of this document, including revisions, can be accessed at the following web site address http://www.k-state.edu/academicpersonnel/fhbook. The policies stated in this handbook are reviewed and revised as needed by the Office of the Provost and the Faculty Senate. Changes are incorporated in the handbook on a continuing basis and become effective when approved by the faculty senate and the provost. The Office of Academic Personnel maintains the official, most current version of this handbook.

1.5.d. Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

Table 1.5.d. Faculty Who Hold Membership on University Committees (2010-2013)	
Faculty Member	**University Committee Service**
Brannon	Member, Kansas State University Graduate Council (elected position), 2011 - current Member, Kansas State University Department Head Search Committee, 2011-2012 Member, Kansas State University Cognitive Search Committee, 2012-2013 Member, Kansas State University Psychology Department Human Subjects Committee (2012- PsyTalk Psychology Department Newsletter Coordinator (in training, 2012-)
Canter	Member, Provost's Task Force on the Future of Distance Education, KSU, 2010 Member, Division of Con Ed team to develop faculty learning modules for online education, 2010 Member, Search Committee, Assoc Dean for Academic and Research, K-State Olathe, 2010 New Department Heads Orientation Committee, 2008-present
Cates	Kansas State University Faculty Senate (until June 2012) Kansas State University Faculty Senate Committee on University Planning (until June 2012) Kansas State University Interdisciplinary Program Task Force (Provost appointed) College of Veterinary Medicine CCOP member College of Veterinary Medicine Continuing Ed. Committee (until July 2012) College of Veterinary Medicine Admissions Committee (since July 2012) CVM representative to AAVMC One Health Committee
Chambers	College of Human Ecology Promotion and Tenure Committee (current) Justin Hall Renovation Core Committee (current)
Chapes	KSU Coordinator, Kansas IDeA Networks of Biomedical Research Excellence, 2001-Current Associate Director, Terry C. Johnson Center for Basic Cancer Research, 2003-Current Undergraduate Research Task Force Committee, 2012 Search Committee (Chair), Division of Biology, Microbiologist search, 2009-2010 Graduate Affairs Committee Chair, 2002-2011 Tenure and Promotion Committee, 1999-2002 (Co-Chair, 2002), 2003-2006, 2008-2011 Search Committee (Chair), Division of Biology, Search for 3 Cell Biologists, 2010-2011 Search Committee (Chair), Division of Biology, Laboratory Animal Care Supervisor, 2011
Chengappa	Member, University Distinguished Professor Screening Committee, 2010 Member - Department Head Steering Committee, KSU, 2009-Present Chair - College Environment Health and Safety Committee 2008-Present Member - KSU Facility Committee, 2009-Present

Table 1.5.d. Faculty Who Hold Membership on University Committees (2010-2013)	
Faculty Member	**University Committee Service**
Dzewaltowski	Kinesiology Department Head, on every departmental committee
Galitzer	Campus Environmental Health and Safety Committee, current Campus Institutional Animal Care and Use Committee, current Campus Crisis Management Committee, current Campus Risk Management Committee, current Campus Pandemic Flu Planning Committee, current
Ganta	Member, Faculty Senate, 2012
Gould	University Ombudsperson, 2009 – 2013 Co-chair Email Upgrade Committee, October 2012 Search Committee Chair, Chief Information Security Officer, May – August 2012 Unclassified Professional Awards for Excellence, Chair, 2010, Committee member 2011, 2012 ePortfolio Task Force, 2010 - 2011, Co-chair, Search Committee, Chief Information Officer/Vice Provost for Information Technology Services, 2009 - 2010 iSIS Task Force 2009 - present Technology Classroom Planning Committee August 2001 - present Faculty Senate (1996-1997, 2008 - present),Faculty Affairs Faculty Senate 2009 – present
Grunewald	Promotion and Tenure – Department representative to college (2007-2011) Development of concurrent BS/MS program in Human Nutrition (2011) Academic Affairs, Committee member (1992-1995; 1997-1999; 2007-2010; 2012-present)
Hanlon	Search committee for the Director of the Biosecurity Research Institute, 2010 Search Committee for Associate VP for Research Virginia and Perry Peine Biosecurity Chair, 2011 Search Committee for the Director of the Office of Corporate Engagement , 2012
Haub	Faculty Senate – College of Human Ecology Representative (2005-2008 & 2008-2011) Faculty Senate Executive Committee -- Human Ecology representative (2009-2011) Human Ecology Caucus -- Chair (2009-2011) Faculty Senate Faculty Affairs Committee, Human Ecology, (2005-2008 & 2008-2011) Human Ecology Faculty Affairs Committee, Faculty Senate, (2005-2008 & 2008-2011) Human Ecology Faculty Council – Faculty Senate representative (2009-2011)
Heinrich	Member, K-State For All, 2012 Member, Search Committee, Assistant Professor, Physical Activity and Public Health, 2011 Member, Search Committee, Accountant, 2011 LIFE Community Physical Activity Program Advisory Committee, 2010
Higgins	Department of Nutrition Tenure and Promotion Document Update committee, 2010-2012 Human Ecology co-advisor for Kappa Omicron Nu, 2010-2012 Human Ecology 2025 Theme 4 Goals and Priorities Committee, 2012 Human Ecology Faculty Affairs Committee, 2012 KSU Advisory Committee for the K-State Faculty Exchange for Teaching Excellence, 2010-2012 Human Ecology Diversity and Internationalization (Dive-In) committee 2010-2011 Human Ecology Advisory Committee for 5-year reappointment of Human Nutrition Department Head, 2010
Irwin	Department of Kinesiology Marketing Committee, current
Kastner, C	Olathe Campus Planning Committee, including Curriculum Planning, 2008-curent Division of Continuing Education Advisory Board, 2008-current K-State and Command and General Staff College Homeland Security Curriculum Planning Committee, 2009-2012 Food Systems Marketing Committee, 2009-current Center for Engagement and Community Development, 2008-currentt AIB International Curriculum Development Initiative, 2009-current Center of Excellence for Food Safety Research in Child Nutrition Programs, Advisory Committee Member, 2011-current AG*IDEA Food Safety and Defense Graduate Certificate Steering Committee Member, 2006-current

Table 1.5.d. Faculty Who Hold Membership on University Committees (2010-2013)	
Faculty Member	**University Committee Service**
Kastner, J	Member, Hospitality and Programs Committee, Friends of KSU Libraries, 2011-2012 Member, K-State 2025 Theme Committee for Engagement, Extension, Outreach, and Service (Spring 2011). *Appointed by Dean Richardson and Dr. Chengappa* Member, Kansas State University Food Security Interest Group, Spring 2011 – present *Invited by Dr. Jim Stack, Department of Plant Pathology.* Member, NABC welcoming and hosting group for visitors from Fleishman Hillard, 26 May 2011 Volunteer organizer for reception (Friends of KSU Libraries): *Anniversaries 3: Grain Science, Journalism and McCain Auditorium*, 13 October 2010
Kidd	Department of Human Nutrition Lead Extension person, current
KuKanich, K	Graduate Faculty member, 2008-Present Human Animal Bond Interest Group, 2010-Present CVM Awards and Scholarship Committee, 2012 CVM Bacteriology Search Committee (DMP), 2011-2012 CVM Class of 2016 Student Interviews, 2011-2012 VMTH Alumni Tours, 2011-present CVM Student Veterinary ER and Critical Care Club Advisor, 2009-2012 CVM Phi Zeta Research Symposium Judge, 2009-2013 CVM White Coat Ceremony Marshall, 2010 Dept CS Research Seminar, 2012 Dept CS Master Planning Committee on Didactic Teaching, 2012 Dept CS House Officer Advisory Committee, 2011-Present Dept CS Ophthalmology Search Committee (Dr. Jessica Slack), 2011 Dept CS Scholarship Planning Committee, 2011-present Dept CS Research Committee, 2009-Present Dept CS Radiology Search Committee, 2011-2012 Dept CS Internship and Residency Selection Committee, 2009-Present
Larson	KSU representative on Board of Directors for PRAIREE Consortium (Partnership for Rural and American Indian research Engagement and Education), 2012-present Division of Continuing Education (DCE) Advisory Council, 2008-present Distance Education Plan Taskforce (present KSU's Distance Ed plan to provost, 2010 ZIMBRA (email suite) Implementation Steering Committee, 2008-2011 CVM Faculty Council, 2008-present CVM Library Committee (Chair), 2012-present CVM Technology Advisory Committee (TAC) (Chair), 2006-2012 CVM Continuing education Committee (CD) (Chair), 2007-present CVM Search Committee for Veterinary Medicine Conference Coordinator (Chair), 2010 Clinical Sciences Graduate Education Committee, 2010-present Clinical Research Committee, 2006-2012 Executive Committee for Pathobiology Graduate Program, 2007-present
Lindshield	Faculty Senator, College of Human Ecology Representative, Kansas State University, 2012-2015 Faculty Senate Committee on Technology Member, College Representative, 2012-2013 Interim Faculty Senate Committee on Technology Member, College Representative, 2012 K-State 2025 Graduate Scholarly Experience Committee, College of Human Ecology, 2012 Department Head Search Committee Member, Department of Human Nutrition, 2011-2012 Website Committee, Department of Human Nutrition, 2011-present Curriculum Task Force, College of Human Ecology, 2011 Academic Affairs Committee Member, College of Human Ecology, 2009-2011
Mailey	Physical Activity and Nutrition Clinical Research Lab Executive Committee, current
McElroy	Dept of Kinesiology Scholarship and Awards Committee, current Dept of Kinesiology Faculty Search Chair (2 positions), 2011
McDaniel	Dept. Director of the Health Psychology Emphasis for Graduate Students 08/08-present Member of the Dept Executive Committee 08/11-present Member of the Dept Undergraduate Curriculum Committee 08/09-08/10 Member of the Dept Graduate Student Awards Committee 08/10-08/11 Organizer of the Dept. Graduate Student Weekend Sessions 01/10 – 08/11 Chair of the Dept Graduate Student Interview Weekend Committee 10/10-08/11

Table 1.5.d. Faculty Who Hold Membership on University Committees (2010-2013)

Faculty Member	University Committee Service
Montelone	Vision 2025 Research, Scholarship, Creative Activities& Discovery Working Group, co-chair, 2011 Faculty Titles Working Group, member, 2012 Search Committees: Dir of Energy and Environment Programs, 2010, Associate Dean, K-State Olathe, 2010; Comparative Medicine Group Director, 2010-11; Interim Dean of Arts & Sciences, 2011; Biosecurity Research Institute Education Officer (all as member) College Search Committees: Interim Department Head of Geography, Interim Department Head of Philosophy, 2011; Interim Director, American Ethnic Studies, 2012 (chair of all)
Mosier	K-State Graduate Faculty - Member, 1990-present Faculty Senate - Member, 1991-1994, 1997-2000, 2010 - present Unclassified Shared Leave Review Committee - Member, 1994-present Integrity in Research and Scholarly Activity Committee - Member, 2000-present CVM Pathology and Microbiology Graduate Group - Member, 1990-present CVM Student Chapter ACVP – co-Faculty advisor, 2002-present DMP Assistant Department Head – 1998-present DMP Anatomic Pathology Residency Program - Coordinator, 1995-present DMP Anatomic Pathologist search committee - Member, 2011
Narayanan	Member, Faculty Senate Academic Affairs Committee, 2012-2013
Nguyen	Judge, Phi Zeta Research Day and KSU Research Forum Internal Reviewer – KSU Arthropod Genomics Center: Competitive Seed Grants Faculty Advisor, Vietnamese Student Association of Kansas State University – 2001-present Member of KSU-Institutional Biosafety Committee (IBC), 2009-present
Nutsch	Food Science Graduate Coordinating Committee, terms: 2006-2009; 2009-2012 Dept of Animal Sciences, Vision 2025 Planning Committee, 2012-present Committee Chair, Animal Sciences Strategic Planning, Teamwork/Communication Committee, 2005-present Multidisciplinary coordination and facilitation for K-State's Food Safety and Security program, 2004 – present Coordination and facilitation for K-State's pre- and post-harvest food safety & security efforts, 2004 – present Co-coordinator, monthly KSU National Agricultural Biosecurity Center Forum meetings, 2004 - present
Oberst	Faculty Senate Representative for DMP, July 2006 to June 2010. Institutional Confidential/Sensitive Research Committee, Kansas State University, June 2008-2010 Promotion and Tenure Review Committee, DMP, July 2009-present.
Payne	Chair, College of Veterinary Medicine Admission Committee, 2010-2012
Peters	KSU Program Development for Extension, Leader, current KSU Agent Focus Team Development, Leader, current KSU Reporting Task Force, Chair, current KSU Kansas Food Stamp Nutrition Education Program, Director, current Kansas Extension Institutional Team, Leader, current
Powell	none
Procter	University Honor and Integrity Council, 2010-2012 Master of Public Health Coordinating Committee, 2010-2011 KSU Nutrition Extension Program Leader, 2010-2012
Raghavan	
Renberg	Provost's Internationalization Planning Committee, 2012 – present College International Advisory Committee, 2009 – 2013 Advise the Associate Provost for International Programs International Activities Council, 2008 – present; Chair, 2010 – present; Primary university guide linking the Provost to international activities by faculty CVM Faculty Advisor, International Veterinary Student Association, 2007 – present CVM Faculty Advisor, Christian Veterinary Mission Fellowship, 2001 – 2010 CVM National Board of Advisors 2009 – present College International Activities Committee, 2005 – present Dept. CS Search Committee, Small Animal Surgery, Chair, 2011

Table 1.5.d. Faculty Who Hold Membership on University Committees (2010-2013)

Faculty Member	University Committee Service
Renter	Advisory Board, Kansas State Veterinary Diagnostic Laboratory, 2012-current Graduate Council, College of Veterinary Medicine representative, 2010-current Search Committee, Animal Behavior Position, Department of Animal Sciences, College of Agriculture, 2012 College of Veterinary Medicine Faculty Standing Committee, Research, Chair 2011-current Marshall for Graduate School Commencement, Spring and Fall 2012 Search Committee, Interim Associate Dean for Research, College of Veterinary Medicine, 2010 Chair, Search Committee, non-tenure track faculty position (for GIS) College of Veterinary Medicine, 2011-2012 Faculty Standing Committee, Web Advisory, College of Veterinary Medicine, 2005-2011 (Chair, 2009-2011 Graduate Program Coordinating Committee, Food Science Institute, 2007-2010 External chair representing the Graduate School, PhD defense of Lea Dib, 2011 External chair representing the Graduate School, PhD defense of Melissa Daniels, 2010
Retzlaff	Gamma Sigma Delta, Eta Chapter, 2010 Fall Banquet Committee Co-Chair Search Committee, Animal Sciences & Industry, Dairy Production Extension Specialist, 2012 Graduate Coordinating Committee, Food Science program, 2010-2012 Faculty Senate Nontraditional Study Advisory Committee, 2010-present AG*IDEA Graduate Food Safety and Security Graduate Certificate Committee (2010 to present; KSU, Iowa State University, University of Nebraska, Lincoln, University of Missouri) Military Student Services Committee, 2012 to present Master of Public Health Program Coordinating Committee, 2010 to 2011 Program Manager/Military Point-of-Contact for the Service Members Opportunity College Army Degree (SOCAD) Program for Food Science and Kansas State University
Rosenkranz, R	Undergraduate Advising for Public Health Nutrition Students, 2009-2010 Dept of Human Nutrition Ad-hoc Public Health Nutrition Curriculum Change Committee, 2012 Department of Human Nutrition Eco Rep, 2012 Outside Chair for Sociology PhD student dissertation defense, Allison Teeter, 2012 Walk Kansas Advisory Board- K-State Research & Extension, Riley County, 2008-2010
Rosenkranz, S	College of Human Ecology, Executive Chair of the Advisory Committee for Physical Activity and Nutrition Clinical Research Consortium (PAN-CRC), current
Sanderson	KSU College of Veterinary Medicine Web Advisory Committee, Chair 2011- KSU College of Veterinary Medicine Research Committee, 2004-2010
Scott	Search committee member for bacteriologist, DMP, CVM, 2011-2012
Tazi	DMP, Member pathobiology graduate program, current Division of Biology, graduate advising committee, current
van der Merwe	Chair of the KSU-CVM Environmental Health and Safety Committee Member of the KSU Environmental Health and Safety Committee Member of the GIS Steering Committee Member of the KSU-CVM Technical Advisory Committee Member of the KSU Sustainability Task Force Member of the 2010 KSU Sustainability Conference Planning Committee
Wang	College of Human Ecology, Uniquely Human Ecology Committee, 2011-2012 College of Human Ecology, Department Head Reappointment Advisory Committee, 2010 University General Education Committee, 2008-2011 University Radiation Safety Committee, 2002-current
Wilkerson	Chair of K-STATE Mentoring Awards Committee, 2011 CVM Academic Standards Committee, 2011-present CVM Search committee for Teaching Resources Director, 2011 CVM Chair of Clinical Pathology Resident Search Committee, 2011 CVM Chair of CVM Learning Specialist Search Committee, 2011
Zurek	Entomology Awards Committee, 2008-2011 Entomology Evaluation Committee, 2008-2011 Entomology Graduate Student Affairs Committee, 2010-2012 Entomology Insect Zoo Committee, 2011-current

1.5.e. Description of the student roles in governance, including any formal student organizations.

Students have the opportunity to play key roles in governance and decision making at Kansas State University, particularly through the Student Governing Association. Officials of the Student Governing Association are responsible for voicing the concerns of the student body and serving as an underlying force of cooperation between the faculty, the students, and the colleges of university.

The SGA Constitution and by-laws may be found at http://www.k-state.edu/sga/documents/

Other organizations which pertain to MPH Students are the Graduate Student Council and the Kansas State University Public Health Club. As stated earlier, there is a student representative, chosen by students, on the MPH Faculty Advisory Council. At this university, there are clear linkages between student organizations and university governing organizations, which further provide student participation in decision making and program functioning. For example, Student Governing Association officers are part of the Faculty Senate; Graduate Student Council, Graduate Student Council, and Student Governing Council; and an MPH student on the MPH Faculty Advisory Council.

1.5.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

> **Strengths:** The university structure provides the necessary processes which clearly include students, faculty and administrators in decision making processes affecting the program. The Agreement of Support provides for recurring needs, related to faculty and fiscal resources.

> **Challenges:** The program director must still work across multiple college and department lines, to implement change. In effect, this slows the process.

> **Action Plan:** Continue to use the Agreement of Support to maintain adequate support, and work with faculty and staff to anticipate necessary changes as early as possible.

1.6. Fiscal Resources

1.6.a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities.

The responsibility for fiscal planning is done at multiple levels. Each academic department manages all expenses involving their own courses, research and service/extension, to include faculty salaries and benefits for those MPH faculty in their department. Fiscal planning and management for program-wide expenses, to include staff salaries and operating expenses, are provided by the academic home of the program, currently the College of Veterinary Medicine. Management of university-wide expenses related to graduate programs is done by the Dean

and Staff of the Graduate School. The Program Director, with direct assistance from the Chief Financial Officer at the College of Veterinary Medicine, works with staff at all levels to ensure adequate resourcing for the program.

1.6.b. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories for the last five years.

The MPH Program is supported in two main ways: (1) faculty and instructional support expenditures are covered by the academic homes of those personnel and courses, and (2) the facility costs, salaries, and operating budget of the program office are coordinated through the business office of the College of Veterinary Medicine. Tuition from MPH graduate students is managed centrally by the university and is not directly linked to the program's budget. The Provost provides annual support to the program, in accordance with the MPH Program Agreement of Support.

Table 1.6.1. 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	$5,307
TOTAL (includes unexpended funds)	$47,079	$123,222	$67,337	$91,274	$131,894
Expenditures**					
Staff Salaries & Benefits	$23,615	$22,529	$28,018	$28,439	$24,809
Operations	$21,464	$65,294	$21,210	$28,832	$19,396
Travel / MPH Staff		$3,754	$2,920	$380	$1,802
Travel / MPH Students	$2,000	$5,000	$4,844	$14,937	$6,557
Scholarships / MPH Students					$40,000
TOTAL	$47,079	$96,577	$56,992	$72,588	$92,564

Notes:

*Fiscal Year (FY) 2013 is incomplete; figures will be updated to include data through June 30, 2013 when available.

**Kansas State University received other public health related funds from tuition/fees and grants/contracts as estimated below:

	FY 2009	FY 2010	FY 2011	FY 2012
Tuition & Fees	$155,026	$260,727	$477,328	$624,874
Grants & Contracts	$4,798,581	$3,035,874	$2,558,918	$5,915,333
TOTAL	$4,953,607	$3,296,601	$3,036,246	$6,540,207

***Graduate School funding for staff start in FY 2009. FY 2013 includes travel GSC Award for graduate student of $250.

****Kansas State University incurred public health related expenditures related to faculty 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	$642,212
College of Engineering Faculty	$25,635	$25,733	$29,754	$32,128	$32,128
College of Human Ecology Faculty	$548,769	$636,402	$564,714	$668,784	$734,492
College of Veterinary Medicine Faculty	$1,041,221	$1,139,531	$1,174,141	$1,242,626	$1,267,995
TOTAL	$2,674,183	$2,871,872	$2,914,661	$3,209,388	$3,390,143

1.6.c. If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable. The program is not sponsored by two or more universities.

1.6.d. Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program's performance against those measures for each of the last three years.

Table 1.6.d. Outcome Measures - Adequacy of Fiscal Resources				
Outcome Measure	**Target**	**2011**	**2012**	**2013***
MPH operational expenditures will be less than budgeted dollars.	≤ 100%	85% expended	80% expended	70% expended
Provide significant student support to offset field experience travel expenses.	Average = $1000/ applicant	$1,615 (3 students)	$1,660 (9 students)	$2,739 (17 students)

Notes:

*Fiscal Year (FY) 2013 is incomplete; figures will be updated to include data through June 30, 2013 when available.

1.6.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

   Strengths: The university has ensure adequate support to sustain the MPH program. The College of Veterinary Medicine has provided adequate fiscal resourcing for

daily operational needs. Working with one academic home and its business office makes budgeting and allocation much more efficient.

Challenges: Resources related to faculty pay, research, and graduate student support are all decentralized to colleges and departments.

Action Plan: Using the Agreement of Support, while revising when necessary, continues to build a governance structure which is responsive to the needs of the program.

1.7. Faculty and Other Resources

1.7.a. A concise statement or chart defining the number (headcount) or primary faculty employed by the program for each of the last three years, organized by concentration

Table 1.7.1. Headcount of Primary Faculty			
	AY 2011	AY 2012	AY 2013
Core Area/Specialty: Food Safety and Biosecurity	3	3	3
Core Area/Specialty: Infectious Diseases and Zoonoses	3	3	3
Core Area/Specialty: Public Health Nutrition	3	3	3
Core Area/Specialty: Public Health Physical Activity	3	3	5

1.7.b. A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar or academic years) prior to the site visit.

Table 1.7.2. Faculty, Students and Student/Faculty Ratios by Department or Specialty Area (AY 2011-2013)										
	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
Food Safety/Biosecurity										
2011	3	1.5	5	2.67	9	4.17	2	1.72	1.15	0.41
2012	3	1.5	5	2.67	9	4.17	2	2.33	1.55	0.56
2013*	3	1.5	5	2.67	9	4.17	5	2.61	1.74	0.63
Infectious Diseases/Zoonoses										
2011	3	1.96	19	7.09	21	9.05	60	37.56	19.16	4.15
2012	3	1.96	19	7.09	21	9.05	63	47.11	24.04	5.21
2013*	3	1.96	20	7.08	22	9.04	56	29.11	14.85	3.22
Public Health Nutrition										
2011	3	1.89	11	3.73	14	5.62	7	4.83	2.56	0.86
2012	3	1.89	10	3.73	13	5.62	10	8.39	4.44	1.49
2013*	3	1.88	11	4.08	14	5.96	11	9.94	5.29	1.67
Public Health Physical Activity										
2011	3	2.39	6	0	9	2.39	9	10.22	4.28	4.28
2012	3	2.39	6	0	9	2.39	14	12.39	5.18	5.18
2013*	5	2.80	6	0	5	2.80	10	6.89	2.46	2.46

Note: *AY 2013 data are incomplete and only include Fall and Spring semesters. Summer semester will be added when available.

Key:
HC = Head Count
Primary = Full-time faculty who support the teaching programs
FTE = Full-time-equivalent
Other = Adjunct, part-time and secondary faculty
Total = Primary + Other
SFR = Student/Faculty Ratio
Note: Method for calculating faculty FTE: 1 FTE = one full time 12-month faculty with 100% of appointment in public health instruction, research, service and/or administration. Data was collected from KSU's office of Planning and Analysis for overall appointment tenths and from each faculty member to determine the public health portion of appointment. Method for calculating student FTE: 1 FTE = 1 student taking 9 or more semester-credits per year.

1.7.c. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.

Table 1.7.c. Headcount of and FTE of Administration and Staff who Support the Program						
Staff	FY 2011		FY 2012		FY 2013	
	HC	FTE	HC	FTE	HC	FTE
Program Assistant	1	.70	1	.70	1	.70
Field Experience Coordinator	0	0	0	0	1	.25

1.7.d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

The current space available to the MPH Program includes:

- Offices for shared faculty in each of their home departments;
- An office for the MPH Program Director and Program Assistant on the third floor of Trotter Hall, College of Veterinary Medicine;
- Shared use of the Mara Conference Center and Deans Conference Room, College of Veterinary Medicine;
- Shared use of conference rooms within the Department of Diagnostic Medicine and Pathobiology, College of Veterinary Medicine;
- Use of campus-wide classroom and meeting resources.

1.7.e. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

There are no laboratory spaces for MPH students on the third floor of Trotter Hall, where the administrative offices of the MPH Program are housed. For shared faculty, any needed lab space is provided by the department offering the tenure home.

1.7.f. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

Information Technology Services

K-State maintains a robust computer technology infrastructure in support of the teaching, research and service missions of the University. Information Technology Services (ITS) supports more than 30,000 daily active users. Since 2001 the university has upgraded the student, finance, and human resource systems. The University continues to increase its access to the Internet and on-campus connectivity with upgrades in campus buildings from 10/100 to 1GB connectivity. Approximately 80% of the campus has WPA2 wireless connectivity.

There are 132 general use classrooms (GUC) on the Manhattan campus, 96 of these rooms are maintained by ITS and equipped with basic to expanded technology. Equipment in the rooms is typically on a three-year refresh cycle. Twelve more GUCs are slated for updating with technology in the 2013-2014. All of the classrooms on the Salina and Olathe campuses are equipped with technology.

The centrally supported computing labs are located in six buildings that house 469 computers and 12 printers. The largest computing environment is the InfoCommons located in Hale Library with 393 computers and six printers, the media development center, and equipment checkout. To keep pace with advances in computing, ITS is in the first phase of implementing the next generation of computing labs. The end-goal is to migrate the campus to a virtualized environment facilitating access to specialized software and reducing reliance on a public machine in a physical location.

The Media Development Center, located in Hale Library, is a high-end computing lab for capturing, creating, editing, re-purposing and publishing mediated educational content with stations for video editing, scanning, web authoring, viewing videos, audio recording and DVD/CD duplication. Equipment checkout includes laptops, projectors, digital and still cameras occurred at the same time. Limited free printing providing $10 of free printing in the fall and spring semesters and $5 for the summer. A listing of labs follows.

Labs	Hours of operation	Number of computers and printers	Additional information
Dickens, room 1	24/7	32 PCs, laser printer	Includes PC SAS Software
Fairchild, room 9	Fairchild bldg. hours	32 PCs, 2 projectors, laser printer	One of two labs reserved for training, testing, and for scheduling classes
Hale Library, 24-hour study area	24/7	6 Macs, laser printer	
InfoCommons	Hale bldg. hours 24/7 Sun - Thur	213, laser printers	
Justin, room 325	Justin bldg. hours	20 PCs, laser printer	
Nichols, room 21	24/7	41 thin clients, no printers	10+ classes are scheduled in this room throughout the week. Usage by other than CIS is low
Seaton, room 22	24/7	20 PCs, laser printer	Includes AutoCad software
Union Copy Center	Union bldg. hours	10 PCs, laser printer	
Union Station	Union bldg. hours	10 PCs 2 MACs in caribou coffee	

K-State Online: Most courses are delivered using K-State Online, a web-based learning management system, originally developed at K-State in 1998. K-State Online provides tools for uploading content, online chat and threaded discussions, wikis and blogs, calendaring, online assignments, assessments and grade book, as well as a student-grouping tool. Video and audio streaming also are available http://online.ksu.edu. The system is integrated with online TEVALS (teaching evaluations), and the student information system (iSIS). In Fall of 2012, there were 2,905 courses posted in K-State Online with 12,890 as the average number of students accessing K-State Online daily.

iSIS – Student Information System: iSIS provides students, faculty, and staff with access to student data including admissions, academics, financial information, and more. iSIS also serves designees -- parents or others -- who have been granted access by their student.

Support Services

IT Help Desk: The first point of contact for campus information technology needs, including test-scoring scanner (Scantron) support. The IT Help Desk uses Service-now incident management system and knowledge base and Linktivity, a remote desktop support tool.

Desktop support and Computer Repair: Offers varying levels of desktop support services from computer repair to rights management for administrative and academic departments. Computer Repair service for university and personally owned computers and printers is available in the Information Technology Assistance (iTAC), which provides warranty service for Dell and Apple computers.

Technology Training & Instructional Support is provided through consulting, management and support of communications/training efforts for enterprise-wide systems including K-State Online, iSIS, Emergency Messaging System, antivirus, and proprietary systems such as the MS Office Suite. Delivery of training occurs in online and face-to-face methods.

Instructional designers are available to assist faculty in developing engaging and high-quality learning environments for both on- and off-campus use. Instructional designers offer:

- Face-to-face presentations to departments on instructional design topics
- Support for grant development (in terms of pedagogical design)
- Support with authoring tools and technologies for online learning development

The instructional designers in conjunction with the Division of Continuing Education developed the eLearning modules to assist faculty and staff with mediated delivery of instruction. These are available from http://www.elearningfacultymodules.org/index.php/Main_Page. An Innovations in Teaching and Learning conference is held each year to showcase faculty and staff in best practices in teaching in learning http://theitl.org . Last year more than 400 individuals attended the showcase.

Video conferencing services are available for Polycom and web-based systems. ITS is in the process of investigating a new web-based tool for campus users.

Communication with campus about information technology is available through

- K-State Today – http://www.k-state.edu/today/
- IT News - https://blogs.k-state.edu/it-news/
- IT Status page - http://www.k-state.edu/its/status/
- Social media
  - o Facebook - http://www.facebook.com/kstateithelp
  - o Twitter - http://twitter.com/KStateIThelp
  - o Yammer

At Kansas State University, the Vice Provost for Information Technology Services directs a comprehensive support program for students, faculty, administration and staff. The web site (www.k-state.edu/its) has an all-inclusive listing of services, training, security, and policies related to this support.

1.7.g. A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

Kansas State University Libraries' resources, print and electronic, are searchable via the library catalog, numerous databases, and, recently implemented, Primo, a "Discovery System". Primo allows a Google-like search so users are able to simultaneously search the catalog, databases, and resources unique to Kansas State University. These search tools are available to faculty and students on and off campus. Many databases and indexes have content useful to MPH students and faculty. Some of the databases also provide full-text access to content. When full-text access is not available in the database, article-level linking is available through SFX, an open URL link resolver. SFX allows library patrons to find the needed article or request it through interlibrary loan if full-text is unavailable through the Libraries' subscriptions. Interlibrary loan requests for articles are supplied electronically as PDF files, generally within two days. Additionally, document delivery of journal articles, book chapters, and microforms available in the library but not online is provided via the Libraries' interlibrary loan system. PDF files of requested items are generally delivered to the patron within 7 days. Interlibrary loan also delivers monographs, DVDs, and other formats to patrons, when they are requested.

K-State Librarians provide in-class instruction about library resources and skills at the request of instructors. Additionally, librarians offer one-on-one research consultations for faculty and graduate students. Library reference services are also provided in person, by phone, email, and instant messaging. A copyright consultation service is offered by the library to help students and faculty learn their rights as authors. Information Technology Services (ITS) provides instruction sessions on using the university's technology systems and technology trends in teaching and learning. ITS also offers training for graduate students about using K-State's Electronic Dissertations, Theses, & Reports system.

Use of databases/abstracts, indexes/journals or any other print or electronic collection is not limited. Requests to purchase materials are also permissible.

The following is a list of databases available to MPH students and faculty. The list is not exhaustive.

- Abstracts in Social Gerontology
- ADA Nutrition Care Manual
- Ageline
- AGRIS: International Information System for the Agricultural Sciences and Technology
- Alt-Press Watch
- Biological Abstracts
- Biological and Agricultural Index Plus
- CABI: CAB Abstracts and Global Health
- CIAO (Columbia International Affairs Online)
- CINAHL Plus with Full Text
- CQ Researcher Plus Archive

- Health and Wellness Resource Center
- Health Reference Center Academic
- K-State Research Exchange
- LexisNexis Academic
- MedlinePlus
- PAIS International
- Published International Literature On Traumatic Stress
- ProQuest Nursing & Allied Health Source
- ProQuest Research Library
- PsycINFO
- Public Administration Abstracts
- PudMed
- ScienceDirect - Freedom Collection
- Scopus

- Environmental Sciences and Pollution Management
- Ergonomics Abstracts
- FDsys
- Food Science and Technology Abstracts (FSTA)
- General OneFile
- Global Market Information Database (GMID Passport)
- GreenFILE
- GREENR: Global Reference on the Environment, Energy, and Natural Resources
- Searchable Proceedings of Animal Conferences (S-PAC)
- Social Services Abstracts
- Sociological Abstracts
- SPORTDiscus
- TOXNET
- Web of Science
- World Bank Data
- World Development Indicators: WDI

Journals/serials: Over 90% of K-State Libraries' journals and serials are available electronically. Of those electronically available, over 12,000 titles are in the agricultural, environmental, health, or life sciences.

Monographs: K-State Libraries' collection contains almost 2.5 million monographs with extensive holdings in the agricultural, environmental, health, and life sciences. Many new monographs are purchased as electronic books.

Relevant electronic book platforms:

- CABI eBooks (150+ titles)
- IEEE-Wiley eBooks Library (250 titles)
- Knovel (3,300 titles)
- SRMO - SAGE Research Methods Online (650+ titles)
- SpringerLink - Biomedical and Life Sciences (3,750+ titles)

All faculty and students have access to RefWorks, a citation manager, to organize references retrieved during their research.

1.7.h. A concise statement of any other resources not mentioned above, if applicable.

Not applicable.

1.7.i. Identification of measurable objectives through which the program assess the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years.

Table 1.7.i. Outcome Measures - Adequacy of Faculty and Staff Resources				
Outcome Measure	**Target**	**AY 2011**	**AY 2012**	**AY 2013***
Student/Faculty Ratio by total Faculty FTE will be lower than 10 for each emphasis area.	≤ 10	FSB: 0.41 IDZ: 4.15 PHN: 0.86 PHPA: 4.28	FSB: 0.56 IDZ: 5.21 PHN: 1.49 PHPA: 5.18	FSB: 0.63 IDZ: 3.22 PHN: 1.66 PHPA: 2.46
Adequate capacity (seats) in all core courses each year to accommodate MPH demand.	≥ 35 seats / year / course	Did not meet	met	met
Student perception of course availability measured on graduate exit surveys (Q 2.4)	100% satisfied or very satisfied	90%	94%	TBD

Note: *AY 2013 data are incomplete and only include Fall and Spring semesters. Summer semester will be added when available.

1.7.j. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

> **Strengths:** The current university infrastructure provides the necessary faculty, labs, equipment and resources that may be utilized by MPH students and faculty.

> **Challenges:** There is no separate or different financial model for interdisciplinary graduate programs at Kansas State University; so, the program must work with multiple college/department stakeholders, and their budget processes, to implement changes.

> **Action Plan:** Using the Agreement of Support, maintain required levels of support for the program, making changes when necessary. Work with faculty, students, and staff to better anticipate necessary changes.

1.8. Diversity

1.8.a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program.

Diversity starts at the top in the Provost's office at Kansas State University, and that Office of Diversity, with an Associate Provost for Diversity, aims to provide the leadership toward building an inclusive campus climate that will foster mutual understanding among diverse groups. The university's strategic plan for diversity includes:

- Leadership, Planning, and Accountability for Institutional Diversity
- Recruitment and Retention of Historically Under-represented Students
- Recruitment and Retention of Historically Under-represented Faculty and Staff
- Curriculum Transformation Through Infusion of Multicultural and Diverse Content in All Academic Programs
- Diversity Partnerships with Other Academic Institutions
- Enhancing the Community, Climate, and Centrality of Diversity at Kansas State University
- Diversity Fundraising

The university's current strategic plan is found at:
http://www.k-state.edu/diversity/documents/strategicplan.pdf

The program's under-represented populations include males and non-white students and non-white faculty members, based on the historical numbers of each in our program.

Program goals for diversity mirror some of the university efforts, aiming for more students, staff, and faculty from under-represented groups.

- Recruitment of faculty from under-represented groups
  - Non-whites
  - Females
- Recruitment of students from under-represented groups
  - Non-whites
  - Males
- Recruitment of staff from under-represented groups
  - Non-whites

Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity are included in the University Handbook and the university's Policies and Procedures Manual. The MPH Program, with its home in the College of Veterinary Medicine and as a graduate program under the Graduate School, is committed to maintaining university policies.

The Policy prohibiting discrimination, harassment, and sexual violence and the procedure for reviewing complaints is found at: http://www.k-state.edu/policies/ppm/3000/3010.html#policy

Furthermore, a separate and distinct Affirmative Action Plan has been proposed for the Policy and Procedures Manual, Section 4100.

There are currently no specific policies of enhancing the understanding of diversity in the curriculum, but the curriculum committee will consider possible ways to improve.

Oversight of all employment of faculty and staff is centralized, and departments and colleges must follow guidelines relating to diversity. The Kansas State University Affirmative Action Program, as mandated by Executive Order 11246, requires that the recruiting unit makes vigorous good-faith efforts to recruit minorities and women for positions in which they are not represented to the extent they are deemed to be available in the pool of qualified persons. The university's affirmative action plan can be found at: http://www.k-state.edu/affact/plan/AAP%20MFNarrative_October%201_2013.pdf

Policies regarding admissions of students to the program follow graduate school guidelines and include consistent non-discrimination policies. The program attempts to target a wide group of eligible undergraduates with information about the program, in an effort to attract members of under-represented groups.

The program and its faculty and administration continue to work collectively with the Provost's Office of Diversity and Office of Affirmative Action in monitoring and enhancing diversity-related programs.

1.8.b. Evidence that shows that the plan or policies are being implemented.

The President's Commission on Multicultural Affairs (PCMA), in the Office of Diversity, maintains reports from throughout the university. The most recent demographic reports for students, faculty and staff can be viewed on the PCMA webpage (http://www.k-state.edu/diversity/pcma/). Some diversity data for the program is listed in Table 1.8.1 in criterion 1.8.e. below.

1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

The university's diversity plans and policies were developed through the normal system of shared governance, with the Provost's office leading the way. Constituent groups include the Office of Diversity, the Office of Affirmative Action, Human Resources, and faculty and administration in separate colleges. The President's Commission on Multicultural Affairs is comprised of multiple units to provide campus-wide representation:

- One representative from each college diversity committee
- Two academic deans
- One representative from Affirmative Action
- One from the Graduate School
- One from Faculty Senate
- One from Continuing Education
- One from Classified Senate
- Three from Institutional Advancement
- Four student representatives
- One from the Manhattan community

The program's efforts related to diversity were coordinated by the program director and one part-time staff with the Office of Diversity and the College of Veterinary Medicine's Associate Dean for Academic Programs, Admissions and Diversity. The objectives were reviewed and accepted by the Faculty Advisory Council and Executive Council.

1.8.d. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

The Office of Diversity collects demographic information on an annual basis from all colleges, and the Office of Affirmative Action is involved in every hiring action on campus. The program's diversity-related objectives are new, and we plan to have them monitored and discussed at least annually by the Faculty Advisory Council and the Executive Council.

1.8.e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years

Table 1.8.1. Diversity - Summary Data for Faculty, Students and/or Staff						
Category/Definition	**Method of Collection**	**Data Source**	**Target**	**2011**	**2012**	**2013**
FACULTY - Female	MPH 2012 Data Call	Self-reporting	40%	39%	39%	44%
FACULTY - Non-White	MPH 2012 Data Call	Self-reporting	15%	15%	15%	18%
STAFF - Non-White	MPH 2012 Data Call	Self-reporting	50%	0%	0%	50%
STUDENTS - Non-White	Graduate School Application	Self-reporting	20%	20%	26%	23%
STUDENTS - Males	Graduate School Application	Self-reporting	25%	21%	31%	29%

1.8.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The program has consistently attracted students from multiple cultures, races, and backgrounds.

Challenges: Faculty and staff recruiting and retention are managed at the college and department levels, outside the authority of this program.

Action Plan: Continue to work closely with the colleges and departments toward the university's goals and objectives related to diversity.

Criterion 2: Instructional Programs

2.1. Degree Offerings

2.1.a. An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's and doctoral degrees, as appropriate.

Table 2.1.1. Instructional Matrix – Degrees & Specializations		
	Academic	**Professional**
Masters Degrees		
Master of Public Health (Food Safety / Biosecurity)		X
Master of Public Health (Infectious Diseases / Zoonoses)		X
Master of Public Health (Public Health Nutrition)		X
Master of Public Health (Public Health Physical Activity)		X

2.1.b. The bulletin or other official publication which describes all degree programs listed in the instructional matrix, including a list of required courses and other descriptions. The bulletin or other official publication may be online, with appropriate links noted.

The program publishes a MPH Graduate Student Handbook at least once a year, and it includes all curricula offered. The current version as well as archived versions of that handbook is posted on-line at http://www.k-state.edu/mphealth/faculty/ In addition, the current curricula requirements are described on our web-site under each area of emphasis.

2.1.c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

    Strengths: This program offers a unique blend of emphasis areas, based on the university's long-standing commitment to education, research and service related to infectious diseases, food safety, nutrition and physical activity.

    Challenges: Recently, there have been an extraordinary number of students choosing infectious diseases/zoonoses versus the other three areas, putting pressure on that part of the faculty for advising and instruction.

    Action Plan: Assess recruiting efforts for the other areas of emphasis, and negotiate toward incentives and rewards for the infectious diseases/zoonoses area faculty members.

2.2. Program Length

2.2.a. Definition of a credit with regard to classroom/contact hours.

The definition of a credit hour may be found in in the University Handbook, Section F: Instruction: Academic Procedures, item F115 (http://www.k-state.edu/academicpersonnel/fhbook/fhsecf.html)

2.2.b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instruction matrix.

The MPH degree requires a minimum of 42-semester hours of study for any student admitted to the program during or after Fall 2007; prior to that, the minimum number of hours of study was 36. Students pursuing the degree take a common set of core of public health courses plus an additional set of requirement in their chosen area of emphasis. The culminating experience may include a public health research thesis, a combination of a graduate report and field experience, or a field experience with a major project. For students admitted to the program in or after Spring 2011, if the thesis option is chosen, the student must include at least 3 semester credit hours of field experience as part of their program of study; prior to that, students in the thesis option were not required to complete a field experience.

2.2.c. Information about the number of professional public health master's degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

Table 2.2.c. Number of Professional Public Health Degrees Awarded for Fewer than 42 credit hours			
	AY 2011	AY 2012	AY 2013*
Degree completion less than 42 credit hours	2	0	0
Degree completion equal to or greater than 42 credit hours	11	18	7

*Numbers will be updated to reflect May 2013 graduation.

Degrees awarded for less than 42 hours were to two students who were admitted to the program before the 42 credit hour requirement was instituted August 1, 2007 for academic year 2008. These two students were concurrent veterinary students and completed their program within 5 ½ years, after the completion of the DVM degree.

2.2.d. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: The MPH Program requires a minimum of 42 credit hours for degree completion.

Challenges: The former professional option, requiring 36 credit hours for degree completion was discontinued before Academic Year 2008. Only two students, who were admitted under the old requirement, remain in the program.

Action Plan: Continue to monitor students and their admissions dates, to closely manage their degree requirements.

2.3. Public Health Core Knowledge

2.3.a. Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

The MPH Program core curriculum requires at least 14 semester credit hours specific to the five core areas of knowledge basic to public health, as identified in Table 2.3.1. All students in the MPH graduate program must complete those courses with a grade of C or better in each one, in order to meet the 12 related competencies (shown later in this section). In addition to the grade requirement, the supervisory committee evaluates the student's core competencies during his/her culminating experience.

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree			
Core Knowledge Area	**Course Number & Title**	**Credits**	**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	

2.3.b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: The program requires successful completion of courses in each of the five core areas of public health, and upon completion, are evaluated on the 12 core competencies during their culminating experience.

Challenges: The tremendous growth of the program necessitates careful planning on the part of students, to complete their core courses in a timely fashion.

Action Plan: The program director will continue to work with deans and department heads toward more options on core courses (more sections in different semesters). The curriculum committee will routinely monitor core courses for appropriate content.

2.4. Practical Skills

2.4.a. Description of the program's policies and procedures regarding practice placements including the following: selection of sites; methods for approving preceptors; opportunities for orientation and support for preceptors; approaches for faculty supervision of students; means of evaluating student performance; means of evaluating practice placement sites and preceptor qualifications; criteria for waiving, altering or reducing the experience, if applicable.

Since Spring 2011, all students are required to complete a field experience in an approved public health practice setting, under the mentorship of an on-site public health professional and the guidance of the student's major professor and supervisory committee members.

The Program's policies and guidelines related to the field experience are described in the MPH Graduate Student Handbook and on the MPH website.

- **Required Hours:** All students are required to complete a minimum of 180 contact hours (3 credit hours) for the field experience. However, students who opt to complete a capstone project as part of their field experience must complete a minimum of 240 contact hours at the site and enroll in 6 credit hours. Students whose capstone project is a separate Master's Report (2 credit hours) must complete a minimum of 240 contact hours at a field experience site.

- **Field Experience Waivers:** With the exception of students who were admitted to the program before Spring 2011 and who choose the Thesis option for their culminating experience, there are no waivers for field experience.

- **Field Experience Sites:** While it is ultimately the student's responsibility to make contact with an agency concerning possible placement, the student's major professor, the program's field experience facilitator, and the program director all can assist in identifying and arranging appropriate field experience sites that meet the program requirements as well as the specific needs and interests of the individual student.

  The field site, mentor, and proposed experience must be approved by the student's major professor, all other supervisory committee members, and the program director. The following aspects of the field experience must be documented in the MPH Field Experience Agreement, as available on the program's website: http://www.k-state.edu/mphealth/pdf/field/Field%20Experience%20Form%20Jan%202013%20use.pdf

  - Preceptor's / Mentor's public health background (training and experience)
  - Scope of Work or Primary Focus
  - Learning Objectives
  - Activities to be performed
  - Anticipated products (e.g., reports, presentations, other documents, etc.)

- **Qualifications and Methods of Approving Preceptors:** Potential preceptors are required to have public health-related training (e.g., MPH degree) and/or public health-related practice experience, as determined by the MPH Program Director. This information is documented on the MPH Field Experience Agreement.

- **Faculty Supervision of Students:** Each student is assigned an advisor when accepted for admission to the program. After the first full semester (or 9 credit hours), the student is expected to complete and submit a Program of Study to the Graduate School, to include the names of a major professor and at least two other supervisory committee members, all members of the graduate faculty at Kansas State University. Before beginning the field experience, the student must have a Program of Study and MPH Field Experience Agreement, approved by all the faculty members on their supervisory committee as well as the MPH Program Director. The Major Professor is key to the success of the field experience, interacting with the student and preceptor before, during and after the experience.

- **Means for Evaluating Students:** Each student is expected to complete all aspects of the field experience, as documented in the MPH Field Experience Agreement, by the end of the experience. As a minimum, the student must present an oral and written report to his/her supervisory committee. The major professor and other faculty members on the committee use these reports, along with appropriate interactions after the presentations, to evaluate the student.

- **Means for Evaluating Preceptors and Field Experience Sites:** In addition to the interaction and assessment conducted before each field experience, the program surveys both student and preceptor immediately after each field experience. This allows a continuous programmatic assessment of sites and preceptors, especially for future placements. The Program Director reviews each survey and prepares summaries for review by the MPH Faculty Advisory Council each year.

2.4.b. Identification of agencies and preceptors used for practice experiences for students , by specialty area, for the last two academic years.

Table 2.4.b. Identification of Agencies and Preceptors for Field Experience – CY 2011 and 2012				
Start Year	MPH Student	Field Experience Agency	Field Experience Preceptor	Report Title or Project
Food Safety and Biosecurity				
2011	Saathoff	Danisco USA, Emulsifier Division	Donna Rice, Plant Manager	Food defense planning and implementation in a food ingredients manufacturing facility
2012	Szatkowski	Naugatuck Valley Health District	Amy Shields, MPH	Project: Develop policy and procedure documents for program/processes in health district
Infectious Diseases and Zoonoses				
2012	Pepper	Biosecurity Research Institute	Julie Johnson, PhD, Biosafety Officer and Scott Rusk, MS, Director of Operations	Project: Understand biosafety program for a BSL-3 facility in context of research on high-consequence/**zoonotic** pathogens and select agents and assist with completion of an institutional biosafety committee protocol

Table 2.4.b. Identification of Agencies and Preceptors for Field Experience – CY 2011 and 2012

Start Year	MPH Student	Field Experience Agency	Field Experience Preceptor	Report Title or Project
2012	Gibson	Christian Veterinary Mission - Mongolia V.E.T. Net NDO	Mary Ballenger, DVM, Advisor for Continuing Education	Pharmaceutical product withdrawal periods in Mongolia: Current situation and efforts to improve knowledge and practices
2012	Sourou	Food and Agriculture Organization placement in Ethiopia	Dr. Emmanuelle Guerne-Bleich, Senior Livestock Officer, Animal Health and Production	Health communication to promote food security and safety and prevention of human cases of Bovine tuberculosis and Brucellosis in Asella, Ethiopia
2011	Bradley	Ft. Riley Department of Public Health	Paul Benne, MD, MPH, Chief, Department of Public Health	Project 1: Develop a study to report the increased Particulate Matter measurements of PM2.5 and PM10 from pasture burning in the local Flint Hills and compare to the usage of inhalers before and during the burning period. Project 2: Develop a program that coordinates the information and training needs of APHIS with the Foreign Animal Disease Diagnosticians of the State of Kansas Regarding emergency response to a foreign animal disease.
2012	Davenport	Ft. Riley Department of Public Health	Paul Benne, MD, MPH, Chief, Department of Public Health	Project: Research and investigate possible rabies exposure in soldiers while deployed (currently rules restrict soldiers to recruit a "mascot" such as animals while deployed. Also will be looking at the risks and possible benefits of human-animal interactions in deployed soldiers.
2011	Dysart	Ft. Riley Department of Public Health	Paul Benne, MD, MPH, Chief, Department of Public Health	A characterization of alcohol use in active military personnel at Fort Riley, KS
2011	Lopez	Ft. Riley Department of Public Health	Paul Benne, MD, MPH, Chief, Department of Public Health	A characterization of injuries among active duty personnel at Fort Riley, KS
2012	Kerns	Ft. Riley Department of Public Health	Paul Benne, MD, MPH, Chief, Department of Public Health	Active listening devices for infantry
2011	Tarman (Sterneker)	Hodgeman County Economic Development and Hodgeman County Health Department	Lea Ann Seiler , CPM, Director and Karen Haug, RN, BSN, Nurse Administrator	Project: Development of the ADT alert system for Hodgemen County including community education, enrollment and evaluation and community education on personal emergency preparedness
2012	Bhatt	Jackson County Health Department	Ellen Dorshow-Gordon, MPH, County Epidemiologist	MPH field experience at Jackson County Health Department
2012	Abu-Ali	Johnson County Health Department	Cathy Shemwell, Disease Containment Program Manager	Project: Survey health care providers on ways to make reportable diseases easier to report and make recommendations to department.

Table 2.4.b. Identification of Agencies and Preceptors for Field Experience – CY 2011 and 2012

Start Year	MPH Student	Field Experience Agency	Field Experience Preceptor	Report Title or Project
2012	Crow (Melia)	Kansas Department of Health and Environment	Ingrid Trevino-Garrison, DVM, MPH, State Public Health Veterinarian	Project: Develop and administer a survey to licensed kennel owners in Kansas to learn about their level of knowledge, attitudes, and beliefs of canine brucellosis and develop a risk assessment tool for those people with potential exposure to canine brucellosis. Assist with case/outbreak investigations as needed.
2011	Horton	Kansas Department of Health and Environment	Daniel Neises, Senior Epidemiologist	Outdoor mass gatherings in Kansas: An examination of local health department awareness and involvement
2011	Rayburn (Stephens)	Kansas Department of Health and Environment	Ingrid Trevino-Garrison, DVM, MPH, State Public Health Veterinarian	Assessment for a statewide rabies vaccination requirement for dogs and cats in Kansas
2012	Moser	Kansas Department of Health and Environment, Bureau of Epidemiology	Dr. Farah Ahmed, PhD, MPH, Environmental Health Officer	The blue, the green and the toxic: Knowledge, attitudes, and practices of physicians and veterinarians regarding harmful algal blooms
2011	Garvey	Kansas Department of Health and Environment, Bureau of Health Promotion	Ghazala Perveen, MBBS, PhD, MPH Health Risk Studies Program Manager/ Epidemiologist Director of Science and Surveillance/ Health Officer	Prevention in the Prairies: Tobacco prevention and sodium reduction initiatives in Kansas
2012	Kaur	Kansas Public Health Association	Elaine Schwartz, Executive Director	Project: Assist KPHA staff with breastfeeding grant and assist with education materials including bookmarks, flyers, PowerPoint presentation and website materials.
2012	Moore	Kansas Rabies Laboratory	Rolan Davis, Research Assistant under direction of Cathleen Hanlon, DVM, PhD	Project: Evaluate and compare the anamnestic responses of dogs and cats that are current and not current on their rabies vaccination to provide a database for national discussion to change disposition of out-of-date animals to mirror that of in-date animals.
2012	Yadav	Kansas Rabies Laboratory	Cathleen Hanlon, DVM, PhD	Animal rabies in Nepal and raccoon rabies in Albany County, New York
2011	Bright	National Institutes of Health, NIAID	Robin Kastenmayer, DVM, PhD, DACLAM, Chief, Infectious Disease Pathogenesis	Project: Document the special procedures necessary for working in an animal laboratory which performs research on infectious diseases, specifically safety of the personnel containment and training.

Table 2.4.b. Identification of Agencies and Preceptors for Field Experience – CY 2011 and 2012

Start Year	MPH Student	Field Experience Agency	Field Experience Preceptor	Report Title or Project
2012	Engel	New Mexico Department of Health Office of Border Health	Paul Dublin, Director, Office of Border Health	Project: Assessment and inventory of all health media related materials currently being used specifically among Mexican heritage communities living in the border region. Development of an analysis of communication pathways and effective strategies deemed most effective in disseminating public health messages that impact constituent groups among Mexican heritage communities in the U.S.-Mexico Border Regional of New Mexico.
2011	Lawn	Three Agencies in China: National Institute of Parasitic Diseases: Chinese Center for Disease Control & Prevention; Dali Institute of Parasitic Diseases; Eryuan County Station of Parasitic Diseases – China	Mary Dickey, MSN, PhD candidate at University of Oklahoma Health Science Center	Project: Multidimensional study to estimate the effectiveness of social marketing of household toilets to the Bai people to reduce cysticercosis infection.
2012	Hull	US Army Public Health Command – Ft. Belvoir District	Robert D. Paul, DVM, MPH, MPVM, DACVPM	Project: Generate a standardized zoonotic disease client education policy for the Veterinary Treatment Centers within the Public Health Command to include educational materials for clients (handouts or displays) and employee training modules
2011	England	USDA APHIS VS, Topeka, KS	Brian Archer, DVM, Veterinary Medical Officer	Potential pathways for mycobacterium Bovis zoonotic transmission to humans
2011	Chance	USDA, APHIS, Veterinary Service, Ft. Collins, CO	Kathe Bjork, DVM, MSPH, PhD	Do your eggs have the flu? Looking at the development of pro-active risk assessments
2012	Roof	USDA, ARS, ABADRU Center for Grain and Animal Health	Scot McVey, DVM, PhD, ABADR Supervisory Vet Medical Officer	Experience with the United States Department of Agriculture (USDA) Center for Grain and Animal Health Research (CGAHR) Arthropod-Borne Animal Diseases Research Unit (ABADRU): Considering Rift Valley Fever and Occupational Biosafety and Hazard Practices
			Public Health Nutrition	
2011	Louk	Harvesters Community Food Network	Susan Carr, Nutrition Services Manager	Experiences as an AmeriCorps nutrition education for Harvesters: The Community Food Network
2012	Ndlela	Kansas Department of Health and Environment, Bureau of Health Promotion	Anthony Randles, PhD, Physical Activity and Nutrition Manager	Project: Work with Healthy Kansas program to update the Healthy Objectives for 2020; issue papers on obesity, prepare fact sheets on physical activity and nutrition.

Table 2.4.b. Identification of Agencies and Preceptors for Field Experience – CY 2011 and 2012

Start Year	MPH Student	Field Experience Agency	Field Experience Preceptor	Report Title or Project
2012	Rall	Meadowlark Hills Retirement Community	Lisa Schwarz, RD	Projects: (1) Organize and oversee the community well ness fair; (2) Develop an employee wellness to promote healthy eating and exercise; (3) Develop informational class sessions available to independent living residents; (4) Aid in the development of employee training for residents diagnosed with dementia at any stage.
2012	Bono	Riley County Research and Extension	Virginia Barnard, MPH	Implementing group nutrition education in Ogden, Kansas
2012	Han	Riley County Research and Extension	Virginia Barnard, MPH	Project: Development and publication of a nutrition education curriculum for young teens that addresses topics such as: food safety, fruit and vegetable consumption, breakfast eating habit, Chinese food culture.
2011	Taylor	Riley County Research and Extension	Virginia Barnard, MPH	Nutrition and Health Education in Rural and Urban Areas of Kansas
Public Health Physical Activity				
2011	Pickler	Apple Wellness Program, Austin, TX	Tamara Forsythe	Reaching Wellness at Apple
2011	Stephen	HHS/OS/OASH/OD PHP Office of Disease Prevention, Prevention Science Team	Holly McPeak, Nutrition Advisor	U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion
2012	Warner	Colmery-O'Neil VA Medical Center, Topeka	David Scharpenburg, RD	A social ecological analysis to barriers to weight-loss success in the Veterans' Health Administration MOVE! program
2011	Weinrich	Riley County Research and Extension	Virginia Barnard, MPH	Fostering Community Wellness Through Nutrition and Physical Activity at K-State Research and Extension

2.4.c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

As mentioned in Criterion 2.2.b., students admitted before Spring 2011 were allowed to choose between a thesis, a Master's Report, or Field Experience for their culminating experience. Using that as a basis, there are still several students in the program who have received a "waiver" of the standard field experience requirement. The number of students allowed to graduate without field experience (i.e., using either thesis or Master's Report as a culminating experience);

- AY 2010: 3 (33% of total graduates)
- AY 2011: 4 (31% of total graduates)
- AY 2012: 4 (22% of total graduates)

2.4.d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not applicable.

2.4.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** The Program has appropriate policies and guidelines for the MPH Field Experience, and in the past year, has added a staff member to facilitate field experience coordination.

> **Challenges:** Appropriate field experience sites, in desired proximity, are limited.

> **Action Plan:** The Field Experience Facilitator has been added to assist with enhancing the network of field experience sites and to help the students find a site that meets their needs.

2.5. Culminating Experience

2.5.a. Identification of the culminating experience required for each professional public health degree program.

All graduate students are required to complete a culminating experience, demonstrating their abilities to synthesize and integrate knowledge acquired in coursework and other learning experiences. For the MPH degree students, the three options include:

- **Field Experience and Capstone Project Presentation and Oral Defense**. In this option, during the final semester, the student presents oral and written reports from the field experience and associated capstone project to his/her graduate supervisory committee members and other invited guests. The supervisory committee members will assess required knowledge and competencies during and after the presentation.

- **Public Health Research Thesis Presentation and Oral Defense**. In this option, during the final semester, the student presents an oral report and written thesis from their original research investigation of a public health problem or topic to his/her graduate supervisory committee members and other invited guests. Depending on the expectations of the supervisory committee, the student may also present some details related to their field experience at the same time. The supervisory committee members will assess required knowledge and competencies during and after the presentation.

- **Master's Report Presentation and Oral Defense**. In this option, during the final semester, the student presents oral and written reports related to their individual work on a public health-related topic in addition to an oral and written reports about their field

experience, to his/her graduate supervisory committee members and other invited guests. The supervisory committee members will assess knowledge and competencies during and after the presentation.

2.5.b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** The program now requires field experience of every student, while also giving the student options to pursue other types of research-related experiences. The culminating experience allows supervisory committees to assess individual capabilities while also providing programmatic assessment data.

> **Challenges:** There have not been significant challenges in this area.

> **Action Plan:** Continue to use the culminating experience as a means to evaluate individuals.

2.6. Required Competencies

2.6.a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program.

Table 2.6.a. Core Competencies Required of All Master of Public Health Students
Core Competencies Identified by the Five Aspects of Public Health
Biostatistics
1. Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.
2. Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs.
Environmental Health
3. Describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.
4. Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.
5. Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
Epidemiology
6. Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.

Table 2.6.a. Core Competencies Required of All Master of Public Health Students

Core Competencies Identified by the Five Aspects of Public Health

7.	Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.
8.	Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.

Health Services Administration

9.	Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.
10.	Describe the demographic trends which impact healthcare, and in turn, public health in the United States.

Social and Behavioral Sciences

11.	Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.
12.	Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.

2.6.b. Identification of asset of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified by the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.

Table 2.6.b. Emphasis Area Competencies

Food Safety and Biosecurity Security Area Competencies		
1	*Food safety and biosecurity*	Describe the challenges and solutions for food safety, biosecurity, and defense issues in the food production continuum.
2	*Threats to the food system*	Categorize specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.
3	*Risk assessment and management*	Identify and categorize risks in the food system; Describe approaches to assessing and managing risk in the food system.
4	*Food safety policy and the global food system*	Describe how food safety and biosecurity policies, globalization, and international trade influence public health.
5	*Effective communication*	Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.
Infectious Diseases and Zoonoses Area Competencies		
1	*Pathogens and pathogenic mechanisms*	Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.
2	*Host response to pathogens and immunology*	Describe the current understanding of host immune response to infection and understand the role of vaccination in infectious disease control.
3	*Environmental and ecological influences*	Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety.
4	*Disease surveillance and quantitative methods*	Understand how disease events and risk factors for disease are quantified and compared.

Table 2.6.b. Emphasis Area Competencies		
5	*Effective communication*	Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.
Public Health Nutrition Area Competencies		
1	*Information literacy of public health nutrition*	Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health practice.
2	*Translate research into practice*	Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication.
3	*Population-based health administration*	Utilize advance principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services.
4	*Integrate knowledge of human nutrition principles*	Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk.
5	*Effective communication*	Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.
Public Health Physical Activity Area Competencies		
1	*Population health*	Develop evidence-based knowledge of the relationship between physical activity and population health.
2	*Social, behavioral and cultural influences*	Understand how social, behavioral and cultural factors contribute to participation in physical activity.
3	*Theory application*	Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings.
4	*Creating and evaluating interventions*	Develop skills for creating and evaluating physical activity interventions in diverse community settings.
5	*Effective communication*	Develop the ability to collaboratively communicate with public health officials and other community partners to promote physical activity in community settings.
6	*Understand exercise physiology and science*	Understand exercise physiology and related exercise science.

2.6.c. A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a. and 2.6.b. are met.

Table 2.6.1. Courses and activities through which competencies are met						
Core Competencies (See key below for course titles)	**MPH 754 OR MPH 708 & MPH 854**	**MPH 806**	**MPH 720**	**MPH 818**	**MPH 701**	**MPH 840 Field Experience**
Biostatistics: Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.					P	R
Biostatistics: Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs.					P	R

Table 2.6.1. Courses and activities through which competencies are met

Core Competencies (See key below for course titles)	MPH 754 OR MPH 708 & MPH 854	MPH 806	MPH 720	MPH 818	MPH 701	MPH 840 Field Experience
Environmental Health: Describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.		P				R
Environmental Health: Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.		P				R
Environmental Health: Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.		P				R
Epidemiology: Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.	P					R
Epidemiology: Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.	P					R
Epidemiology: Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.	P					R
Health Services Administration: Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.			P			R
Health Services Administration: Describe the demographic trends which impact healthcare, and in turn, public health in the United States.			P			R
Social and Behavioral Sciences: Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.				P		R
Social and Behavioral Sciences: Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.				P		R

Key to Course Titles

Course Number	Course Title
MPH 708	Veterinary Epidemiology
MPH 754	Introduction to Epidemiology
MPH 806	Environmental Toxicology
MPH 854	Intermediate Epidemiology
MPH 720	Administration of Health Care Organizations
MPH 818	Social and Behavioral Basis of Public health
MPH 701	Fundamentals and Methods of Biostatistics
MPH 840	Public Health Field Experience

MPH Emphasis: Food Safety and Biosecurity / Competencies and Courses (See key below for complete list of course titles.)	Required – 4 hrs		Select 2 course – 2-4 hrs				Select 1 course – 2 hrs		Select 1 course – 3 hrs		Select 1 to 3 courses – 3-6 hrs					Select 1 course – 3 hrs				Elective courses – Select any remaining hrs needed from the previous courses or the following list.														
	FDSCI 730	FDSCI 731	FDSCI 600	FDSCI 607	FDSCI 750	FDSCI 915	FDSCI 690	FDSCI 791	DMP 845	DMP 855	DMP 816	DMP 835	DMP 844	DMP 875	DMP 888	DMP 815	DMP 858	MC 750	MC 760	AGEC 710	AGEC 805	AGEC 810	DMP 880	FDSCI 695	FDSCI 727	FDSCI 728	FDSCI 501	FDSCI 751	FDSCI 753	FDSCI 810	FDSCI 815	FDSCI 820	STAT 704	STAT 705
1. Food safety and biosecurity	P	P	P	P	P	P																		R	R	R	R	R	R		R	R		
2. Threats to the food system	P	P					P	P															R											
3. Risk assessment and management	P	P							P	P													R					R	R				R	R
4. Food safety policy and the global food system	P	P									P	P	P	P	P					R	R	R						R	R					
5. Effective communication	P	P														P	P	P	P				R											

Key to Course Titles

Food Safety and Biosecurity Course List			
Course Number	**Course Title**	**Course Number**	**Course Title**
AGEC 710	Comparative Food and Agriculture Systems (3 hrs) (online)	FDSCI 695	Quality Assurance of Food Products (3 hrs) (online + in class)
AGEC 805	Agricultural Marketing (3 hrs) (online + in class)	FDSCI 727	Chemical Methods of Food Analysis (2 hrs)
AGEC 810	Price, Income, and Trade Policies in Agriculture (3 hrs)	FDSCI 728	Physical Methods of Food Analysis (2 hrs)
DMP 815	Multidisciplinary Thought and Presentation (3 hrs)	FDSCI 730	Multidisciplinary Overview of Food Safety and Security (2 hrs)
DMP 816	Trade and Agricultural Health (2 hrs) (online)	FDSCI 731	Food Protection and Defense – Essential Concepts (2 hrs)
DMP 835	Food Safety Policy and Politics (3 hrs)	FDSCI 750	Food Toxicants (2 hrs) (online)
DMP 844	Global Health Issues (3 hrs) (online + May Intersession)	FDSCI 751	Food Laws and the Regulatory Process (2 hrs)
DMP 845	Food Safety Risk Analysis (3 hrs) (online)	FDSCI 753	Risk Assessment for Food, Ag & Vet Med (3 hrs)
DMP 855	Disease Detection, Surveillance, and Risk Assessment (3 hrs)	FDSCI 791	Advanced Applications of HACCP Principles (2 hrs) (odd years)
DMP 858	Food Safety Culture and Communication (2 hrs) (online)	FDSCI 810	Fermented Foods (2 hrs) (online)
DMP 875	Food Safety, Trade, Law, and Regulation (3 hrs)	FDSCI 815	Advanced Food Chemistry (3 hrs) (online + in class)
DMP 880	Seminar: Scholarship in a Busy Age (2 hrs) (online)	FDSCI 820	Advanced Food Microbiology & Biotechnology (2 hrs) (online summer odd yrs)
DMP 888	Globalization, Cooperation, and Food Trade (1) (online)	FDSCI 915	Food Toxicology (2 hrs) (odd years)
FDSCI 501	Food Chemistry (3 hrs)	MC 750	Strategic Health Communication (3 hrs) (alternate years)
FDSCI 600	Microbiology of Food (2 hrs) (online version of FDSCI 607)	MC 760	Communication and Risk (3 hrs) (alternate years)
FDSCI 607	Food Microbiology (4 hrs)	STAT 704	Analysis of Variance (2 hrs) (online + in class)
FDSCI 690	Principles of HACCP (2 hrs) (online + in class)	STAT 705	Regression and Correlation Analysis (2 hrs) (online + in class)

MPH Emphasis: Infectious Diseases and Zoonoses

Competencies and Courses (See key below for complete list of course titles.)

Competency	Select 2 or 3 courses – 6-7 hrs												Select 1 or 2 courses 3-6 hrs				Select 1 or 2 courses – 3-6 hrs												Select 1 or 2 courses – 3-6 hrs												Select 1 course – 3 hrs		
	ASI 540	BIOL 530	BIOL 545	BIOL 546	BIOL 604	BIOL 675	BIOL 687	BIOL 730	DMP 712	DMP 718	DMP 722	DMP 860	BIOL 670	BIOL 671	DMP 705	DMP 850	BIOL 529	DMP 770	DMP 801	DMP 816	DMP 844	DMP 888	ENTOM 849	FDSCI 690	FDSCI 730	FDSCI 731	GEOG 508	GEOG 608	DMP 753	DMP 830	DMP 854	DMP 855	DMP 871	DMP 954	STAT 704	STAT 705	STAT 716	STAT 717	STAT 720	STAT 730	DMP 815	MC 750	MC 760
1. Pathogens and pathogenic mechanisms	P	P	P	P	P	P	P	P	P	P	P	P																															
2. Host response to pathogens and immunology													P	R	P	P																											
3. Environmental and ecological influences																	P	P	P	P	P	P	P	P	P	P	P	P															
4. Disease surveillance and quantitative methods																													P	P	P	P	P	P	P	P	P	P	P	P			
5. Effective communication																																									P	P	P

Key to Course Titles

Infectious Diseases and Zoonoses Course List

Course Number	Course Title	Course Number	Course Title	Course Number	Course Title
ASI 540	Principles of Animal Disease Control (3 hrs)	DMP 850	Domestic Animal Immunology (3 hrs)	DMP 830	Quantitative Analysis (3 hrs)
BIOL 530	Pathogenic Microbiology (3 hrs)	BIOL 529	Fundamentals of Ecology (3 hrs)	DMP 854	Intermediate Epidemiology (3 hrs)
BIOL 545	Human Parasitology(3 hrs)	DMP 770	Fundamental Concepts in Emerging Pathogenic Disease (3 hrs) (intersession)	DMP 855	Disease Detection, Surveillance and Risk Assessment (3 hrs)
BIOL 546	Human Parasitology Laboratory (1 hrs)	DMP 801	Toxicology (3 hrs)	DMP 871	Molecular Diagnostics of Infectious Diseases (3 hrs)
BIOL 604	Biology of Fungi (3 hrs)	DMP 816	Trade & Agricultural Health (2 hrs) (online)	DMP 954	Advanced Epidemiology (3 hrs)
BIOL 675	Genetics of Microorganisms (3 hrs)	DMP 844	Global Health Issues (3 hrs) (online)	STAT 704	Analysis of Variance (2 hrs)
BIOL 687	Microbial Ecology (3 hrs)	DMP 888	Global, Coop & the Food Trade (1 hrs) (online)	STAT 705	Regression & Corr Analysis (2 hrs)
BIOL 730	General Virology (3 hrs)	ENTOM 849	Biology of Disease Vectors (3 hrs)	STAT 716	Non-parametric Statistics (2 hrs)
DMP 712	Veterinary Bacteriology and Mycology (3 hrs) (lecture only)	FDSCI 690	Principles of HACCP (2 hrs) (online)	STAT 717	Categorical Data Analysis (3 hrs)
DMP 718	Veterinary Parasitology (4 hrs) (DVM stds)	FDSCI 730	Overview of Food Safety and Security (2 hrs)	STAT 720	Design of Experiments (3 hrs)
DMP 722	Veterinary Virology (3 hrs) (DVM students)	FDSCI 731	Food Protection and Defense - Essential Concepts (2 hrs) (online)	STAT 730	Multivariate Statistics Methods (3 hrs)
DMP 860	Pathogenic Mechanisms (3 hrs) (alt years)	GEOG 508	Geographic Information Systems I (4 hrs)	DMP 815	Multidisciplinary Thought and Presentation (3 hrs)
BIOL 670	Immunology (4 hrs)	GEOG 608	Geographic Information Systems II (3 hrs) (prerequisite GEOG 508)	MC 750	Strategic Health Communication (alt years) (3 hrs)
BIOL 671	Immunology Laboratory (2 hrs)	DMP 753	Veterinary Public Health (2 hrs) (DVM students)	MC 760	Communication and Risk (3 hrs) (alt)
DMP 705	Prin of Vet Immunology (3 hrs) (DVM stds)	DMP 830	Quantitative Analysis (3 hrs)		

MPH Emphasis: Public Health Nutrition — Competencies and Courses (See key below for complete list of course titles.)	Required – 10 hrs				Select 2-3 Courses – 5-8 hrs														Select 2-3 courses – 4-6 hrs														
	HN 600	HN 844	HN 820	HN 880	HN 620	HN 631	HN 632	HN 635	HN 718	HN 726	HN 735	HN 780	HN 782	HN 800	HN 810	HN 812	HN 841	HN 862	MC 750	MC760	PSYCH 518	SOCIO 541	SOCIO 570	STAT 704	STAT 705	STAT 710	STAT 713	STAT 716	STAT 717	STAT 720	STAT 725	STAT 730
1. Information literacy of public health nutrition	P	P	P					R	R	R		R	R					R			R	R	R									
2. Translate research into practice	P	P	P							R	R	R	R				R										R	R		R		
3. Population-based health administration	P	P	P			R	R		R	R	R	R	R				R							R	R	R	R	R	R	R	R	R
4. Integrate knowledge of human nutrition principles	P	P	P	P	R	R	R	R	R	R	R	R	R		R	R	R															
5. Effective communication	P			P								R	R	R			R		R	R												

Key to Course Titles

Public Health Nutrition Course List			
Course Number	**Course Title**	**Course Number**	**Course Title**
HN 600	Public Health Nutrition (3 hrs) (may substitute an elective if already taken)	HN 841	Consumer Response Evaluation (3 hrs)
HN 844	Nutritional Epidemiology (3 hrs)	HN 862	Maternal and Child Nutrition (3 hrs) (Great Plains Program)
HN 820	Functional Foods for Chronic Disease Prevention (3 hrs)	MC 750	Strategic Health Communication (3 hrs) (alternate years)
HN 880	Graduate Seminar in Human Nutrition (1 hr)	MC 760	Communication and Risk (3 hrs) (alternate years)
HN 620	Nutrient Metabolism (3 hrs)	PSYCH 518	Introduction to Health Psychology (3 hrs)
HN 631	Clinical Nutrition I (2 hrs)	SOCIO 541	Wealth, Power and Privilege (3 hrs)
HN 632	Clinical Nutrition II (3 hrs)	SOCIO 570	Race and Ethnic Relations in the USA (3 hrs)
HN 635	Nutrition and Exercise (3 hrs)	STAT 704	Analysis of Variance (2 hrs)
HN 718	Public Health and Aging (3 hrs)	STAT 705	Regression and Correlation Analysis (2 hrs)
HN 726	Nutrition and Wellness (3 hrs)	STAT 710	Sample Survey Methods (2 hrs)
HN 735	Advanced Energy Balance (3 hrs)	STAT 713	Applied Linear Stat Models (2 hrs)
HN 780	Problems in Nutrition (1-6 hrs)	STAT 716	Non-parametric Statistics (2 hrs)
HN 782	Topics in Human Nutrition (3 hrs)	STAT 717	Categorical Data Analysis (3 hrs)
HN 800	Nutrition Education and Communication (3 hrs)	STAT 720	Design Experiments (3 hrs)
HN 810	Advanced Macronutrient Metabolism (5 hrs)	STAT 725	Intro to SAS Computing (1 hr)
HN 812	Advanced Micronutrient Metabolism (3 hrs)	STAT 730	Multivariate Statistical Methods (3 hrs)

Core Competencies and Courses (See key below for complete list of course titles.)	KIN 800	KIN 830	KIN 610	KIN 805	KIN 612	MC 750	KIN 600	KIN 601	KIN 602	KIN 603	KIN 606	KIN 607	KIN 609	KIN 625	KIN 635	KIN 655	KIN 657	KIN 797	KIN 808	KIN 815	STAT 704	STAT 705	STAT 710	STAT 713	STAT 716	STAT 717	STAT 720	STAT 725	STAT 730
MPH Emphasis: Public Health Physical Activity — Required – 6 hrs			Select 1 Course – 3 hrs		Select 1 course – 3 hrs		Select 2-4 courses – 5-7 hrs												Select 2-4 courses – 5-7 hrs										
1. Population health		P					R	R	R	R	R	R	R	R	R		R	R											
2. Social, behavioral and cultural influences		P		P					R										R										
3. Theory application		P	P	R			R									R													
4. Creating and evaluating interventions			P													P				R	R	R	R	R	R	R	R	R	R
5. Effective communication			P		P	P																							
6. Understand exercise physiology and science	P																												

Key to Course Titles

Public Health Nutrition Course List			
Course Number	**Course Title**	**Course Number**	**Course Title**
KIN 800	Advanced Physiology of Exercise (3 hrs)	KIN 655	Fitness Promotion (3 hrs)
KIN 830	Public Health Physical Activity (3 hrs)	KIN 657	Therapeutic Use of Exercise in the Treatment of Disease (3 hrs)
KIN 610	Program Planning and Evaluation (3 hrs)	KIN 797	Topics: Public Health Physical Activity Behavior (3 hrs)
KIN 805	Physical Activity and Human Behavior (3 hrs)	KIN 808	Social Epidemiology of Physical Activity (3 hrs)
KIN 612	Built Environment and Physical Activity (3 hrs)	KIN 815	Research Methods in Kinesiology (3 hrs)
MC 750	Strategic Health Communication (3 hrs) (alternate years)	STAT 704	Analysis of Variance (2 hrs)
KIN 600	Psychology of Physical Activity (3 hrs)	STAT 705	Regression and Correlation Analysis (2 hrs)
KIN 601	Cardiorespiratory Exercise Physiology (3 hrs)	STAT 710	Sample Survey Methods (2 hrs)
KIN 602	Gender Issues in Sport and Exercise (3 hrs)	STAT 713	Applied Linear Stat Methods (2 hrs)
KIN 603	Cardiovascular Exercise Physiology (3 hrs)	STAT 716	Non-parametric Statistics (2 hrs)
KIN 606	Topics in the Behavioral Basis of Kinesiology (3 hrs)	STAT 717	Categorical Data Analysis (3 hrs)
KIN 607	Topics in Muscle Exercise Physiology (3 hrs)	STAT 720	Design Experiments (3 hrs)
KIN 609	Environmental Physiology (3 hrs)	STAT 725	Intro to SAS Computing (1 hr)
KIN 625	Exercise Testing and Prescription (3 hrs)	STAT 730	Multivariate Statistics Methods (3 hrs)
KIN 635	Nutrition and Exercise (3 hrs)		

P=Primary, R=Reinforcing

Indicate which competencies are primarily gained (P) or reinforced (R) in each course or other learning experience (e.g., practicum placement, culminating experience, service learning requirement, lecture series), as applicable.

2.6.d. Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

The curriculum was completely redone by the MPH faculty, as part of the self-study, beginning in AY 2011 and finally approved by the university' curriculum process in AY 2012 for students beginning in Fall 2012. The new curricula are now aligned with core and emphasis area-specific competencies, while also giving some flexibility for student to pursue specific course interests within the emphasis area.

2.6.e. Description of the manner in which competencies are developed, used and made available to students.

The current competencies were developed by the Faculty Advisory Council members (faculty and student members), along with help from other MPH faculty members in 2011. The group reviewed and considered competencies from the Council on Linkages, The Schools of Public Health, and other accredited MPH Program, as they developed the competencies for this program. The newly revised curricula, approved by the university for AY 2013 and beyond, are aligned with the competencies, and the student assessment tool used by faculty are based on the approved competencies. The required competencies are made available to students and faculty in a number of ways:

- Website
  - Assessment of Student Learning (http://www.k-state.edu/mphealth/about/learning-outcomes/)
  - Areas of emphasis (http://www.k-state.edu/mphealth/areas/)
- Handouts, with competencies and curriculum for each area of emphasis
  - Food Safety and Biosecurity - http://www.k-state.edu/mphealth/pdf/competencies/FSB_Competencies_updated.pdf
  - Infectious Diseases and Zoonoses - http://www.k-state.edu/mphealth/pdf/competencies/IDZ_Competencies_updated.pdf
  - Public Health Nutrition - http://www.k-state.edu/mphealth/pdf/competencies/PHN_Competencies_updated.pdf
  - Public Health Physical Activity - http://www.k-state.edu/mphealth/pdf/competencies/PHPA_Competencies_updated.pdf

2.6.f. Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

The Program Director is a member of the state's Public Health Systems Group and its Workforce Development Committee; with the membership representing state and local health agencies, academia and health-related foundations, the group provides continuous input on changing needs of practice. In addition, the program uses surveys of graduates, field experience preceptors and other potential employers, to gain insights into the changing needs for our educational programs. Again, the Office of Educational Innovation and Evaluation (OEIE) is assisting the program in enhancing this assessment capability.

2.6.g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** Curricula are linked to expected competencies in each area of emphasis while also providing some flexibility in meeting individual preferences and in scheduling.

> **Challenges:** As with any graduate courses, students must watch departmental schedules closely and plan their course schedules accordingly, to meet curricular requirements.

> **Action Plan:** The Program Director, working with faculty and OEIE, will use feedback from the various group surveys, direct faculty and student input, external colleagues, and student assessments to evaluate programmatic success toward appropriate competencies in public health.

2.7. Assessment Procedures

2.7.a. Description of the procedures for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.

The MPH Program Director monitors student progress, via an on-line student information system, at least once a semester and provides a summary to the coordinating committee. The Graduate School Dean and her staff ensure that all students are progressing, with an overall Grade Point Average of 3.0; students with less than a 3.0 GPA will be put on probation.

Major Professors and Supervisory Committee members, guide, direct, assess and advise students as they progress through their individual degree curriculum. The MPH Program Director provides advice to the students and faculty members whenever appropriate.

For field experience, an agreement between the student, preceptor and major professor is completed for beginning, and an evaluation is completed at the end, by both student and preceptor. That field experience assessment is evaluated by the Program Director as well as the major professor and supervisory committee members.

When the student is in their final semester, the supervisory committee and the program director assess the progress and if satisfactory, sign a Graduate School form qualifying the student to take final examinations. The Graduate School Dean's staff also reconfirms that all requirements have been completed and gives final approval.

The student provides both oral and written presentations as part of the culminating experience, usually during their last semester before graduation. All students, faculty and staff are invited to participate in listening to the presentations as well as participate in questioning the student on her knowledge, skills pertaining to public health. The Supervisory Committee conducts a final, private assessment, based on the approved core and emphasis area-specific competencies, of the student before signing a ballot for the degree.

2.7.b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided.

Currently, the MPH Program uses Graduation Rates and Job Placement as two measures to evaluate student achievement. As seen in Section 1.2.c., measures 1.b. and 1.c., we have met our objectives in both. With that said, the program strives to facilitate the completion of the degree in less than 6 years for all students, part-time and full-time.

Table 2.7.1 Students in Master of Public Health Degree, By Cohorts Entering Between 2003-04 and 2012-13											
	Cohort of Students	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2003-04	# Students entered	12									
	# Students withdrew, dropped, etc.	0									
	# Students graduated	0									
	Cumulative graduation rate	0%									
2004-05	# Students continuing at beginning of this school year	12	3								
	# Students withdrew, dropped, etc.	1	0								
	# Students graduated	1	0								
	Cumulative graduation rate	8%	0%								
2005-06	# Students continuing at beginning of this school year	10	3	11							
	# Students withdrew, dropped, etc.	0	0	0							
	# Students graduated	4	1	0							
	Cumulative graduation rate	42%	33%	0%							
2006-07	# Students continuing at beginning of this school year	6	2	11	8						
	# Students withdrew, dropped, etc.	0	0	0	0						
	# Students graduated	4	1	1	0						
	Cumulative graduation rate	75%	67%	9%	0%						
2007-08	# Students continuing at beginning of this school year	2	1	10	8	11					
	# Students withdrew, dropped, etc.	0	0	1	0	0					
	# Students graduated	0	1	4	1	0					
	Cumulative graduation rate	75%	100%	45%	13%	0%					
2008-09	# Students continuing at beginning of this school year	2		5	7	11	13				
	# Students withdrew, dropped, etc.	0		0	0	0	2				

Table 2.7.1 Students in Master of Public Health Degree, By Cohorts Entering Between 2003-04 and 2012-13

	Cohort of Students	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	# Students graduated	0		2	5	2	1				
	Cumulative graduation rate	75%	100%	64%	75%	18%	8%				
2009-10	# Students continuing at beginning of this school year	2		3	2	9	10	34			
	# Students withdrew, dropped, etc.	0		0	0	0	1	1			
	# Students graduated	0		2	1	3	2	0			
	Cumulative graduation rate	75%	100%	82%	88%	45%	23%	0%			
2010-11	# Students continuing at beginning of this school year	2		1	1	6	7	33	38		
	# Students withdrew, dropped, etc.	1		0	0	1	0	1	0		
	# Students graduated	1		1	1	1	3	6	1		
	Cumulative graduation rate	83%	100%	91%	100%	55%	46%	18%	3%		
2011-12	# Students continuing at beginning of this school year					4	4	26	37	32	
	# Students withdrew, dropped, etc.					1	0	1	1	2	
	# Students graduated					0	0	12	5	1	
	Cumulative graduation rate	83%	100%	91%	100%	55%	46%	53%	16%	3%	
2012-13	# Students continuing at beginning of this school year					3	4	13	31	29	10
	# Students withdrew, dropped, etc.					0	0	0	0		
	# Students graduated					1	1	1	4		
	Cumulative graduation rate	83%	100%	91%	100%						

Table 2.7.2.c. Job Placement: Destination of Graduates by Employment Type in AY 2010 – AY 2012

Destination	AY 2010	AY 2011	AY 2012
Employed	8	11	14
Continuing education/training (not employed)	1	2	4
Actively seeking employment			
Not seeking employment (not employed and not continuing education /training, by choice)			
Unknown			

The job placement rate for our graduates, to include further education, has been 100% each of the last 3 years.

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

Students are asked by the program staff what their plans are after graduation several times during their last semester, and especially when they submit the required form to schedule their final exam (culminating experience). If they have not finalized their plans and are seeking employment, the program assistant keeps in contact with them and periodically e-mails and/or calls them to determine their employment status. Contact information and their employment status are tracked and updated in an Access database. The Program also works with the university's Career and Counseling Office, to help track graduates.

Table 2.7.c. Job Placement: Graduates' Response Rate by Emphasis Area for First Employer, AY 2010 – AY 2012					
	FSB	IDZ	PHN	PHPA	Response Rate
2010 Number of Graduates (n=9)					
Discussion with student and/or confirmation e-mail	1	5	3		
Information from Major Professor					
Phone Call					
Internet Search					
No Response					
Total	1	5	3		100%
2011 Number of Graduates (n=13)					
Discussion with student and/or confirmation e-mail	1	7	2	1	
Information from Major Professor					
Phone Call		1			
Internet Search		1			
No Response					
Total	1	9	2	1	100%
2012 Number of Graduates (n=18)					
Discussion with student and/or confirmation e-mail		9	3	4	
Information from Major Professor		1		1	
Phone Call					
Internet Search					
No Response					
Total		10	3	5	100%

2.7.d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program's graduates on these national examinations for each of the last three years.

Not applicable.

2.7.e. Data and analysis regarding the ability of the program's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

In order to help assess graduates' abilities to perform competencies in an employment setting, the program worked with the university's Office of Educational Innovation and Evaluation and surveyed alumni and employers. These surveys have been set to recur at least every two

years. On the last alumni survey (2011), 36% reported that they were more than adequately or very well prepared for their career in public health. In the last employer survey, competencies related to epidemiology writing skills for professionals were determined to be the most important. At the time, those employers with MPH graduates of this program considered them adequately prepared. In order to better assess such outcomes, the partnership with OEIE will continue, and the surveys for alumni and employers/potential employers will be repeated at least every two years. Results are shared with the MPH Faculty Advisory Council and MPH Executive Council for any necessary or recommended changes to the program.

2.7.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** The partnership between the program and the university's OEIE has yielded some great information about the program.

> **Challenges:** Programmatic assessment was only made consistent in the past few years.

> **Action Plan:** Continue to partner with OEIE, surveying groups on a routine basis, and using the information to influence necessary changes to the curriculum and other parts of the program.

2.8. Bachelor's Degrees in Public Health

Not applicable.

2.9. Academic Degrees

2.9.a. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

The only degree and area of specializations are listed on the instructional matrix in Criterion 2.1.a.

2.9.b. Identification of the means by which the program assures that students in academic curricula acquire a public health orientation. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

The MPH Program provides a formal orientation for new and continuing students at least once a year. In addition, the program director provides information directly to MPH students throughout the year.

2.9.c. Identification of the culminating experience required for each academic degree. If this is common across the program's academic degree programs, it need be only described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

The culminating experience, as described in section 2.5, is the same for each emphasis area in the MPH degree program at Kansas State University.

2.9.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

> **Strengths:** The program uses the same standards across all areas of emphasis.

> **Challenges:** None

> **Action Plan:** Continue to use current policies and procedures.

2.10. Doctoral Degrees

Not applicable.

2.11. Joint Degrees

2.11.a. Identification of joint degree programs offered by the program.

In coordination with other degree-granting units at Kansas State University, the MPH program offers two possible dual degrees, the DVM/MPH and the BS/MPH.

2.11.b. List and description of how each joint degree program differs from the standard degree program.

The following are the differences between each of the two joint degree programs and the standard degree program:

- BS/MPH: If a student is provisionally admitted to the MPH graduate program before completing their undergraduate degree, he/she may use up to 9 graduate credits toward the undergraduate degree. All course requirements of the MPH degree component are the same as the standard degree.
- DVM/MPH: The university allows up to 12 hours from the DVM curriculum to be transferred and used toward the MPH degree. Only select courses may be used, according to the instructional matrix shown in 2.6., and must be documented on the student's graduate Program of Study and approved by the Program Director and Graduate School Dean.

2.11.c. Assessment of the extent to which this criteria is met.

This criteria is met

  Strengths: The joint degree program provides incentives for students to complete the MPH degree with another degree at this university, assisting the program with recruiting of student and collaboration opportunities for faculty.

  Challenges: Timing of courses may complicate completion of both DVM and MPH degrees.

  Acton Plan: The Program Director works closely with students and faculty on joint degrees, to explain options and to ensure all degree requirements are met, for the MPH degree.

2.12. Distance Education or Executive Degree Programs

Not applicable.

Master of Public Health Self Study Criterion 2
Kansas State University Page 61
May 2013

Criterion 3: Creation, Application and Advancement of Knowledge

3.1. Research

3.1.a. Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.

The program's research activities are inextricably linked with that of the supporting colleges and departments. Interdisciplinary-oriented public health faculty, lead multi- and inter- disciplinary efforts across 4 colleges and 12 departments to study public health challenges. Outstanding graduate faculty are committed to advancing scholarship in the specific domains of public health including nutrition, physical activity, infectious diseases/zoonoses, and food safety/biosecurity, with students as the "integrating glue," public health students enjoy being co-mentored by multiple faculty from these different disciplines.

For example, in the area of food safety/biosecurity, faculty and students from 5 academic colleges (KSU's Colleges of Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine) and 12 departments (KSU's Departments of Agricultural Economics, Animal Sciences and Industry, Communications, Entomology, Grain Science and Industry, Biochemistry, Geography, Journalism and Mass Communications, Human Nutrition, Hospitality Management and Dietetics, and Diagnostic Medicine/Pathobiology) study the safety of the food supply. These research activities involve a number of funding relationships with the U.S. Departments of Agriculture, Homeland Security, and Defense. In a second example of critical public health research, faculty and public health students in nutrition and kinesiology have examined childhood obesity with a particular focus on media, environmental and psychosocial influences. These activities have been funded by agencies such as USDA and NIH.

While multiple colleges and departments are involved, Kansas State University's Office of Research and Sponsored Programs (ORSP) provides central support in the administration of all research activities involving extramurally sponsored programs. In addition to providing assistance for funding proposals, the ORSP counsels faculty on such important issues as intellectual property, research compliance, and other policies and procedures that ensure the ongoing operation of a major research university.

3.1.b. Description or current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

Students and faculty involved in Kansas State University's public health program routinely benefit from partnerships with community-based research organizations, public health oriented government agencies, and other strategic partners. These include, but are not limited to:

- Kansas Health Foundation
- Kansas Beef Council
- Kansas City Parks and Recreation Association
- One Health Kansas
- Sunflower Foundation

- Frito-Lay
- American Meat Institute
- Peryam and Proll Research Corporation
- National Center for Food Protection and Defense
- National Cattlemen's Beef Association
- Star Labs Forage Research
- Alberta Livestock Industry
- NutriJoy
- National Pork Board
- National Agricultural Biosecurity Center
- American Heart Association
- Morris Animal Foundation
- Robert Wood Johnson Foundation
- XIM Group, LLC
- Dairy Management, Inc.

3.1.c. A list of current research activity of all primary and secondary faculty identified in criteria 4.1.a. and 4.1.b., including amount and source of funds, for each of the last three years.

Table 3.1.c. Research Activity from FY 2010 to FY 2012									
Project Name	**PI & (Emphasis or Department if not MPH Graduate Faculty)***	**Funding Source**	**Funding Period Start/End**	**Amount Total Award**	**Amount 2010**	**Amount 2011**	**Amount 2012**	**Cmmty-Based Y/N**	**Std Prtcptn Y/N**
Food Safety and Biosecurity									
Salmonella detection methods	*Fung (FSB)*	Delta TRAK	2011 to 2012	$11,000		$6,000	$5,000	N	Y
Career Development Grants (CDG) program	*Kastner (FSB) Nutsch, (FSB)* Ackleson (DMP)	U.S. Depart of Homeland Security	2009 to 2015 (multiple DHS CDG awards)	$790,900	$200,000	$200,000	200,000	N	Y
Development and Implementation of a Graduate Certificate of Completion Program in Food Protection and Defense	*Kastner (FSB), Nutsch, (FSB)* Getty, AS&I Kastner, C (FSB), Retzlaff (FSB)	National Ctr for Food Protection and Defense	Aug 1, 2008 to Sept 29, 2011	$645,465	$267,015	$189,225	$189,225	N	Y
Integrated Micro Reductions – Beef Carcasses	Marsden	Kansas Beef Council	2011	$100,000		$100,000		Y	Y
High Pressure Processing Ground Beef Safety	Marsden	USDA MAFMA	2010	$50,000	$50,000			Y	Y
Study for Kansas Beef Council	Marsden	Kansas Beef Council	2012	$100,000			$100,000	Y	Y
	Food Safety and Biosecurity Subtotal			$1,697,365	$517,015	$495,225	$494,225		
Infectious Diseases and Zoonoses									
Definition of host genes required for intracellular pathogen growth	*Chapes (IDZ)*	NIH	Feb 2010 to Jan 2013	$275,000	$91,667	$91,667	$91,667	N	Y

Table 3.1.c. Research Activity from FY 2010 to FY 2012

Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
Shiga-toxigenic Escherichia coli (STEC) in the beef chain: assessing and mitigating the risk by translational science, educated and outreach	Kastner, C (FSB); Phebus (FSB), Fox, Tonsor & Schroeder, Ag Econ; Thomson, CS Zurek (IDZ), Montelone (IDZ) Nagaraja (IDZ), Sanderson (IDZ), Oberst (IDZ), *Renter (IDZ)*, Bai, Powell (IDZ), Narayanan (IDZ)	Univ of Nebraska, Lincoln Food Safety	Jan 1, 2012 to Nov 30, 2013	$3,383,853			$3,383,853	N	Y
Development and implementation of Novel strategies for stable fly ipm	Zurek (IDZ)	USDA	2010 to 2013	$92,711	$30,904	$30,904	$30,904	N	Y
Epithelial function in health and disease	Zurek (IDZ)	NIH	2011 to 2013	$125,000		$41,667	$41,667	N	Y
The effect of cefovecin on the fecal flora of health dogs	KuKanich, K (IDZ)	Morris Animal Foundation	2010 to 2012	$38,000	$12,000	$12,000	$14,000	N	Y
Pathways to Public Health	Montelone (IDZ)	USDA	Sept 2008 to Aug 2012	$470,658	$117,665	$117,665	$117,665	N	Y
One Health Kansas	Montelone (IDZ)	Kansas Health Foundation	Nov 2008 to Oct 2013	$2,292,308	$458,462	$458,462	$458,462	N	Y
One Health Childhood Education - Learning to Love Dogs Safely, Phase Two	Montelone (IDZ); Davis, DMP	Morris Animal Foundation	Sept 2010 to Sept 2011	$15,000	$7,500	$7,500		N	Y
Retrospective equine rabies cases and KSA survey of practitioners	Hanlon (IDZ)	In-house	2011 to 2013	As necessary	As necessary	As necessary	As necessary	Y	Y
Rabies serology measurement in re-vaccinated and newly vaccinated animals	Hanlon (IDZ)	In-house	2012 to 2014	$5,000			$5,000	Y	Y
Curriculum and Teaching Enhancement for diseases that threaten food security	Mosier (IDZ)	USDA High Ed Challenge Grant (NIFA)	Sept 2012 to Aug 2015	$713,517			$276,483	N	Y
Impact of distiller's grains on *E. coli* O157	Nagaraja (IDZ)	USDA	July 1, 2008 to June 30, 2011	$940,000	$150,040	$160,200		N	Y

Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
Ecology of *E. coli* O157:H7 in cattle	Nagaraja (IDZ)	USDA	July 1, 2009 to June 30, 2010	$132,385	$132,385			N	Y
Ecology of *E. coli* O157:H7 in cattle	Nagaraja (IDZ)	USDA	Oct 1, 2010- Sep 30, 2012	$432,385	$120,000			N	Y
CAP non-O157 STEC consumer, food service, communications research	Powell (IDZ)	USDA	2012-2016	$521,000			$104,200	N	Y
Food Safety Crisis Communication	Powell (IDZ)	National Ag Biosecurity Center	2010-2011	$150,000	$75,000	$75,000		N	Y
Enhancing Hand-washing Compliance	Freeman, A&P; Powell (IDZ)	One Health Kansas	2010-2011	$40,000	$20,000	$20,000		N	Y
Do Pre-harvest Interventions Intended for E. coli O157:H7 Affect Fecal Shedding of the "top six" Non-O157 E. coli or Salmonella in Feedlot Cattle?	***Renter (IDZ)***	Kansas Beef Council	April 2012- March 2013/	$58,150			$58,150	N	Y
Epidemiology and Fluoroquinolone-susceptibility Patterns of Salmonella and Campylobacter in Feedlot Cattle	***Renter (IDZ)***	Bayer Animal Health, Inc.	January 2012/ December 2014	$357,074			$138,596	N	Y
Dangerous Shiga-toxigenic Escherichia coli (STEC) in the beef chain: assessing and mitigating the risk by translational science, education and outreach.	Moxley, Thippareddi, Phebus (FSB), Sanderson (IDZ), Montelone (IDZ), Luchansky, Gallagher	USDA-AFRI-CAP	January 1 2012 to December 31, 2016				$71,035	N	Y
Sustainability of the beef production system in the face of an FMD outbreak.	Sanderson (IDZ), Schroeder	National Ctr for Foreign Animal and Disease Defense	June 1, 2011 to June 30, 2013			$126,727		N	Y
BRIEF	Tazi (IDZ)	KSU, Biology	07/01/12 to 06/30/13	$9,539				N	N

Table 3.1.c. Research Activity from FY 2010 to FY 2012

Table 3.1.c. Research Activity from FY 2010 to FY 2012

Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
R56	Tazi (IDZ)	NIH	09/30/10 to 08/31/12	$66,528				N	N
PRIME	Tazi (IDZ)	SPH-UTHSC Houston	09/01/10 to 08/3/11	$22,460				N	N
Water-borne contaminants in the Pariette Draw Wetlands, Uintah Basin, UT	*vanderMerwe, (IDZ)* and Datta	Bureau of Land Management	2011	$23,931		$23,931		N	N
	Infectious Diseases and Zoonoses Subtotal			$10,164,499	$1,260,257	$1,187,898	$4,823,396		
Public Health Nutrition									
Novel Resistant Starch on Insulin Sensitivity	*Haub (PHN)*	Penford Foods, Inc.	Sept 2012-May 2012	$26,522			$26,522	Y	Y
Development of science-based and consumer-focused messages to improve consumers' storage, handling, and preparation of poultry, eggs, and poultry products	Chambers (PHN), Goodwin, TN State Univ	USDA	2012-2017	$2,498,000			$300,000	Y	Y
Understanding international consumer needs and testing strategies for food development	Chambers (PHN)	USDA	2010-2012	$140,370	$45,000	$45,000	$50,370	Y	Y
Development of calcium-enhanced lettuce	Chambers (PHN), Park, Hort	EdenSpace, Inc.	2011-2013	$41,965		$15,000	$20,000	N	N
Acceptance of food products during use	Chambers (PHN)	Frito Lay, Inc.	1996-2019	$1,470,000	$70,000	$20,000	$15,000	N	Y
Evaluation of product characteristics	Chambers (PHN)	Peryam & Kroll Research Corp	1998-2018	$225,000	$5,000	$5,000	$5,000	N	Y
Odor of Grain Sorghum	Chambers (PHN)	USDA	2009-2011	$98,370	$45,000	$45,000		N	N
Training in Cereal Chemistry and Obesity	Chi, Grain Science, *Haub (PHN)*	USDA-NNF	Aug 2010-Aug 2012	$154,000	$51,333	$51,333	$51,333	N	Y
Health Benefits of Sorghum	Turner Texas A&M, *Haub (PHN)*	United Sorghum Checkoff Program	Dec 2010-Dec 2011	$199,000		$199,000		N	Y

Table 3.1.c. Research Activity from FY 2010 to FY 2012

Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
Novel Sorghum-based Fortified Blended Foods for Infants and Young Children.	Project Director: Alavi, Grain Science Multiple PIs: Lilja, College of Ag Lindshield (PHN), Procter (PHN), Chambers IV (PHN)	USDA Foreign Agriculture Service (FAS)	2012-2015	$4,034,258			$800,000	Y	Y
Obesity reduction	Kidd (PHN); Muturi (OT)	USDA	2012-2013	$463,133			$276,713	Y	Y
5alpha-reductase inhibitors for reduction of prostate epithelial cell growth.	Lindshield (PHN)	NIH COBRE, Epithelial function in health and disease	2009-2012	$189,000	$50,000	$75,000	$39,000	N	N
5α-reductase inhibitors for the reduction of prostate tumor growth.	Lindshield (PHN)	Terry C. Johnson Center for Basic Cancer Research	2009-2010	$25,850	$12,925			N	Y
Communities Preventing Childhood Obesity	Peters (PHN), Procter, (PHN)	USDA AFRI	2010-2015	$4,800,000	$900,000	$900,000	$900,000	Y	Y
Hydrolyzed Wheat Protein and Physical Performance	Rosenkranz, S (PHN), *Haub* (PHN)	MGP Ingredients, Inc	Sept 2012-August 2013	$36,520			$36,520	Y	Y
Resistant Starch and Metabolic Health	*Haub (PHN),* Rosenkranz., S (PHN)	PenFord Corporation	August 2012-July 2013	$24,000			$24,000	Y	Y
KSU Wildcat Wellness Coaching Trial	*Rosenkranz, (PHN)*	College of Human Ecology, KSU	July 2012-June 2013	$2,500			$2,500	Y	Y
HOP'N Pre-school	*Dzewaltowski (PHPA), Rosenkranz (PHN)*	United Methodist Health Ministry Fund	June 1, 2009 to June 2011	$124,000	$62,000			Y	Y
New Zealand Physical Activity evidence review	Kolt, *Rosenkranz (PHN)*	New Zealand Ministry of Health	April 1, 2010 to July 1 2011	$65,000 NZ	$65,000 NZ			N	N
Mechanism of Cancer Prevention by Weight Control	*Wang (PHN)*	NIH R15 CA167678	9/1/11-8/31/14	$443,994		$147,998	$147,998	N	Y

Table 3.1.c. Research Activity from FY 2010 to FY 2012

Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
Purple Sweet potato, Anthocyanins, and Cancer Prevention	*Wang (PHN)*	USDA Cooperative Project KS410-0214022	10/1/08-9/30/13	$87,500	$17,500	$17,500	$17,500	N	Y
Mechanism of Cancer Prevention by Weight Control	*Wang (PHN)*	NIH-INBRE Pilot Grant P20 RR16475	1/10/11-4/30/11	$59,600		$59,600		N	Y
Small Animal Densitometer Equipment Award	*Wang (PHN)*	Johnson Center for Basic Cancer Research, KSU	3/25/2011	$5,000		$5,000		N	N
		Public Health Nutrition Subtotal		$15,202,244	$1,312,420	$1,585,431	$2,712,456		
Public Health Physical Activity									
Individual and Environmental Mechanisms of Physical Activity Change	Estabrooks, *Dzewaltowski (PHPA)*	NIH-NIDDK 1R01DK070553-01 2004-2010	2004-2010	$2,428,040	$404,673			Y	N
Enhancing the capacity of rural communities to understand and create healthy food environments in areas with limited access to grocery stores.	*Dzewaltowski (PHPA)*	Sunflower Foundation.	2006-2011	$149,672	$29, 934	$29,934		Y	Y
The HOP'N Home Environmental Project	*Dzewaltowski (PHPA)*	United Methodist Health Ministry	06/01/11 – 7/31/13	$92,042		$46,021	$46,021	Y	Y
Healthy Opportunities for Physical Activity and Nutrition (HOP'N) After-School	*Dzewaltowski (PHPA)*	Natl Research Initiative Grant, USDA Coop State Research, Ed and Extension Svc Human Nutrition and Obesity Prg	2005-2010	$900,000	$180,000			Y	Y

Table 3.1.c. Research Activity from FY 2010 to FY 2012									
Project Name	**PI & (Emphasis or Department if not MPH Graduate Faculty)***	**Funding Source**	**Funding Period Start/End**	**Amount Total Award**	**Amount 2010**	**Amount 2011**	**Amount 2012**	**Cmmty-Based Y/N**	**Std Prtcptn Y/N**
Geographic and Multilevel Influences of Neighborhood and School Environments on the Development of Obesity Among Schoolchildren in a Border Community	Ford, *Dzewaltowski (PHPA)*	NIH NHLBI 1SC2 HL110780-01 2011-2013	4/1/2011-4/30/2013	$448, 500		$224,250	$224,250	Y	N
Out-of-School Gardening Club for Obesity Prevention	Shoemaker, *Dzewaltowski (PHPA)*	Natl Research Initiative Grant, USDA Coop State Research, Ed and Extension Svc Human Nutrition and Obesity Prg	7/1/2007-6/30/2012	$1,038,526	$207,705	$207,705	$207,705	Y	Y
Nutrition Environments in Low Income Schools	Coleman, *Dzewaltowski, Co-Project Director, (PHPA)*	United Methodist Health Ministry Fund	2007-2011	$895,000	$223,875	$223,875		Y	N
Promoting Media Literacy in Parents and Young Children to Provide Healthy Opportunities for Physical Activity and Nutrition at Home	*Dzewaltowski (PHPA)*	United Methodist Health Ministry Fund	2009-2011	$125,716	$62,858	$62,858		Y	Y
N/A	*Heinrich (PHPA)*	Academic Excellence Fund	1/2012 – 12/2012	$2,810			$2,810	N	Y
Evaluation of the Sunflower Trails Program	*Heinrich (PHPA)*	The Sunflower Foundation	7/2011-6/2012	$22,422		$11,211	$11,211	Y	Y
Hawaii's Opportunity for Active Living Advancement	*Heinrich (PHPA)*	Active Living Research	2/2010-1/2011	$149,681	$149,681			Y	Y
Testing the Kohler effect in the field	*Irwin (PHPA)*	Michigan State Univ, College of Education	9/1/11-5/1/12	$8,709		$2,709	$6,000	N	Y
Creating Healthy Active Moms Project (CHAMP)	*Mailey (PHPA)*	American College of Sports Medicine	7/2011-6/2012	$7,500		$7,500		Y	N

Table 3.1.c. Research Activity from FY 2010 to FY 2012									
Project Name	PI & (Emphasis or Department if not MPH Graduate Faculty)*	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Cmmty-Based Y/N	Std Prtcptn Y/N
		Public Health Physical Activity Subtotal		$5,820,118	$1,258,602	$815,939	$497,997		
Other									
Structure and Consistency of Character	McDaniel (OT)	The John Templeton Found + Wake Forest Univ	June 2011 to June 2013	$199,429				Y	Y
HIV/AIDS and older adults	Muturi (OT)	USRG	Summer 2010	$2,500	$2,500			Y	Y
Excessive alcohol consumption in rural Kenya	Muturi (OT)	African Studies	Summer 2011	$178,000		$7,500		N	N
		Other Subtotal		$379,929	$2,500	$59,857	$99,715		

Notes:

*Primary Faculty PIs and emphasis areas are identified by **Bold text and Italic**; Other faculty are identified by underline and emphasis area; faculty not part of the MPH Program are identified by name and department when known. Department abbreviations are below:

AS&I = Animal Sciences and Industry   DMP = Diagnostic Medicine and Pathobiology
A&P = Anatomy and Physiology   Grain Sci = Grain Science
CS = Clinical Sciences   Hort = Horticulture

3.1.d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years.

Table 3.1.d. Outcome Measures - Research Activities				
Goal 2: Research		**2010**	**2011**	**2012**
2.a. Each academic year, primary MPH faculty will communicate public health related research to the public via scholarly presentations and/or publications.	75%	75% (9/12)	75% (9/12)	79% (11/14)
2.b. Public health-related research projects will demonstrate collaboration with community based organizations. (See Table 3.1.c.)	50%	38% (13/34)	28% (11/40)	40% (16/40)

3.1.e. Description of student involvement in research.

MPH students are afforded opportunities to engage in research projects; the degree of involvement ranges from part-time (hourly) employment to full-time graduate research assistantships in public health. Examples of student research include, but are not limited to:

- Transboundary Animal Disease Preparedness and Response Efforts: Disconnects Between Federal and State Levels of Government
- Investigation of intestinal parasitism among Hispanic migrant and seasonal farm workers in eastern North Carolina
- Cattle feedlot dust: Solubility in lung simulant fluid and stimulation of cytokine release from lung epithelial cells
- Factors influencing the implementation of 30 minutes structured physical activity in after-school programs
- Food defense preparedness in small and very small meat and poultry establishments
- Comparative in vitro estimates of inhalation toxicity of selected nanoparticles
- Evaluation of the West Nile Surveillance System for the State of Kansas
- Rural China: Exploring HIV/AIDS Surveillance and Prevention in a Developing Region

3.1.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: The breadth and depth of public health research on this campus, related to the program's four areas of emphasis, is outstanding. The opportunities to collaborate across departmental and collegiate levels are enhanced by the interdisciplinary nature of the program.

Challenges: Since the research is closely aligned with the department/college infrastructure, data collection is sometimes difficult.

Action Plan: Continue using the governance structure to improve communication and collaboration opportunities and to encourage all aspects of public health research.

3.2. Service

3.2.a. Description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.

As the nation's oldest land-grant institution of higher learning, established under the Morrill Act, Kansas State University prides itself in supporting service as one of its three main tenants. All colleges and departments encourage faculty and students to participate in programs which serve groups in communities in Kansas and elsewhere. Through the governance structure, established with the MPH Program Agreement of Support, the program is able to encourage and provide incentives for public health-related service.

3.2.b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

The academic departmental home of each faculty member has specific documents related to promotion and tenure, based on the university requirements. As part of a land grant institution, emphasis is placed on all service activities, depending on the individual faculty member's appointment. As an interdisciplinary graduate program, the MPH program does not have a separate set of standards; however, department heads and deans, as a part of the program governance, acknowledge the importance of such public health-related activities

3.2.c. A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years.

Table 3.2.1. Faculty Service from AY 2010 to AY 2012				
Faculty member	**Role**	**Organization**	**Activity or Project**	**Year(s)**
Canter	Chair- Elect and then chair, Education Committee	Academy of Nutrition & Dietetics (formerly American Dietetic Assn)	Addresses issues of relevance and concern pertaining to dietetics education; providing assistance to dietetic education program directors, etc.	2011-2013
Canter	Management in Dietetics Committee	Academy of Nutrition & Dietetics	Study role and place of management skills and experience in the practice of dietetics	2009-2011
Canter	Member, Advisory Board	Dietetic Internship, Iowa State Univ	Member of advisory board to addresses issues pertinent to the internship and its mission	2007 - present
Canter	Professional presentation	Dietetic Assoc. 2011 Summit on Practice, Credentialing, and Education	Presentation on innovations in dietetics education, particularly online education	2011
Cates	Member	Kansas Public Health Systems Group	Advisory group at state level on public health activities	2009-Present

Table 3.2.1. Faculty Service from AY 2010 to AY 2012

Faculty member	Role	Organization	Activity or Project	Year(s)
Cates	Director	Mercy Regional Health Center	Member of Board of Directors	2009 - Present
Cates	Member	Mercy Regional Health Center	Member of Strategic Planning Committee	2011- Present
Cates	Secretary	Mercy Regional Health Center	Officer on Board of Directors	2012 - Present
Cates	Director and Secretary	One Health Commission	AVMA representative on this non-profit organization working toward improving one health communication and work.	2009-2011
Cates	Member	Greater Manhattan Community Foundation Public Health Advisory Council	Provided advice to Community Foundation on public health matters	2010-2011
Cates	Member	Kansas Public Health Workforce Development Coordinating Council	Working on workforce development solutions for the state	2010- Present
Cates	Member	Healthy Little Apple Coalition	Working on a Kansas Health Foundation grant for Access to Healthy Foods	2011- Present
Cates	Member	AAVMC Public Health Committee	Represented Kansas State University on this committee	2009-2011
Chambers	Editor-in-chief	Wiley-Blackwell	Journal of Sensory Studies	2010 continuing
Chambers	Board Member	Society of Sensory Professional	Pat Chairman	2010 continuing
Chambers	Expert Witness	US Federal District Court	Expert Witness in Consumer Advertising cases	2010 continuing
Chambers	US Representative	ISO	Represent US on TC34/SC12 ISO committee on Sensory Evaluation of products	2010 continuing
Chambers	Editorial Board	Food in Health and Disease	Member and reviewer	2011 continuing
Chambers	Chair	NASA	Food Quality for Astronauts Grants panel	2010-2012
Chapes	Ad Hoc member	NIH	ZRG1-F07-C(20)(L) Special Emphasis Study Section	March 2010
Chapes	Ad Hoc member	NIH	ZRG1(F07-E(20) Special Emphasis Study Section	October 2010
Chapes	Ad Hoc member	NIH	Innate Immunity and Inflammation Study Section	October 2011
Chapes	Member	NIH	Innate Immunity and Inflammation Study Section, Center for Scientific Review	2010- current
Chapes	Officer	American Society for Gravitational and Space Research	Organization officer Secretary / Treasurer, 2010-current	Current
Dzewaltowski	*Member*	Kansas Dept. of Health & Environment	CDC Preventive Block Grant Advisory Board	2002-2012
Dzewaltowski	*Member*	Governor's Office	Kansas Governor's Council on Fitness	2006- present
Dzewaltowski	*Review*	Robert Wood Johnson Foundation	After-School Policies for Promoting Physical Activity	2012
Dzewaltowski	*Presenter*	Institute of Medicine, National Academies of Science	Physical Activity and Physical Education in the School Environment	2012
Dzewaltowski	*Editorial Boards*	American Psychological Association	Health Psychology; Sport Exercise and Performance Psychology	2010-2012

Table 3.2.1. Faculty Service from AY 2010 to AY 2012

Faculty member	Role	Organization	Activity or Project	Year(s)
Dzewaltowski	*Reviewer*	USDA	AFRI Obesity Prevention Integrated Research Program	2010
Dzewaltowski	*Reviewer*	National Institutes of Health	Special Emphasis Panel Building Sustainable Community-Linked Infrastructure to Enable Health Science Research	2010
Ganta	President	American Society for Rickettsiology	Annual meeting organization	1 year
Ganta	Council Member	Conference of Research Workers in Animal Diseases	Conference section organization	2 years
Hanlon	Consultant	National Association of State Public Health Veterinarians	Compendium of Animal Rabies Control – quarterly discussions and one annual meeting in-person to update the document	2011-current
Heinrich	*Content Expert*	Kansas Department of Health and Environment	Healthy Kansans 2020: Lifestyle Behaviors	2012
Heinrich	*Research Review Chair*	American Academy of Health Behavior	Oversee abstract submission, review, and judging for the AAHB annual conference	2012-2013
Heinrich	*Advisory Committee Member*	Kansas Health Foundation	Provide professional advice to Kansas communities funded by the Kansas Health Foundation to improve access to healthy foods or improving the built environment.	2012-Present
Heinrich	*Judy K. Black Awards Committee Member*	American Academy of Health Behavior	Helped review and decide which young scientist should receive the award at the AAHB annual conference	2012
Heinrich	*Assistant Research Review Chair*	American Academy of Health Behavior	Assist with abstract reviews and judging for the AAHB annual conference	2011-2012
Heinrich	*Professional Development Council Member*	American Academy of Health Behavior	Helped plan special professional development sessions for the AAHB annual conference	2011-2012
Heinrich	*Certification Item Writer*	CrossFit Headquarters	Assisted with development and refinement of items written for the CrossFit Coaching certification exam (exercise program)	2011-2012
Heinrich	*Co-Investigator*	Physical Activity and Policy Research Network	Conducted unfunded research in Kansas as part of national collaborative research on physical activity policies	2010-Present
Higgins	Human Nutrition Extension Specialist	Kansas State University Research and Extension	Nutrition education for grandparents raising grandchildren / Nourishing the Next Generation	2010-2012
Higgins	Human Nutrition Extension Specialist	Human Nutrition Extension Specialist	Nutrition education for families with low income and other limited resources / Dining on a Dime	2010-2012
Higgins	Committee member	Kansas Diabetes Action Council / Heart and Stroke Alliance of Kansas	Promote awareness and prevention of chronic diseases among the public.	2010-2012
Kidd	Project Leader	K-State Research and Extension	Development of the Walk Kansas for Kids program for children (grades 1-6)	2009-Current
Kidd	Project Leader	K-State Research and Extension	Development of the KNACk Online program for adolescents	2009-Current
Kidd	Project Leader	K-State Research and Extension	Development of the Kansas Move into Health program for adults	2009-Current

Table 3.2.1. Faculty Service from AY 2010 to AY 2012				
Faculty member	Role	Organization	Activity or Project	Year(s)
Larson	Board Member	KSU, Mayo Clinic, Univ of North Dakota, Univ of South Dakota, Univ of Nebraska Med Ctr and KU Med Ctr	Partnership for Rural and American Indian Engagement (PRAIREE) Project	2012
Lindshield	Mini-symposium Co-Chair	ASN Diet and Cancer Research Interest Section (RIS)	Micronutrients and Bioactive Compounds Mini-symposium, Experimental Biology Conference	2010
Lindshield	Chair-Elect	ASN Diet and Cancer Research Interest Section (RIS)	Assisted chair in leading RIS, learned how to be chair.	2010-2011
Lindshield	Chair	ASN Diet and Cancer Research Interest Section (RIS)	Leading the RIS, prepared the chair-elect to take over after my term.	2011-2012
Lindshield	Past Chair	ASN Diet and Cancer Research Interest Section (RIS)	Serve as a resource to the chair & chair-elect in running the RIS	2012-2013
Lindshield	Symposium Chair	ASN Diet and Cancer Research Interest Section (RIS)	Helpful or Harmful: Soy, Isoflavones and Cancer Risk Symposium, Experimental Biology	2012
Lindshield	Member	ASN	Learning Library Subcommittee	2012-2015
Mailey	Abstract Reviewer	Society of Behavioral Medicine	Reviewed abstracts submitted for presentation at annual meeting	2010, 2011, 2012
Marsden	Science Advisor	North American Meat Processors Association	Industry education on control of E. coli O157:H, Salmonella and Listeria monocytogenes	2010-2012
Marsden	Board Member	Isles of Dogs	Development of Safe and Nutritious Pet Food Products	2010-2012
Mosier	Member	Interim Advisory Board	Riley County Health Department	Jan 2012-current
Mosier	Member	Advisory Board	Manhattan/Riley County Health Department	2009-2011
Mosier	Team Member	Greater Manhattan Foundation	Little Apple Healthy Coalition – Planning Grant	2011-Current
Muturi	Graduate Studies Director	JMC, K-State	Administration	1 year
Muturi	Board Member	Regional AIDS Project	Coordinating service learning projects	2 years
Nagaraja	Participant	National Cattlemen's Beef Association	Annual Beef Safety Summit: Participation in meetings and discussion on food safety with cattle producers, food industry, governmental agency, and academic personnel.	2009, 2010, 2011, 2012
Payne	Volunteer	KSDS	Raising Puppies for service, public education – Service/working dogs	10 years
Peters	Assistant Director	K-State Research and Extension	Cooperative Extension	Ongoing
Procter	Leader	Kansas to Kenya	Nutrition projects in Maai Mahiu, Kenya and surrounding area	2010-present
Renberg	Friend	Friends of International Programs	Treasurer; President elect; President	2009-2010; 2010-2011; 2011-2012
Renberg	Board Chair	Christian Veterinary	Board of Advisors, (Chair)	2009 –

Table 3.2.1. Faculty Service from AY 2010 to AY 2012

Faculty member	Role	Organization	Activity or Project	Year(s)
		Mission		(2012) present
Renter	*Program Committee Member*	Academy of Veterinary Consultants	Input on food safety and public health program(s)	2008 - current
Renter	*Committee Member*	USDA North Central Regional Project (NC1041)	Kansas delegate (lead) – enteric diseases and food safety	2008 - current
Renter	*Member delegated for judging*	Association for Veterinary Epidemiology and Preventive Medicine	Evaluation of student presentations of materials on epidemiology and food safety	2007 - current
Rosenkranz, R	*Advisory Board*	Riley County Extension office	Walk Kansas	2010
Rosenkranz, R	*Ad-hoc reviewer*	Society for Behavioral Medicine, American Journal of Preventive Medicine, Health Education & Behavior, Preventing Chronic Disease, etc.	Peer-review duties	2010-2012
Rosenkranz, S	Advisory Board	Riley County Extension Office	Walk Kansas	2010
Rosenkranz, S	Ad-hoc Reviewer	Medicine & Science in Sports & Exercise; Journal of Science and Medicine in Sport	Peer-review duties	2011-2012
Rosenkranz, S	Advisor	XCell Athletics University	Nutrition advice for youth sport activities in the community	2012
vanderMerwe	*Councilor*	AAVCT		2011-2012
vanderMerwe	*HAB Working Group*	Kansas Department of Health and Environment		2011-2012
Wang	*Editor-in-Chief*	*Journal of Nutrition & Food Sciences*	Editor-in-Chief	2010-Present
Wang	*Associate Editor*	*Biophysical Reviews and Letters*	Associate Editor	2005-Present
Wang	*Grant reviewer*	NIH-NCI Provocative Questions Initiative Study Section	To review NIH-NCI research grants	2011-2012
Wang	*Grant reviewer*	Pilot Projects-Puerto Rico Clinical and Translational research Consortium	To review research grants	2011
Wang	*Editorial Board Member*	*Nutrition Research and Practice*	To review journal manuscripts	2010-Present
Wang	*Editorial Board Member*	*Experimental Biology and Medicine*	To review journal manuscripts	2009-Present
Wang	*Editorial Board Member*	*Molecular Nutrition and Food Research*	To review journal manuscripts	2005-Present
Wang	*Editorial Board Member*	*World Journal of Biological Chemistry*	To review journal manuscripts	2011-Present

Table 3.2.2. Funded Service Activity from AY 2010 to AY 2012

Project Name	Principal Investigator & Concentration (for programs)	Funding Source	Funding Period Start/ End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Commty-Based Y/N	Student Part Y/N
Two project/ newsletters: Nourishing the Next Generation and Dining on a Dime	Higgins (PHN)	USDA SNAP-Ed, Family Nutrition Program	2010-2012	$54,113	$23,497	$20,126	$ 10,490	Y	Y
Pet Food Safety Webinars	Marsden (FSB)	Watt Pub	2010 - Ongoing	$5,000			$5,000	Y	Y
Public Health High Education Challenge Grant	Freeman (Co-PI), Montelone, B. (IDZ) ***McElroy, M. (PHPA)*** & Retzlaff (FSB), et al. ***Dzewaltowski, (PHPA)***	USDA	2008-2011	$1,197,141	Unknown	Unknown	Unknown	Y	Y
Family Nutrition Program	Peters (PHN)	USDA/ FNS	Oct 2010 to Sept 2013	$2,300,000	$2,300,000	$2,300,000	$2,300,000	Y	Y

3.2.d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against hose measures for each of the last three years.

Table 3.2.d. Outcome Measures - Service Efforts

Goal 3: Service	Target	2010	2011	2012
3.a. Faculty and/or students will actively support community workforce development education and service projects. (See Tables 3.2.2.; 3.3.1.; 3.3.2.)	15 projects	30 projects	15 projects	12 projects
3.b. Faculty will provide public health support or assistance to Kansans and beyond. (See Table 3.2.1.)	50 activities	41 activities	49 activities	58 activities

3.2.e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Kansas State University generally and the KSU MPH program specifically are exceptionally student-centered. KSU—a land grant university committed to research, teaching, as well as outreach programs—boasts a reputation for connecting both graduate and undergraduate students to *service-* and *outreach-oriented* public health opportunities. This commitment is undergirded by a strong tradition of academic excellence and a nationally recognized capacity for scientific excellence in public health. KSU is first among public universities in undergraduate

students receiving Rhodes, Marshall, Goldwater, Udall, and Truman scholarships—the last of which is given to students who have demonstrated a conspicuous commitment to public service. KSU's MPH program currently features a Truman Scholar (Amy Sents) who recently matriculated into the program.

Students enrolled in the MPH program engage in a variety of service-related activities. Past activities have included public service events to foster inter-university collaboration to raise awareness of the public health issues. The university's Public Health Club is comprised of many MPH and other interested students, and they routinely coordinate and/or participate in public health activities.

3.2.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** Extraordinary connection to communities throughout the state, particularly through extension faculty.

> **Challenges:** All incentives for service must go through the department heads and deans.

> **Action Plan:** Continue to use the governance structure, under the MPH Program Agreement of Support, to encourage more service.

3.3 Workforce Development

3.3.a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The program director has been an active part of the Kansas Public Health Systems Group and the Kansas Public Health Workforce Development Coordinating Council. Through these groups, the program gets feedback directly from public health colleagues from local health departments, state health department, the state public health association, other universities and other public health-related institutions and organizations. These groups have also collaborated toward efficient and effective workforce development initiatives.

In addition to participating in those groups at the state level, surveys of various groups (e.g., alumni, employers, and students) help in identifying such needs.

3.3.b. A list of continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years.

Project Name	Principal Investigator & Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2010	Amount 2011	Amount 2012	Commty-Based Y/N	Std Part Y/N
Frontier Field Trips (experiential learning opportunities to which current MPH students and bona fide professionals are invited)	*Kastner, J (FSB)*	Multiple (primarily the National Ctr for Food Protection and Defense and the U.S. Depart of Homeland Security)	Since 2008 – present	Approx $70,000	$15,000	$15,000	$15,000	Y	Y
Biodefense and Emerging Infectious Research Post-doctoral of Veterinary Medicine Training	Collaborative project with Washington Univ, St. Louis, MO <u>Nagaraja (IDZ)</u>	NIH	3/1/2011 to 2/28/2013	N/A	$6,660 (Salary savings)	$6,660 (Salary savings)	$6,660 (Salary savings)	N	Y
Nutrition and Exercise for Fitness and Performance	*Heinrich (PHPA)* & Larson, Kinesiology; Jordan, HN	K-State Department of Continuing Education	7/2011-6/2012	$41,350		$20,675	$20,675	N	N

Table 3.3.1. Funded Training/Continuing Education Activity from AY 2010 to AY 2012 *(above)*

Table 3.3.2. Non-Funded Workforce Development Activity from AY 2010 to AY 2012

Year	Faculty Member	Workforce Development Activity	Commty-Based Y/N	Number of Participants
2010	Cates (IDZ)	Speaker for: Kansas Core Public Health Program offered in Wichita via the Wald Center at KU	Y	40
2010	Cates (IDZ)	Kansas Public Health Workforce Work Group, toward workforce training needs in Kansas	Y	15
2010	Chambers (PHN)	Workshop on Service Delivery to Dysphagia Patients – Kansas Speech Language Hearing Association	Y	80
2010	*Dzewaltowski (PHPA)*	WWW.RE-AIM.ORG (PI on original grant; Current team contributor)		
2010-2011	*Fung (FSB)*	Rapids methods and automation in microbiology workshop		
2012	Hanlon (IDZ)	Kansas Public Health Grand Rounds – Continuing medical education – rabies prevention	Y	90-115
2010-2012	Hanlon (IDZ)	Regular meetings with KDHE epidemiologists and the State Public Health Veterinarian to exchange updates on rabies diagnosis, cases investigations, etc. Provide tutorials on pathogenesis, variants, threats of translocation and emerging variants, vaccine failures, advances in understanding immunity.	N	8
2010	*Heinrich (PHPA)*	The Pedestrian Environment Data Scan (PEDS). Training workshop for project staff, community members, and volunteers for the HO'ALA project	Y	20
2010	*Heinrich (PHPA)*	The Physical Activity Assessment Instrument (PARA). Training workshop for China summer interns and graduate research assistants	N	8

Table 3.3.2. Non-Funded Workforce Development Activity from AY 2010 to AY 2012

Year	Faculty Member	Workforce Development Activity	Commty-Based Y/N	Number of Participants
2010-2011	Higgins (PHN)	Coordinated or taught continuing education seminars primarily for Kansas Family and Consumer Sciences extension agents on the subjects of: Gluten-free living; Living a physically active lifestyle; Eating nutrient-rich foods to enrich your health; Fats in the diet; Seasoning without salt; Fitness assessment for older adults; Mindful strategies for healthful mindless eating; Adding more whole grains; Food assistance for senior adults in need; Changing the way we snack; Get enough fluids during hot weather; Food preservation; My Plate guidelines; Diabetes mellitus; Build a healthy meal; Food: Field to fork; Making everyday choices for a healthy sustainable diet; Fighting cancer with your knife and fork.	Y	10 to 150+ per session
2010	Kastner , C (FSB)	Co-developer of Food Safety and Defense Graduate Certificate with the University of Nebraska, University of Missouri and Iowa State University	Y	25-30
2010	Kastner, C (FSB)	Education theme leader for the National Center for Food Protection and Defense	Y	115-120
2010	*Kastner, J (FSB)*	Held Frontier field trips featuring experiential learning regarding public health, the food system and related topics. Field trips always included some KSU MPH students.		
Since 2004	*Kastner, J (FSB)* and Ackleson, PhD	*Frontier* Field Trips and DHS-funded Career Development Grants (CDG) program	Y	Over 200 student equivalents
2010	KuKanich (IDZ)	Speaker for: Kansas Core Public Health Program offered in Wichita via the Wald Center at KU	Y	40
2010-2011	*McElroy (PHPA)*	Pathways to Public Health project		
2010	Montelone (IDZ)	Invited talk at Kansas Bio Workforce Development Conference, Overland Park, KS	Y	200
2010	Montelone (IDZ)	One Health Kansas development of continuing education modules	Y	400
2012	Montelone (IDZ)	Organizing team member of One Health continuing education conference, Tulsa, OK, April 2012	Y	370
2010-2012	*Nutsch (FSB)*	Food Safety and Defense Graduate Certificate	N	7
2010-2012	Payne (IDZ)	One Health Kansas	Y	2-16
2010	Payne (IDZ)	Summer Undergraduate Research in Public Health guest lecturer	Y	18-20
2010	Procter (PHN)	Workshop on Vitamin D for K-State Research and Extension FCS agents	Y	100
2010	Procter (PHN)	Presentation on Vitamin D and Choline for EFNEP Assistants	Y	15
2012	Rosenkranz, S (PHN)	Physical Activity and Public Health Research Course - Conducted by Arnold School of Public Health, University of South Carolina	Y	35
2010	*Wang (PHN)*	Distance course: Functional Foods for Chronic Disease Prevention HN-820	N	60
2010	*Wang (PHN)*	Distance course: Nutrient Metabolism (HN 620)	N	180

3.3.c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

Graduate Certificate in Public Health Core Concepts

This certificate program is designed to give individuals, both working professionals and graduate students on campus with no formal public health education, a strong foundation of knowledge in

the five core concept areas of public health. These five areas meet the CEPH program accreditation standards.

1. Biostatistics
2. Epidemiology
3. Environmental Health
4. Health Services Administration
5. Social and Behavioral Sciences

The courses required for the certificate are the same ones required in the core concept areas for the MPH degree program. The courses necessary to complete to Certificate Program are:

- <u>Biostatistics</u>: MPH 701 Fundamental Methods of Biostatistics (3 credit hrs)
- <u>Environmental health sciences</u>: MPH 806 Environmental Toxicology (2 credit hrs)
- <u>Epidemiology</u>: 2 options:
    a. MPH 754 Introduction to Epidemiology (3 credit hrs) OR
    b. MPH 708 Veterinary Epidemiology (2 credit hrs) and MPH 854 Intermediate Epidemiology (3 credit hrs) (TOTAL of 5 credit hours)
- <u>Health services administration</u>: MPH 720 Administration of Health Care Organizations (3 credit hrs)
- <u>Social and behavioral sciences</u>: MPH 818 Social and Behavioral Basis of Public Health (3 credit hrs)

These courses (14 or 16 hours) provide sufficient breadth for current or future public health professions to attain knowledge and skills in the core public health concepts. The common focus of all public health professionals, whether educated in public health or a related discipline, is on population-level health. The basis of this focus is an ecological model of health which assumes that health and well-being are affected by interaction among the multiple determinants of health.

Requirements for application:

- An applicant must have completed an undergraduate degree for full admission
- The applicant must be concurrently enrolled in a graduate program at K-State **OR** be admitted in the graduate program as a non-degree student
- The applicant must submit a narrative letter that describes their interest and experience in public health and objectives for completing the certificate
- The applicant must submit a letter of recommendation from their advisor/major professor or employer (if working as a public health professional)

If, after completing the certificate, the student applies to the MPH Program and is admitted, the full 14-16 hours in the graduate certificate may be applied to the MPH degree.

Table 3.3.c Information on Graduate Certificate: Applicants, Acceptances, and Enrollments, AY 2011 to 2013

		AY 2011	AY 2012	AY 2013*
Graduate Certificate in Public Health Core Concepts	Applied	6	9	7
	Accepted	6	9	7
	Enrolled	6	8	5

Note: Data will be updated to reflect all of 2013 data.

3.3.d. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH Program's main workforce development efforts have been on the graduate certificate program, and the needs of those students are considered equal to degree-seeking students for program administrative assistance and course access. MPH faculty are encouraged to assist in other workforce development opportunities, and department heads consider such work in their promotion and tenure process.

3.3.e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

- Kansas Workforce and Leadership Development (WALD) Center
- Kansas Public Health Leadership Institute
- Kansas Core Public Health Program
- Kansas Department of Health and the Environment
- University of Kansas
- Kansas Public Health Workforce Development Coordinating Committee

3.3.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: Participation in the Graduate Certificate in Public Health Core Concepts appears to be growing. All courses are available in an online format, in a very predictable timeline. The state's Public Health Systems Group is a unique entity, bringing public health expertise together in a consistent manner and helping raise awareness of available programs and of needs in the workforce.

Challenges: Cost of the certificate program.

Action Plan: The program will continue to offer the certificate program and to seek other ways to help the workforce across the state.

Criterion 4: Faculty, Staff and Students

4.1 Faculty Qualifications

4.1.a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit.

Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area									
Spclty Area*	Name	Title/ Rank	T or TT**	FTE	Grad Degrees	Institution	Discipline	Teaching Area	Research Interest
FSB	Kastner, Justin	Assoc Prof	T	60%	PhD; MS; Post-graduate diploma	Univ of Guelph; London South Bank Univ; Univ of Edinburg	Food Science; Food Safety and Control; Public Health	Multi-disciplinary research and writing; trade, economics; scholarship	Public health history; international trade policy; food and agriculture security; cross-border cooperation
FSB	Nutsch, Abbey	Asst Prof	NTT	50%	PhD	Kansas State University	Food Science; Food Microbiology	Food Safety and Defense; Food Science	Food Defense Education
FSB	Fung, Daniel	Prof	T	90%	PhD; MSPH	Iowa State Univ; Univ of North Carolina	Food Technology; Public Health	Food microbiology, Food fermentation, Food toxicology and Rapid methods.	Rapid methods and automation in microbiology, Microbial toxins, Food fermentation, Microbial detection methods
IDZ	Chapes, Stephen	Prof	T	68%	PhD; MPH	Univ of Illinois	Immunology; Epidemiology	Immunology	Infectious diseases; gravitational biology; adipocyte-macrophage interactions
IDZ	Renter, David	Assoc Prof	T	67%	DVM, PhD	Kansas State Univ	Epidemiology	Epidemiology	Epidemiology; food safety; zoonoses
IDZ	van der Merwe, Deon	Assoc Prof	T	61%	BVSc; MSc; PhD	University of Pretoria; North Carolina State University	Toxicology; Pharmacology	Environmental Toxicology; Toxicology	Toxicology
PHN	Haub, Mark	Assoc Prof	T	61%	PhD; MS; Postdoc	Univ of Kansas; Univ of Arkansas	Exercise Physiology; Exercise Science; Geriatrics	Nutrition	Dietary fiber and whole grains on metabolic health using clinical trials
PHN	Rosenkranz, Richard	Asst Prof	TT	67%	PhD; MS; MA	Kansas State Univ; Kansas State Univ; Univ of North	Human Nutrition; Kinesiology; Clinical Psych	Public Health Nutrition; Nutritional Epidemiology	Obesity prevention

Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area

Spclty Area*	Name	Title/ Rank	T or TT**	FTE	Grad Degrees	Institution	Discipline	Teaching Area	Research Interest
						Dakota			
PHN	Wang, George	Prof	T	61%	PhD	Nanjing Ag Univ	Animal Physiology and Biochemistry	Nutrient Metabolism; Functional foods	Basic diet and cancer research
PHPA	Dzewaltowski, David	Prof	T	51%	PhD; MS	Univ of Iowa; West Virginia Univ	Exercise Psychology	Physical Activity and Public Health	Childhood obesity prevention, evidence-based public health dissemination and implementation
PHPA	Heinrich, Katie	Asst Prof	TT	54%	PhD; MA	Univ of Missouri-Kansas City	Health Psychology and Education; Sport and Exercise Psychology	Physical activity and public health;	Physical activity policies, active transportation; high-intensity functional training
PHPA	Irwin, Brandon	Asst Prof	TT	55%	PhD	Michigan State Univ	Psychosocial aspects of sport and physical activity	Physical activity and public health	Group dynamics, motivation, technology and physical activity
PHPA	Mailey, Emily	Asst Prof	TT	52%	PhD; MS	Univ of Illinois; Ball State Univ	Kinesiology – Exercise Psychology; Sport & Exercise Psychology	Physical activity and public health	Developing interventions to promote physical activity and reduce inactivity; Examining relationship between physical activity and quality of life
PHPA	McElroy, Mary	Prof	T	69%	PhD; MA	Univ of Maryland; Ohio State Univ	Socio-cultural Aspects of Physical Activity	Public health physical activity, social epidemiology of physical activity	Gender, social institutions, diversity

Key to Abbreviations:

*FSB=Food Safety and Biosecurity; IDZ=Infectious Diseases and Zoonoses; PHN=Public Health Nutrition; PHPA=Public Health Physical Activity

** T=Tenured, TT=Tenure Track, NTT=Non-Tenure Track

4.1.b. Summary data on the qualification of other program faculty (adjunct, part-time, secondary appointments.

Table 4.1.2. Other Faculty Used to Support MPH Program (adjunct, part-time, secondary appointments)

Spclty Area*	Name	Title/ Rank	Title & Current Employer**	FTE	Grad Degrees***	Discipline for earned graduate degrees	Teaching Areas
FSB	Kastner, Curtis	Prof	Prof; FSI	35%	PhD; MS	Food Science	Meat science
FSB	Marsden, James	Prof	Prof; FSI	100%	PhD; MS	Food Science	Lecturer on food safety
FSB	Phebus, Randall	Prof	Prof, FSI	43%	PhD; MS	Food Science and Technology	General food science and food safety
FSB	Retzlaff, Deanna	Asst Prof	Asst Prof; AS&I	0%	PhD	Food Safety Microbiology	Food microbiology
FSB	Smith, J Scott	Prof	Prof; AS&I	82%	PhD; MS	Food Science; Biochemistry	Food chemistry, Analysis of toxicology
IDZ	Cates, Michael	Prof	Prof; DMP	75%	MPH; DVM	Public Health; DVM	Veterinary public health
IDZ	Chengappa M.M.	Prof	Prof; DMP	10%	BVSc; MVSc; PhD, MS;	Microbiology; Veterinary Science	Bacteriology and mycology
IDZ	Ganta, Roman	Prof	Prof; DMP	29%	PhD; MS	Biochemistry	Vector-borne pathogen infections; Molecular microbiology
IDZ	Hanlon, Cathleen	Prof	Prof; DMP	50%	PhD; VMD	Comparative Medicine	Rabies prevention; select lectures in immunology, virology, epidemiology
IDZ	KuKanich, Kate	Asst Prof	Asst Prof; CS	58%	PhD; DVM	Infectious Disease and Public Health; DVM	Infectious disease, respiratory disease
IDZ	Larson, Robert	Prof	Prof; CS	11%	PhD; DVM	Animal Sciences; DVM	Epidemiology, reproduction, and cattle management
IDZ	Montelone, Beth	Prof	Prof; Biology	29%	PhD; MS	Biology	Biology and genetics
IDZ	Moser, Derek	Prof	Prof; DMP	12%	PhD	Pathobiology	Pathobiology
IDZ	Nagaraja, T.G.	Prof	Prof; DMP	43%	MVSc; PhD	Microbiology; Veterinary Microbiology	Veterinary bacteriology; Rumen physiology; Rumen metabolism and microbiology
IDZ	Narayanan, Sanjeev	PhD; MS	Assoc Prof; DMP	28%	BVSc; PhD; MS	Pathobiology; Animal Science, Ruminant Microbiology	Veterinary and general pathobiology; Pathogenic mechanisms of bacteria
IDZ	Nguyen, Annelise	Assoc Prof	Assoc Prof; DMP	50%	PhD; MBA	Toxicology; Management	Environmental toxicology, Cancer pathogenesis
IDZ	Oberst, Richard	Prof	Prof, DMP	25%	PhD; DVM	Comparative Pathology	Veterinary Virology
IDZ	Payne, Patricia	Assoc Prof	Assoc Prof; DMP	0%	PhD; DVM	Parasitology; DVM	Parasitology
IDZ	Powell, Douglas	Prof	Prof; DMP	87%	PhD	Food Science	Food Safety
IDZ	Renberg, Walter	Prof	Prof; CS	0%	MS; DVM	Veterinary Science; DVM	Small animal surgery, International veterinary medicine
IDZ	Sanderson, Michael	Prof	Prof; DMP	41%	MS; DVM	Veterinary Science-Epidemiology; DVM	Epidemiology
IDZ	Scott, H. Morgan	Prof	Prof; DMP	76%	PhD; DVM	Epidemiology; DVM	Advanced epidemiological methods and analysis

Table 4.1.2. Other Faculty Used to Support MPH Program (adjunct, part-time, secondary appointments)

Spclty Area*	Name	Title/ Rank	Title & Current Employer**	FTE	Grad Degrees***	Discipline for earned graduate degrees	Teaching Areas
IDZ	Tazi, Loubna	Asst Prof	Asst Prof; Biology	0%	PhD; MS	Biomedical Sciences	Principles of biology, Foundations of public health genetics, Fundamentals of epidemiology
IDZ	Wilkerson, Melinda	Assoc Prof	Assoc Prof; DMP	5%	PhD; DVM; MS	Veterinary Science; DVM; Veterinary Pathobiology	Veterinary immunology/clinical pathobiology
IDZ	Zurek, Ludek	Assoc Prof	Assoc Prof; Entomology	80%	PhD	Microbiology	Animal health entomology
PHN	Canter, Deborah	Prof	Prof; HMD	26%	PhD, MS	Food Systems Administration, Educational Psychology;	Management in dietetics; Healthcare administration/ healthcare environment
PHN	Chambers IV, Edgar	Prof	Prof; HN	33%	PhD; MS	Foods and Nutrition	Sensory analysis and consumer behavior
PHN	Gould, Rebecca	Prof	Prof; HMD	0%	PhD; MS	Institutional Administration; Food Science	Guest lecturer on the use of technology in higher education
PHN	Grunewald, Katherine	Prof	Prof; HN	0%	PhD; MS; RD and LD	Nutrition	Nutritional assessment; Personal wellness/health
PHN	Higgins, Mary Meck	Assoc Prof	Assoc Prof; HN	90%	PhD; MS; RD and LD	Foods and Nutrition	Human nutrition
PHN	Kidd, Tanda	Assoc Prof	Assoc Prof; HN	90%	PhD; MS	Human Nutrition; Hotel, Restaurant, Institutional Management and Dietetics	NA
PHN	Lindshield, Brian	Asst Prof	Asst Prof; HN	9%	PhD	Nutritional Sciences	Human nutrition
PHN	Peters, Paula	Assoc Prof	Assoc Prof; HN	30%	PhD; MS	Human Nutrition; Food and Nutrition	NA
PHN	Procter, Sandra	Asst Prof	Asst Prof; HN	95%	PhD; MS	Human Nutrition; Dietetics and Institution Management	Extension
PHN	Rosenkranz, Sara	Asst Prof	Asst Prof; HN	36%	PhD; MS	Human Nutrition; Kinesiology	Basic nutrition, Nutrition and exercise
Other	Blair, Cliff	Prof	Adjunct Prof; Statistics	40%	PhD; MA	Education Research and Measurement; Gerontology	Biostatistics
Other	Brannon, Laura	Prof	Prof; Psychology	29%	PhD; MA	Social Psychology	Social psychology
Other	Galitzer, Steven	Prof	Prof; Dept of Environmental Health & Safety	28%	PhD; MS	Toxicology	Environmental health and safety
Other	Gordon, Joye	Assoc Prof	Assoc Prof; Journalism & Mass Comm	13%	PhD; MS	Communication	Journalism and mass communication
Other	McDaniel, Brenda Lee	Asst Prof	Asst Prof; Journalism & Mass Comm	10%	PhD; MS	Moral Development and Adolescent Health; Personality Psychology	Health Psychology; personality Psychology
Other	Muturi, Nancy	Assoc Prof	Assoc Prof; Journalism & Mass Comm	26%	PhD; MA	Mass Communications; Sociology	Health communication; Public relations; Gender issues

Key to Abbreviations:

* FSB=Food Safety and Biosecurity; HMD=Hospitality Management and Dietetics; HN=Human Nutrition; IDZ=Infectious Diseases and Zoonoses; PHN=Public Health Nutrition; PHPA=Public Health Physical Activity

** AS&I=Animal Sciences and Industry; CS = Clinical Sciences; DMP=Diagnostic Medicine and Pathobiology; FSI=Food Science Institute

*** RD=Registered Dietitian; LD=Licensed Dietitian

4.1.c. Description of the manner in which the faculty complement integrates perspective from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The MPH Graduate Faculty complements draws upon a large variety of disciplines including food safety, veterinary medicine, public health, biochemistry, toxicology, human nutrition, physical activity, epidemiology, kinesiology, sociology, microbiology, animal sciences, pathology, exercise physiology, exercise psychology, communication, and biostatistics. As a land grant university, Kansas State University plays a major role in extension projects throughout the state, linking faculty, practitioners and the communities. The program also utilizes public health practitioners as preceptors for practicum experiences for our students. As part of the Public Health Systems Group in Kansas, the Director and some faculty members routinely gain insights into changing needs, as well as the opportunities for collaboration. The Program Director has unique public health practice experience, serving over 28 years in veterinary public health positions in the military; before retiring and coming to Kansas State University, he served as the CEO of both the Army's public health organization and the Department of Defense veterinary medical organization.

4.1.d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

Table 4.1.d Outcome Measures - Qualifications of Faculty				
Outcome Measure	**Target**	**2011**	**2012**	**2013**
MPH interdisciplinary faculty must be approved Kansas State University Graduate Faculty.	100%	100%	100%	100%
Faculty must have degrees and/or experience related to our public health program.	100%	100%	100%	100%
Students satisfied or very satisfied with the quality of advising as measured on graduate exit survey. (Q 8.1)	100%	90%	94%	100%*

Note: *Reflects only December 2012 graduates.

4.1.e Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: MPH faculty demonstrate tremendous breadth and depth of public health and emphasis area expertise, providing a unique set of opportunities for student and faculty collaboration and networking.

Challenges: MPH faculty are aligned directly with specific departments and colleges, for pay, evaluation, promotion and tenure.

Action Plan: The program director will continue to work through the governance structure, under the MPH Program Agreement of Support, to meet the needs of faculty and students in the program.

4.2. Faculty Policies and Procedures

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

Kansas State University publishes a University Handbook. The purpose of this handbook is to provide a broad description of Kansas State University, its nature, and the role of the K-State faculty, unclassified professionals, and administration in relation to the university community's many activities. Unless otherwise specifically noted, the contents of this handbook will be considered standard policy by the faculty and unclassified professionals and administration. Procedures and regulations, along with privileges and responsibilities, are presented for ready reference. The policies stated in this handbook are reviewed and revised as needed by the Office of the Provost and the faculty senate. Changes are incorporated in the handbook on a continuing basis and become effective when approved by the faculty senate and the provost. The Office of Academic Personnel maintains the official, most current version of this handbook.

The latest version of this document, including revisions, can be accessed at the following web site address http://www.k-state.edu/academicpersonnel/fhbook

4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

It also is clearly understood that faculty renewal, development and improvement are of critical importance to the university in its pursuit of excellence. Each department should develop means of providing feedback to the individual so that he or she can maintain high levels of performance. Faculty members also have a personal responsibility to maintain or improve performance and are encouraged to participate in professional development activities. The department or unit head, in consultation with the dean of the college and the provost shall assist the individual with such improvement activities. Often an agency external to the department can contribute to this process. For example, the Center for the Advancement of Teaching and Learning provides independent and confidential help to strengthen teaching, and the Office of Research and Sponsored Programs assists with efforts to design projects and secure extramural funding, and the Office of Professional and Organization Development in Extension Systems and Agricultural Research Programs (ESARP) assists in program evaluation and development.

4.2.c. Description of formal procedures for evaluating faculty competence and performance.

Each department and college conducts assessments of faculty, using their specific policies and procedures for annual evaluations and for promotion and tenure. The Program Director has the opportunity to provide input to assessment process, based on university guidelines and on the MPH Program Agreement of Support.

Faculty Evaluation Procedure

1. Each faculty or unclassified professional will meet annually with the unit head to jointly establish personal goals and objectives for the upcoming evaluation period and to discuss their relative importance within the context of the unit's goals. It is expected that the previous year's statement will be considered during the annual evaluation and goal setting process.
2. Each faculty or unclassified professional will provide an annual written summary of accomplishments and activities in accordance with the guidelines provided by the unit's statement of criteria and procedures.
3. Each faculty and/or unclassified professionals will review, and must have the opportunity to discuss, his/her written evaluation with the individual who prepared it. Before the unit head submits it to the next administrative level, each faculty and/or unclassified professionals must sign a statement acknowledging the opportunity to review and to discuss the evaluation and his/her relative position in the planned assignment of merit salary increases within the unit. Because the amount of funds available for merit increases is generally not known at this time, specific percentage increases will not normally be discussed. Within seven working days after the review and discussion, faculty and/or unclassified professionals have the opportunity to submit written statements of unresolved differences regarding their evaluations by the unit head to the unit head and to the next administrative level.

Responsibilities of Evaluators

1. Each year, by January 31, the unit head will prepare a written evaluation for each regularly appointed faculty and/or unclassified professionals. Quantitative ratings may be used to summarize evaluative judgments, but the basis for these judgments must be explained by a narrative account. The evaluation shall provide succinct assessments of effectiveness in performing each responsibility and these statements must include summaries of the achievements/evidence which support these assessments.

2. The unit head will recommend a salary adjustment for each person evaluated. The recommended percentage increases based on the annual evaluation for persons with higher levels of accomplishment shall exceed those for persons with lower levels of accomplishment.

   If merit salary categories are utilized, then the percentage recommended for persons in the first category will be higher than those for the second category, which in turn shall exceed those for persons the third category, etc. As a rough guide, average percentage increases in the highest category are expected to be about twice those in the lowest category; this ratio is expected to fluctuate both with the degree to which members of the unit differ in effectiveness and with the degree to which funds are available.

3. The unit head will ensure that each faculty and/or unclassified professional has had the opportunity to review and discuss his/her written evaluation. Within seven working days after the review and discussion, faculty and unclassified professionals have the opportunity to submit written statements of unresolved differences regarding their evaluations, which will only then be forwarded to the next administrative level.

4. The unit head who prepared the evaluations must submit the following items to the appropriate dean (or, for support units, the appropriate administrator): (See schedule as published by the provost each October.)

   a. A copy of the evaluation system used to prepare the evaluations.
   b. A written evaluation for each regularly appointed faculty or unclassified professional employed for at least three months during the calendar year.
   c. A recommended merit salary adjustment for each faculty or unclassified professional. These recommendations should be based directly on the person's evaluation.
   d. Documentation (e.g., a statement signed by the individual evaluated) establishing that there was an opportunity to examine the written evaluation and to discuss with the evaluator the individual's resulting relative standing for the purpose of merit salary increase in the unit.
   e. Any written statement submitted by faculty or unclassified professionals of unresolved differences regarding their evaluations.
   f. Any recommendations for salary adjustments on bases outside of the annual evaluation, together with documentation which supports these recommendations.

Example: Veterinary Medicine (Zoonoses and Infectious Disease Specialization)

College Tenure & Promotion Committee

1. This committee shall consist of one full or tenured-associate professor selected by each department and two full or tenured-associate professors selected by the Dean. Faculty selected by Departments will serve three-year terms (like other Standing Committee members). Faculty appointed by the Dean will serve staggered two-year terms and cannot serve more than two consecutive terms (including elected terms).

2. This committee will advise the Dean on decisions pertaining to promotion and tenure within the College. Tenured-associate professors abstain from decisions that pertain to promotion to Professor rank.

4.2.d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Kansas State University, through its Center for the Advancement of Teaching and Learning, uses a standardized "TEVAL" for student evaluation of instruction. The TEVAL Student Rating System and Reports at Kansas State University are unique to our university and are intended to provide an indicator of students' impressions of their effectiveness in teaching a given class. It may also provide some clues as to students' views of specific teaching practices. Students are given the chance to voluntarily complete a TEVAL for each course in which they are enrolled, at the end of the semester.

4.2.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

> **Strengths:** All policies for faculty are well documented and consistently used, across the entire university.

> **Challenges:** With the MPH faculty in multiple departments, the Program Director must communicate across many college/department lines.

> **Action Plan:** Based on the MPH Program Agreement of Support, the Program Director will continue to work with supporting deans and department heads to adequately assess and reward, when appropriate, the MPH faculty for their contributions to the program and its students.

4.3. Student Recruitment and Admission

4.3.a. Description of the program's recruitment policies and procedures. If these differ by degree, a description should be provided for each.

Students are recruited through university recruitment materials, MPH printed materials and the MPH website (www.k-state.edu/mphealth). Many are also referred to the MPH Program office from faculty in the various departments at Kansas State University. When contacted, the Program office (Program Assistant and Director) provide timely information to the prospective students, either face-to-face or through emails or telephone calls.

Additionally, students are recruited through outreach efforts to government and community based public health organizations. Some examples of outreach / presentation efforts on and off campus:

- World Rabies Day Conference – Presentation on One Health and the MPH Program
- U.S. Army Public Health Command's Force Health Protection Conference - Exhibit
- Kansas Public Health Association Annual Conference - Exhibit
- Kansas Governor's Conference on Public Health - Exhibit
- Manhattan Rotary Club Meeting – Presentation on One Health and the MPH Program
- Kansas State University Center for Engagement One Health Conference – Presentation on One Health and the MPH Program
- Seminars to various groups of students and faculty on Public Health and the MPH Program
    - Diagnostic Medicine and Pathobiology
    - Animal Sciences and Industry
    - Summer Undergraduate Residency for Public Health
    - Careers in Veterinary Medicine – DVM Curriculum
- Kansas State University Public Health Club - Presentation
- Kansas State University Kinesiology Club - Presentation

4.3.b. Statement of admissions policies and procedures. If these differ by degree, a description should be provided for each.

The responsibility for admission standards is a joint effort between the Graduate School, the MPH program office, and each area of emphasis.

Applications are submitted through the Graduate School via its website. Admission standards are set by the Graduate School and are the same for all graduate students, both at the master and Ph.D. levels. The MPH program director reviews each application, and after obtaining feedback from one or more MPH Primary Faculty members in the appropriate area of emphasis, makes a decision regarding admission for students to the program. If positive, the Program Director makes a recommendation to the Graduate School Dean, who is the decision-making authority for admission. Applicants are selected on the basis of academic merit and evidence of their commitment to public health. Transcripts, standardized test scores (GRE and TOEFL), personal objective statements, references, and work and service experience are all considered in the selection process.

Students admitted into the MPH program receive a letter from the Graduate School which allows them to enroll at Kansas State University and another letter directly from the MPH program director. U.S. students may be admitted either in the fall, summer or spring semesters. All international students are admitted for the fall semester. The MPH program does not discriminate on the basis of age, race, gender, sexual orientation, religion, national origin or disability.

All new graduate students, both domestic and international, are assigned to one of four categories upon admission the Graduate School as outlined in the Graduate School Handbook (http://www.k-state.edu/grad/graduate_handbook/; see: Chapter 1: Admission to Graduate Study)

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

Recruitment brochure:

Program official website:

- Other program information is available on our website (http://www.k-state.edu/mphealth/) which is updated weekly (and in many cases daily).

Graduate School official website:

- http://www.k-state.edu/grad/

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format.

Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, AY 2011 to 2013				
		AY 2011	**AY 2012**	**AY 2013***
Specialty Area: Food Safety and Biosecurity	Applied	1	2	1
	Accepted	1	2	1
	Enrolled	1	1	0
Specialty Area: Infectious Diseases and Zoonoses	Applied	33	27	9
	Accepted	33	27	7
	Enrolled	28	22	7
Specialty Area: Public Health Nutrition	Applied	6	4	5
	Accepted	5	4	5
	Enrolled	4	3	3
Specialty Area: Public Health Physical Activity	Applied	7	7	1
	Accepted	7	7	1
	Enrolled	4	7	1

Note: *AY 2013 data incomplete; will be updated and include data through August 2013.

Specialty area is defined as each degree and area of specialization contained in the instructional matrix (Template 2.1.1)

Applied = number of completed applications
Accepted = number to whom the school/program offered admissions in the designated year
Enrolled = number of first-time enrollees in the designated year

4.3.e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years.

Table 4.3.2. Student Enrollment Data from 2011 to 2013						
	AY 2011		**AY 2012**		**AY 2013***	
Degree & Specialization	HC	FTE	HC	FTE	HC	FTE
Specialty Area: Food Safety and Biosecurity	2	1.72	2	2.33	5	2.61
Specialty Area: Infectious Diseases and Zoonoses	60	37.56	63	47.11	56	29.11
Specialty Area: Public Health Nutrition	7	4.83	10	8.39	11	9.94
Specialty Area: Public Health Physical Activity	9	10.22	14	12.39	10	6.89

Note: *Only has data for AY 2013 Fall and Spring semesters; Summer semester will be added after 20th day of classes.

4.3.f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years

Table 4.3.f. Outcome Measures - Enrolling Qualified Students				
Outcome Measure	Target	AY 2011	AY 2012	AY 2013*
Admit students meeting or exceeding the Graduate School requirements for "full standing" and "provisional enrollment" (i.e., pending receipt of transcript showing BS degree awarded).	85%	86% (31/36)	83% (25/30)	86% (19/21)
Attract health professionals and health professional students (MD, DO, DDS, RN, DVM and DVM students).	5-8 students/year	13 students	6 students	6 students
Enroll sustainable number of qualified students as determined by the faculty in each emphasis area.	25-35 students/year	36 students	30 students	21 students

Note: *Will be updated to include 2013 numbers through May 2013

4.3.g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Criterion is met.

Strengths: Enthusiasm for public health education is extraordinary, and application numbers have been very high.

Challenges: Course capacity must be monitored closely, to ensure access for those admitted.

Action Plan: The MPH Program Agreement of Support provides for a guaranteed seats for MPH students in core and required courses on a predictable schedule. The Program Director routinely communicates with students and faculty about changes in department offerings of MPH-related courses.

4.4. Advising and Career Counseling

4.4.a. Description of the program's advising services for students in all degrees and concentration, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

It is the philosophy and expectation of the faculty that each student will discover that his/her education is enriched in a number of ways outside the classroom or laboratory. One of the major opportunities available for graduate students is the chance to be mentored by experienced faculty members who can contribute to their professional development. An advisor is named for each MPH student when admitted. During the first year, each MPH student is encouraged to assist in determining their major professor and committee members. They are

expected to meet regularly with their major advisor and their supervisory committee after it is formed. Graduate students demonstrate independence, initiative, and motivation in the formation of a thesis proposal, a report topic, or a major field experience project. Everyone is encouraged to join a professional organization either in public health and/or in the area of emphasis, attend professional meetings and on-campus seminars, and publish the results of their scholarly work.

In the advisor/mentor relationship, the graduate student also has a number of key responsibilities. These include the following:

- Learning and adhering to the Graduate School and MPH Program rules, procedures, and policies applicable to graduate study and scholarly activity.
- Meeting university and program requirements for degree completion.
- Forming a supervisory committee that meets Graduate School requirements as well as requirements that are outlined in the Graduate Student Handbook for the MPH Program.
- Following disciplinary and scholarly codes of ethics in course work, thesis research, and field experience project.
- Practicing uncompromising honesty and integrity according to KSU and federal guidelines in collecting and managing data from human subjects.
- Seeking Institutional Review Board approval for research with human subjects where applicable.
- Keeping the major advisor and supervisory committee apprised on a regular basis of the progress toward completion of the degree requirements, including progress on the thesis research or approval of the field experience placement.

Activities that are the responsibility of the major advisor include: Ensuring that graduate students receive information about requirements, policies, and procedures of the MPH degree program.

- Advising graduate students on the selection of courses for the program of study and selection of the capstone experience option.
- Advising graduate students on the selection of members of the supervisory committee.
- Providing training and supervision in scholarly activities, including selection of a research problem if the thesis option is chosen, development of the research design, theoretical and technical aspects of data collection, management, and analysis, and preparation of the final written document.
- Encouraging graduate students to stay abreast of the literature and cutting-edge ideas in the area of emphasis.
- Helping graduate students to develop professional skills in writing papers, reports, or grant proposals, making professional presentations, establishing professional networks, interviewing for positions, and evaluating manuscripts or reports for publication.

4.4.b. Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

Through the Graduate School, our students are eligible for their Career Resources (http://www.k-state.edu/grad/students/careers.html) workshops, on-campus interviews, and careers designed specifically for graduate students. In addition, all students are eligible to use

all the services of Career and Employment Services (http://www.k-state.edu/ces/), which help undergraduate as well as graduate students at Kansas State University.

The MPH Program Director and MPH faculty, particularly primary faculty, also provide career advice, when consulted.

4.4.c. Information about student satisfaction with advising and career counseling services.

Questions about students' satisfaction are included in the program's assessment program, particularly in mid-program student surveys and graduate exit surveys. Currently, the MPH program is working with the Office of Educational Innovation and Evaluation (OEIE) to improve overall programmatic assessment. In their recent summary report for 2012, OEIE concluded that, among many things:

- Students perceived the MPH program very positively
- Overall, students were very happy with the quality of advising received from faculty and staff

In the past two years, graduate exit surveys demonstrated a high degree of satisfaction with advising, with 93% answering they were "very satisfied" or "satisfied" with quality of academic advising.

4.4.d. Description of the procedures by which students may communicate their concerns to program officials, including information how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Students are encouraged to communicate any concerns related to the MPH program and are informed about procedures for communicating concerns both in Section 9: Student Conduct and Conflict Resolution of the MPH graduate handbook (http://www.k-state.edu/mphealth/handbook/index.html) as well as in Appendix A: Graduate Student Rights and Grievance Procedure of the K-State's graduate handbook (http://www.k-state.edu/grad/graduate_handbook/).

There have been no formal complaints submitted to the Graduate School in any of the last three years.

4.4.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.
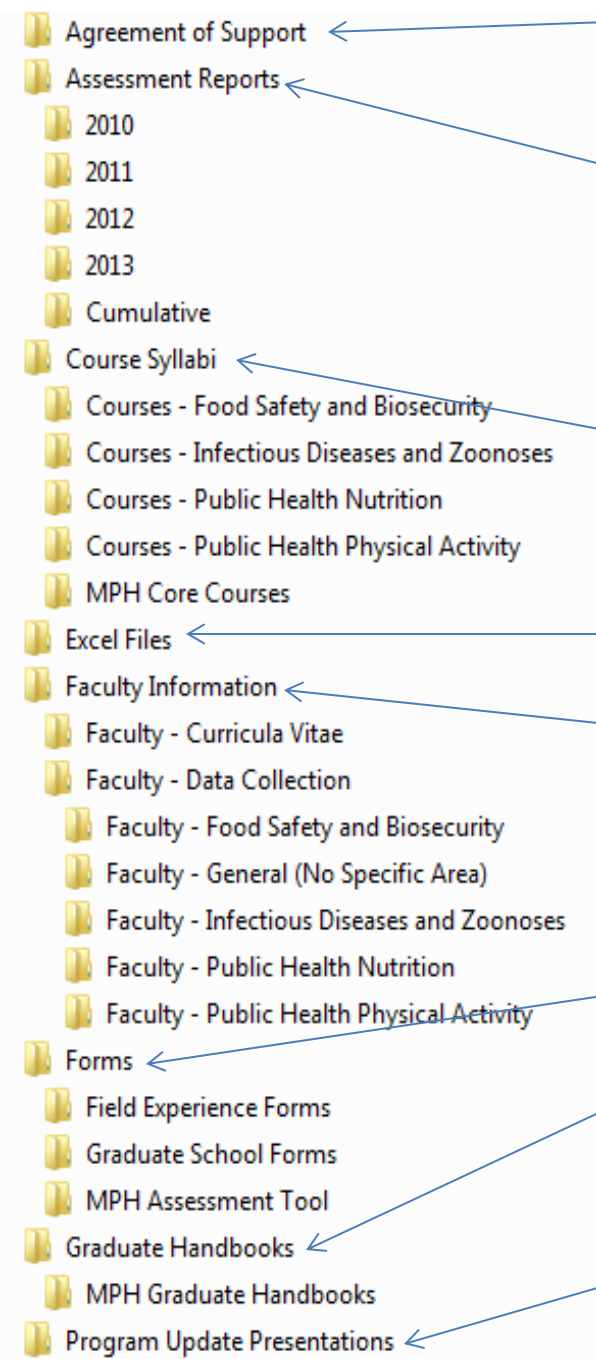
Criterion is met.

> **Strengths:** The MPH Program Office provides a variety of support to students and graduates and appears to

Challenges: This program attracts a wide variety of students of different educational, geographical and cultural backgrounds. Finding efficient and effective methods of communication for all will always be a challenge.

Action Plan: Routinely consider feedback from students and faculty, to improve advising and communication throughout the program.

Appendix: Electronic Resource File

The Electronic Resource File contains additional pertinent information about the program and is included as backup to the self-study document. It is located on the USB drive under the "Electronic Resource File" and is organized as mapped and outlined below:

📁 Agreement of Support
📁 Assessment Reports
   📁 2010
   📁 2011
   📁 2012
   📁 2013
   📁 Cumulative
📁 Course Syllabi
   📁 Courses - Food Safety and Biosecurity
   📁 Courses - Infectious Diseases and Zoonoses
   📁 Courses - Public Health Nutrition
   📁 Courses - Public Health Physical Activity
   📁 MPH Core Courses
📁 Excel Files
📁 Faculty Information
   📁 Faculty - Curricula Vitae
   📁 Faculty - Data Collection
   📁 Faculty - Food Safety and Biosecurity
   📁 Faculty - General (No Specific Area)
   📁 Faculty - Infectious Diseases and Zoonoses
   📁 Faculty - Public Health Nutrition
   📁 Faculty - Public Health Physical Activity
📁 Forms
   📁 Field Experience Forms
   📁 Graduate School Forms
   📁 MPH Assessment Tool
📁 Graduate Handbooks
   📁 MPH Graduate Handbooks
📁 Program Update Presentations

- **Agreement of Support** – One folder that contains the three versions of the Agreement of Support for the MPH Program signed by all partners.

- **Assessment Reports** – Five folders, four folders that contain the assessment reports organized by calendar year performed by the Office of Education Innovation and Evaluation (OEIE) on campus attached to the College of Education, and one folder that contains the ongoing cumulative reports.

- **Course Syllabi** – Five folders that contain the course syllabi for all required courses within the MPH Program organized by the core courses required of all MPH students and the four emphasis areas.

- **Excel Files** – Three files calculated in Excel used in the self-study document.

- **Faculty Information** – Two folders, one folder contains curricula vitae or resumes for each MPH graduate faculty member organized alphabetically by last name. The second folder is organized by emphasis area and contains the data form filled out by faculty members for this self-study document.

- **Forms** – Three folders containing forms used in the program.

- **Graduate Handbooks** – One folder and one file. All MPH Program handbooks are included in the "MPH Graduate Handbooks" folder. The current Kansas State University Graduate Handbook is the file.

- **Program Update Presentations** Program updates and statistics prepared for the Executive Council, Deans and Provost.