

**Council on Education for Public Health  
Adopted on September 6, 2019**

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

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:  
March 21-22, 2019

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CRITERIA:  
Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended October 2016

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## **INTRODUCTION**

Kansas State University (KSU) is a land-grant, public research university established in 1863. It is one of six state universities under the governance of the Kansas Board of Regents. The university has been regionally accredited by the Higher Learning Commission since 1916, and accreditation was reaffirmed most recently in 2012. The university also holds specialized accreditation in the areas of architecture, social work, business, school counseling, engineering, nutrition and dietetics, audiology and speech-language pathology, and veterinary medicine.

The university is home to nine colleges and over 60 academic departments. The university offers over 250 undergraduate majors, 84 bachelor's degree programs, 78 master's degree programs, and 52 doctoral programs. KSU employs 1,437 full-time faculty members and 3,118 full-time staff members and has 24,000 students.

The MPH program was established in 2003 in the College of Human Ecology and was transferred to the College of Veterinary Medicine in 2008. The MPH program is an interdisciplinary degree offering, and program faculty have home departments across different colleges. The faculty affiliated with the program and the departments represented within the program change from year to year based on interests and needs. The program is led by a director, who is a member of the diagnostic medicine and pathobiology department in the College of Veterinary Medicine. No other faculty members are specifically allotted to the MPH program. The program offers the MPH in four concentrations as well as two joint degrees, with a total enrollment of 72 students.

The program received initial CEPH accreditation in 2014 for a term of five years, with interim reporting related to evaluation, core public health knowledge, and competencies. The Council accepted the program's 2015 interim report on these topics as evidence of compliance.

Instructional Matrix - Degrees and Concentrations					
			Campus based	Executive	Distance based
<b>Master's Degrees</b>		<b>Academic</b>	<b>Professional</b>		
Food Safety and Biosecurity			MPH	X	
Infectious Disease and Zoonoses			MPH	X	
Public Health Nutrition			MPH	X	
Public Health Physical Activity			MPH	X	
<b>Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)</b>		<b>Academic</b>	<b>Professional</b>		
<b>2nd Degree Area</b>	<b>Public Health Concentration</b>				
Veterinary Medicine	Infectious Disease and Zoonoses		MPH-DVM	X	
Any BS	Any MPH Concentration		BS-MPH	X	

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program's organization and administrative processes are effective and sufficient. Committees for decision making and implementation include the MPH Program Board of Directors (comprising deans), MPH Executive Council (comprising department heads), MPH Program Faculty Advisory Council (comprising three faculty members from each emphasis area, core course instructors who are not primary faculty members, and a current MPH student), MPH Program Curriculum Committee (comprising the program director, at least one primary faculty member from each emphasis area, one core course instructor who is not a primary faculty, and a current MPH student), and MPH Program Travel Awards Committee (ad hoc from the Faculty Advisory Council).	Click here to enter text.	Click here to enter text.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The program director and the Faculty Advisory Council make decisions about degree requirements in coordination with the Graduate School. The Curriculum Committee and the Faculty Advisory Council make decisions about curriculum design. The Graduate School, faculty members from each emphasis area, the program director, and the Faculty Advisory Council are responsible for student assessment policies and processes. Faculty recruitment and promotion are the responsibility of the program director and the Faculty Advisory Council. Decisions regarding research and service activities are the responsibility of the MPH Executive Council and MPH		

		<p>Program Board of Directors, with input from the program director.</p> <p>Each MPH faculty member serves on department, college, and university committees that are external to the unit of accreditation, including general membership and leadership roles (e.g., committee chair). A few examples of service committees include the Faculty Senate, Graduate Council, University Assessment and Review Committee, and various strategic planning committees.</p> <p>Program faculty regularly interact with their colleagues on the program's Faculty Advisory Council. In addition, they interact and engage with other faculty in their home departments in ways that benefit the program.</p> <p>The faculty make-up of the program typically stays the same, primarily with the Faculty Advisory Council staying consistent throughout the years. While faculty from any college may apply to work with the MPH program, there is little to no disruption to the administrative processes when these new faculty come aboard.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>Students have numerous opportunities to participate in policy making and decision making, with representation at both the programmatic level and university level.</p>	Click here to enter text.	Click here to enter text.
Students engaged as members on decision-making bodies, where appropriate		<p>Within the program, MPH students are represented by the Comprehensive Public Health Group, an official university student organization that comprises MPH students from all emphasis areas. This group meets monthly to discuss topics of interest to the MPH student body. The Comprehensive Public Health Group elects student officers to represent the organization and to meet regularly with the faculty advisor (i.e., MPH program director) to plan activities for each semester.</p> <p>The program's Faculty Advisory Committee includes a student representative, who is also a member or officer of the Comprehensive Public Health Group.</p> <p>MPH students meet regularly with the program director to provide input to the program. Regular feedback is encouraged and solicited in various ways, including an MPH electronic suggestion box, student surveys, and regular meetings with faculty and staff during the academic year pertaining to orientation and the field experience. During the site visit, students noted that they felt very comfortable going to both the program director and the program assistant with any issues or feedback that they have.</p>		

		At the university level, MPH students are represented by the Graduate Student Council, a student organization representing all graduate students at KSU. A member of the Comprehensive Public Health Group can be elected or chosen to represent MPH students on the Graduate Student Council.		
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values		The MPH program mission is "to foster interdisciplinary education, scholarly leadership, and public service for	The MPH program faculty advisory council (FAC) discussed the	<a href="#">Click here to enter text.</a>

Taken as a whole, guiding statements address instruction, scholarship, service		community and population health at local, regional, and global levels.”	program’s guiding statements during the May 2019 meeting of the FAC. We believe that our mission and goals focus on the interdisciplinary structure and strengths of our entire program, rather than the individual concentrations areas. Upon further discussion, the MPH faculty are committed to revising our mission and goals to reflect the unique emphasis areas of our interdisciplinary program. See attached, for these meeting minutes.	
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		The program’s vision is to “be a leader and innovator in public health.” Four overarching goals align with the vision and describe how the mission will be accomplished in order to advance the field of public health and promote student success:		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		<ol style="list-style-type: none"> <li>1. Instruction: Provide excellent interdisciplinary education to all students in public health through current and relevant curricula</li> <li>2. Scholarship: Conduct and communicate collaborative research and scholarship in public health</li> <li>3. Service: Partner with and support public health practitioners to enhance community and population health</li> <li>4. Student Success: Attract, retain and develop future public health leaders in an inclusive, supportive learning environment and build the public health workforce</li> </ol>		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The MPH program’s statement of values guides and informs the program and its stakeholders, is an integral part of the university setting, and adheres to the values communicated in the KSU Principles of Community statement.</p> <p>The commentary relates to the generic nature of the program’s guiding statements. The mission and goals do not reflect the unique structure or emphasis areas of the interdisciplinary program. Greater specificity would more accurately reflect the program’s offerings, expertise, and aspirations.</p>		

**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program has defined a maximum time to graduation of six years. The program reports graduation rates of 65%, 57%, 70%, and 75% for academic years 2012-13, 2013-14, 2014-15, and 2015-16, respectively.	Click here to enter text.	Click here to enter text.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>The program cites the limited number of credits that concurrent MPH/DVM students are able to take in a single semester as the reason that it did not reach the graduation threshold of 70% in 2012-13 and 2013-14.</p> <p>The program provided the team with anticipated graduation rates using spring 2019 projected graduates. Using the projected numbers, the program reports graduation rates of 74%, 76%, 80%, and 55% for 2013-14, 2014-15, 2015-16, and 2016-17, respectively. In more recent cohorts, the attrition rate has not exceeded 30%, making it possible to still achieve a graduation rate of at least 70%. Given this information, the review team has confidence that the program is meeting and, in some cases, exceeding, the required graduation rate threshold. The program may benefit from extending the maximum time to graduation to seven years, as opposed to six. While attrition rates remain low and graduation rates are meeting the required threshold, the current data presentation is misrepresenting the program's ability to graduate students in accordance with CEPH criteria.</p>		

**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program uses a survey to track graduate placement up to one year after degree completion. The program also gathers data in an exit survey from graduates and through verbal questions around the time of graduation. From academic years 2015, 2016, and 2017, the program reported an average placement rate of 91.6%. In 2015, the program reported that eight graduates (50%) were employed, seven (44%) were continuing their education, and the placement status of one student was unknown. For 2016, the program reported that 17 graduates (89%) were employed and two (11%) were continuing their education. For 2017, the program reported that 14 (66%) graduates were employed, five (24%) were continuing their education, one (5%) was not seeking employment or additional education by choice, and the placement status of one was unknown.</p> <p>The program has achieved a high rate of success in gathering placement at the exit survey and at the end of the program when students are verbally asked what their plans are after graduation. Students are also asked for a non-KSU email address for future correspondence.</p>	Click here to enter text.	Click here to enter text.
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The program surveys students at graduation through an exit survey and one year after graduation through an alumni survey. The surveys collect both quantitative and qualitative data. The program reports a response rate of 78%, 63%, and 83% on the graduate exit survey for years 2015, 2016, and 2017, respectively, and response rates of 32%, 48%, and 47% on the alumni survey for the same respective years.</p> <p>There is no evidence of the program using other methods to bolster the response rates, nor is there evidence of the program evaluating current methods to ensure usefulness. While the program reports response rates between 30% and 48%, there is no evidence that these data methods are evaluated or discussed at the program level. There may be opportunities to use additional methods to bolster the data gathered through the surveys. When asked during the site visit, faculty members only noted the use of surveys and the potential to use personal connections to gather information on how to get alumni to respond to surveys. Faculty noted personal relationships with some alumni; however, they said that they do not use these relationships to gather information about perceptions or information about the program.</p> <p>The concern relates to the need to more regularly examine methods used to gather information from alumni to</p>	<p>The program connects with alumni in a number of other manners, in addition to the surveys reported in the self-study. These methods of contact and data collection have been used annually after graduation, but were unintentionally omitted and/or not clearly delineated in the self-study. Additional existing methods include:</p> <ol style="list-style-type: none"> <li>1) Connecting with graduates on LinkedIn to maintain professional contact.</li> <li>2) Maintenance of a detailed, searchable alumni database that contains contact details including an email address and phone number, which the program can use for follow-up contact. This is completed upon graduation as was explained in the self-study.</li> </ol> <p>Additional methods we have implemented after the self-study submission and the site-visit include:</p> <ol style="list-style-type: none"> <li>3) A systematic method of tracking mentoring and professional networking interactions with our</li> </ol>	<p>The program’s response provided supplemental information that was available, but not provided, at the time of the site visit, as well as evidence of additional process improvements implemented since the visit. Based on the information in the program’s response, the Council acted to change the finding from partially met to met.</p>
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>provide useful and meaningful data, as well as to reduce the number of unknowns.</p> <p>Students and alumni are asked if they understood the connection between expected competencies and course requirements, if they are employed in public health, if the program overall prepared them for employment. While graduating students and alumni reported positive answers to these questions, the program has not gathered information on alumni perceptions of success in achieving defined competencies and the ability to apply these competencies after graduation. The program has revised the survey to include more specific questions about the attainment of competencies for the graduating class of 2019.</p> <p>Given that the survey does not yet gather information on student success in achieving competencies and abilities to use competencies in the workforce, reviewers do not have data to present.</p>	<p>alumni. Personal relationships between faculty and alumni were discussed during the site-visit; however, this connection to our graduates has not been systematically explored to gather information about their perceptions or information about the program. We will gather information from these interactions submitted by our faculty members in a standardized form, and add relevant details to our alumni database (#2 above).</p> <p>4) The creation of a short feedback mechanism (via a Qualtrics survey link) on the MPH program website to encourage alumni and other stakeholders to provide feedback at any time that is convenient to them, and not only via an email link. This was added to our website on 4/25/19.</p> <p>5) Systematically before graduation, in addition to #1 and #2 above, we scheduled exit interviews with each graduate to gather information in person, and to explain to our graduates the importance of our long term relationship. We completed 18 in-person exit interviews in May</p>	
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			<p>and June 2019 (18/20, 90% of our graduating students).</p> <p>6) Prior to sending our surveys (exit, alumni survey), we will email our students to explain how the program uses the data from the next two surveys they will receive, offer the website link as alternative, and ask for any contact changes.</p> <p>7) We have re-organized our existing alumni list-serve into more usable sub-categories by year of graduation to track and provide date-specific information, and share employment postings as applicable to our alumni (per years of experience).</p> <p>We have revised the exit and alumni surveys, as was explained in the self-study, to include more specific questions regarding the attainment and application of competencies, beginning with the graduating class of 2019. For success in achieving competencies, and alumni abilities to use competencies in the workforce, the program will have raw alumni survey data in Fall 2020, and an evaluated set of alumni survey data in Spring 2021.</p>	
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			<p>In our 18 in-person exit interviews for AY2019, we asked about the perceptions of competencies for career readiness and employment seeking, and abilities to use competencies in their current employment. At the time of the exit interviews, 80% of May 2019 graduates interviewed were already employed or enrolled in another advance degree program (DVM or PhD). Therefore, we were able to discuss the ability of our graduates to utilize their competencies and skills in the workplace, in addition to their perception of success in achieving competencies. We believe this is an effective and timely method of gathering information from our graduates. All May 2019 graduates that were interviewed indicated they had achieved the foundational competencies, and were adequately prepared for, and competitive in the job market. Of the interviewed graduates who were already working (80% of 18 graduates), 100% said they were able to utilize their competencies and skills in the workplace.</p> <p>To further bolster survey response rates and collect data regarding success in achieving competencies</p>	
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			<p>and abilities to use competencies in the workforce, we will work to improve the number of unknowns for the alumni survey specifically. Alumni that do not respond to the one-year post graduation survey, will be contacted personally by telephone by their major professor. The MPH program office will manage this process and work with faculty to plan telephone calls and provide a list of questions to guide the calls. We believe this is an effective method of gathering information and decreasing the alumni unknown responses. This additional method was discussed and approved at the May 2019 FAC meeting, and further discussed during the June 2019 FAC meeting.</p> <p>See attached for supporting documentation:</p> <ol style="list-style-type: none"> <li>1) Meeting minutes for FAC May, June 2019.</li> <li>2) Exit interview question and answer sheet with Competency question summary from Exit Interviews, and response rates summary from AY2019.</li> <li>3) Alumni interactions tracking form.</li> </ol>	
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**B5. DEFINING EVALUATION PRACTICES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines sufficiently specific &amp; appropriate evaluation measures. Measures &amp; data allow reviewers to track progress in achieving goals &amp; to assess progress in advancing the field of public health &amp; promoting student success</p>		<p>The program has defined evaluation measures that align with each of the program's four goals. Each measure has clearly defined data collection methods that align with the program's mission and goals and appear to be meaningful in measuring progress.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Defines plan that is ongoing, systematic &amp; well-documented. Plan defines sufficiently specific &amp; appropriate methods, from data collection through review. Processes have clearly defined responsible parties &amp; cycles for review</p>		<p>For example, the instruction goal is measured by student perceptions of instructional effectiveness, currency and relevance of curricula, faculty participation in professional development that supports innovative instruction, and currency in interdisciplinary research and education. The student-focused measures are assessed by mid-point and exit surveys, then discussed by the Faculty Advisory Committee and Community Advisory Board each semester and annually. Results are reported and discussed annually during a meeting with students and the program director. The faculty-focused measures are assessed by biennial reporting of professional development by faculty; and results are tabulated and reviewed by FAC.</p> <p>Evaluation measures related to scholarship include 1) primary MPH faculty communication of public health-related research to the public via scholarly presentations and/or publications and 2) MPH student communication of public health-related research or practice to the public via oral or poster presentations and/or publications.</p> <p>The service goal is measured by 1) primary MPH faculty engagement and support of public health community</p>		

		<p>education, outreach, extension, and service projects and 2) MPH students' active participation in these same types of activities.</p> <p>The program aims to achieve its student success goal by 1) engaging future public health students through targeted outreach and educational activities; 2) tracking alumni satisfaction with the application of competencies, time to graduation, workforce preparation, and career advancement; and 3) tracking public health practitioner access to professional graduate education.</p> <p>The evaluation plan defines the responsible parties for reviewing each of the measures and the frequency of the respective reviews.</p>		
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**B6. USE OF EVALUATION DATA**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		According to the self-study, the program engages in regular, substantive review of all evaluation findings, with active and ongoing review by the Faculty Advisory Committee, the Community Advisory Board, and students. The self-study provides several examples of how student feedback has been transformed into programmatic changes, including 1) the addition of an annual orientation meeting each November to prepare students for the culminating experience, 2) preparing a list of public health agency placement sites where other MPH students have gone, and 3) inviting agency preceptors to meet with	In the May 2019 meeting, the FAC discussed the process of formal, systematic, and regular review of evaluation findings and strategic discussions for continued programmatic improvement. The FAC approved an MPH faculty retreat in January of each year, beginning in January 2020. At this faculty retreat, survey and evaluation data from the previous year will be reviewed and discussed, and strategic planning will	The program's response provided supplemental information that was available, but not provided, at the time of the site visit, as well as evidence of additional process improvements implemented since the visit. Based on the information in the program's response, the Council acted to change the finding from partially met to met.
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)				

		<p>students to discuss how to prepare for a culminating experience at their locations.</p> <p>The concern pertains to the lack of a formal, systematic, and regular review of all evaluation findings with subsequent strategic discussions. While several good examples were provided for this section, they all focused on the use of student feedback from the exit survey to make programmatic improvements. The team was unable to identify how other forms of evaluation data from different stakeholders, such as faculty, alumni, and preceptors, has been identified in systematic reviews and/or used for strategic planning purposes to implement programmatic improvements. The team was unable to obtain further examples of changes based on findings from the other constituents during on-site interview sessions.</p>	<p>be carried out to incorporate survey findings and feedback into programmatic improvements.</p> <p>Examples of evaluation data from stakeholders, including; 1) faculty; 2) alumni; and 3) preceptors, have been identified and used for strategic planning purposes to implement programmatic improvements. These have been identified from survey responses, and from direct communications to the program director and faculty. These examples were inadvertently omitted from the self-study, and were not communicated clearly to the site-visit team during the site-visit. The following examples of evaluation data from stakeholders that were incorporated into programmatic improvement, prior to the site-visit, were discussed during the May 2019 FAC meeting;</p> <p>1) <u>Faculty</u>: (a) faculty requested the development of a checklist to be used for advising. This checklist originally was a short checklist of courses, and has evolved into the current checklist for student advising and planning, for faculty and students, based on further feedback (the checklist was</p>	
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			<p>provided for the self-study); (b) templates for the APE and ILE reports were developed with feedback from students and faculty and will be updated as needed with future feedback (these templates were provided for the self-study); (c) a list of faculty organized by MPH emphasis on the program website and in a booklet for students were developed and implemented based on faculty request, and are updated as needed.</p> <p>2) <u>Alumni</u>: alumni informed the program of the benefit of additional epidemiology and statistics courses after being in the workplace for several years. From this feedback, students are now informed of this career preparation advice, and students are advised to take these classes during their MPH, if their career interests include state public health practice. These communications came in survey responses, via email, and in face-to-face communications with the program director.</p> <p>3) <u>Preceptor</u>: in 2017 a preceptor shared a request through email correspondence to the program</p>	
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			<p>director following a survey to suggest that preceptors view and, if necessary, approve the final draft of the APE and ILE reports. The following steps were implemented in 2017 (a) students were informed to invite their preceptors to the defense and final presentation; (b) students were requested to share the final drafts of their reports with their preceptor; (c) the program added these steps to the checklist used for each student; and (d) in Spring 2019, an additional communication via email was initiated to be sent to each preceptor in the planning stages of the APE regarding the new competencies, to inform preceptors about the process of project approval, attendance at the defense, approving the reports draft if required by their agency, and to expect a survey after the APE has been completed.</p> <p>See attachments, for supporting documentation.</p> <ol style="list-style-type: none"> <li>1) Meeting minutes for FAC May, June 2019.</li> </ol>	
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**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program's fiscal resources and structure for funds allocation are adequate. The budget process is incorporated into the College of Veterinary Medicine annual budgeting. The process begins in the spring for the following fiscal year. Each department manages its own expenses. Program-wide expenses are supported by the college. The college provides the majority of the financial support for the program, and the university helps support the MPH program assistant.	Click here to enter text.	Click here to enter text.
Financial support appears sufficiently stable at time of site visit		<p>Faculty salaries are budgeted and managed by the College of Veterinary Medicine for MPH faculty housed in the college; faculty outside of the College of Veterinary Medicine are managed by their respective colleges. Contracts vary for full-time faculty depending on whether they have a nine- or 12-month appointment; some may be expected to raise a portion of their salary.</p> <p>When faculty recruitment is needed, the program director meets with new university faculty to see if they are interested in supporting the public health program. Interested and qualified faculty are then invited to be part of the MPH program.</p> <p>The College of Veterinary Medicine and the program director work together to cover and address operational costs. The operational costs most recently helped with a renovation of MPH program offices. Student support comes from multiple sources: the college budget covers</p>		

		<p>student travel and conferences, and the Graduate School and each of the participating colleges provide support for scholarships. The MPH program provides resources for student activities, speakers, and travel costs for club activities. In regard to faculty development, only membership in the Kansas Public Health Association is covered by the program. Individual academic departments and colleges cover other forms of support. The College of Veterinary Medicine budget supports the program director in travel related to program and academic development.</p> <p>Tuition fees are retained and managed centrally by the university. The university, along with the college, provide annual support to the program. The university has policies and agreements in place to guide how indirect costs are distributed. Each college has its own policy. In the College of Veterinary Medicine, the funds support items such as operating expenses, start-up expenses, and programs.</p> <p>During the site visit, the provost, the dean of graduate studies, and the dean of the College of Veterinary Medicine all mentioned wanting to grow the program, especially in context with a vision of creating an emphasis in the health sciences campus wide. The university is in the process of introducing a new budget model where the graduate schools would receive 100% of graduate tuition; this new model would provide the necessary support if the MPH program grows.</p>		
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program has adequate faculty members for each of the four concentrations. Each concentration has at least three primary instructional faculty and a complement of additional primary instructional and non-primary instructional faculty. There is no double-counting of primary instructional faculty across the concentrations. The program has a total of 14 PIF and 30 non-PIF.</p> <p>A 1.0 FTE is equal to one full-time, 12-month faculty member with a 100% appointment in public health instruction, research, services, and/or administration. To convert contracts of faculty with nine-month appointments to 12 months, a calculation of total public health effort times .818 was used to normalize the data when determining PIF and non-PIF for the self-study. This calculation was used because nine months divided by 11 months is equal to .818. Primary faculty members are faculty who teach a required course or highly subscribed elective course taken by MPH students and have at least 50% of their contract related to public health.</p> <p>Due to the interdisciplinary nature of the program, faculty are shared with their home departments. Faculty interested in working with MPH students fill out an online application that asks about their graduate faculty status, courses they teach, and public health interests. This application is then submitted to the program director.</p>	Click here to enter text.	Click here to enter text.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			

Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		Applications are reviewed and voted on by the Faculty Advisory Committee.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		Staff and other personnel exist in sufficient numbers to fulfill departmental needs. The program employs a program assistant with a .7 FTE. The program also receives administrative assistance from the College of Veterinary Medicine, the Graduate School, and the participating colleges. Site visitors determined that the support of the program staff and complementary staff housed in other colleges appear stable.  Students noted that they always feel welcome in the program office and that the program assistant and the program director are always available to talk or give advice on courses or career paths.	Click here to enter text.	Click here to enter text.
Staff & other personnel resources appear sufficiently stable				

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>The program has sufficient physical resources to fulfill its mission and to support its degree offerings. Faculty have offices in their home departments, and the MPH program director and assistant have offices in the College of Veterinary Medicine. MPH classes are held in classrooms all across campus. Students have access to various study spaces and have dedicated collaborative space, a shared social space, and access to shared libraries. Laboratories are in home departments.</p> <p>During the site visit, faculty were asked about coordination of program activities and faculty cohesiveness given the composition of program faculty. Faculty told site visitors that the regular Faculty Advisory Committee in-person meetings make up for any potential location barriers and that, in general, they felt connected to other MPH program faculty.</p>	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable				

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		Information and technology resources are adequate and stable for faculty, students, and staff. Library resources are advertised, journals and books are available electronically,	Click here to enter text.	Click here to enter text.

Adequate IT resources, including tech assistance for students & faculty		and overviews of resources are provided. These resources include an overview of copyright information and a librarian with public health subject matter expertise. Hardware and software are available, and students have options for completing their homework (e.g., using R, SPSS, SAS, etc.). Many computers throughout the campus have different software programs available, and shared licenses for accessing software on personal computers exist. Faculty and students also have options to purchase individual licenses. In addition, staff and faculty have access to an IT Help Desk and support for computer repair. The university has many face-to-face and online options for training on and support for hardware and software.		
Library & IT resources appear sufficiently stable				

**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program covers foundational public health knowledge through five core courses. Site visitors reviewed the various course syllabi and ensured grounding in the foundational knowledge areas. The curriculum demonstrates grounding through a combination of lectures, discussion questions, collaborative projects, and exams.</p> <p>The program has put a great deal of collaborative effort into covering the foundations of public health. The D1 worksheet provides a summary of reviewers' findings.</p>	Click here to enter text.	Click here to enter text.

D1 Worksheet

<b>Foundational Knowledge</b>	<b>Yes/CNV</b>
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program uses five core courses to address the 22 foundational competencies. These courses focus on biostatistics, environmental health, epidemiology, administration of health care, and social and behavioral bases of public health. Every student in the program, regardless of emphasis area, completes these courses.</p> <p>The first concern relates to the lack of didactic coverage for foundational competencies 17, 18, 21, and 22. For example, for competency 17, there is no evidence of instruction related to negotiation and mediation skills. Site visitors could not validate that students learn the principles and underlying frameworks of these competencies before they are expected to demonstrate these skills.</p> <p>The second concern relates to the lack of appropriate assessment methods for foundational competencies 17, 18, 21, and 22. For example, for foundational competency 18, students are not required to <u>select</u> methods to communicate to different audiences and sectors; rather, students are given two methods to communicate to distinct audiences. During the site visit, faculty noted difficulty in achieving and mapping the communication-focused competencies and agreed that there are weaknesses among these competencies. For example, faculty acknowledged that students are not asked to select methods to communicate to audiences.</p>	<p>The FAC met and discussed assessments and didactic coverage for foundational competencies 17, 18, 21, and 22 in the May and June FAC meetings.</p> <p><b>Foundational Competency 17:</b> Dr. Hanson submitted updated MPH 720 documentation on 6/25/19, including; an updated syllabus which demonstrates didactic coverage of negotiation and mediation skills, and a new assessment for negotiation and mediation skills, where students are assigned to play the part of a stakeholder in a team role-playing exercise, in which stakeholders apply negotiation and mediation skills to address the community challenges identified in the "Community Needs Project."</p> <p><b>Foundational Competency 18:</b> <u>Infectious Diseases and Zoonoses (IDZ) and Food Safety and Biosecurity (FSB):</u> Dr. Kastner submitted updated DMP 815 documentation on 6/5/19, including; an updated syllabus which</p>	<p>The program's response to the site visit team's report documents, through updated syllabi and an updated version of Template D2-2, demonstrate appropriate coverage and assessment of competencies 17 and 18.</p> <p>Councilors' review of the documentation indicated that the updated submission was insufficient to demonstrate appropriate assessment of competency 21 or appropriate didactic coverage and assessment of competency 22.</p>

		<p>The D2 worksheet provides a summary of reviewers' findings.</p> <p>Students who met with site visitors were aware of the competencies and the requirement of competency attainment; however, when asked about assessment methods, students cited numerous rigorous assessment methods in non-required courses as opposed to core and emphasis area courses.</p>	<p>demonstrates didactic coverage for selecting communication strategies for different audiences, and a new assessment, whereby students are tasked with communicating to a variety of stakeholders, and will select their approach, their output(s), and their justification for each.</p> <p><u>Public Health Nutrition (PHN):</u> Dr. Hanson submitted updated FNDH 880 documentation on 6/24/19, including; an updated syllabus which demonstrates didactic coverage for selecting communication strategies for different audiences, and a new assessment, where students answer an analytical essay question (the Target audience assignment), in which they identify and provide justification for selecting appropriate communication strategies for four different target audiences.</p> <p><u>Public Health Physical Activity (PHPA):</u> Dr. Mailey submitted updated KIN 796 documentation on 5/23/19, including; an updated syllabus which demonstrates didactic coverage for selecting communication strategies for different audiences, and a new</p>	
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			<p>assessment (the Target audience assignment), whereby students will select appropriate communication strategies for four different target audiences, with justifications for their selections.</p> <p><b>Foundational Competency 21:</b> Dr. Hanson submitted updated MPH 720 documentation on 6/25/19, including; an updated syllabus which demonstrates didactic coverage of interprofessional teams, and a new assessment for performing on interprofessional teams in a collaborative project assignment, "Community Needs Project."</p> <p><b>Foundational Competency 22:</b> Dr. Nguyen submitted updated MPH 802 documentation on 6/26/19, including; an updated syllabus which demonstrates didactic coverage of systems thinking, and a new assessment whereby students prepare a risk assessment and assess the usage of system thinking tools to address the challenges in environmental health.</p> <p>Dr. Mulcahy discussed the concern of rigorous assessment methods in non-required courses as opposed to core and emphasis area courses at</p>	
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			<p>the exit interviews with 18 May 2019 graduates. 100% of students interviewed indicated that they considered assessments to be rigorous in all MPH courses. One student indicated they believed that core course assessments were more rigorous than other courses. Another student indicated they believed that the core and required courses had equally rigorous assessments to elective courses. We will continue to track this concern, and discuss in our annual retreats to ensure rigorous assessments in all courses.</p> <p>See the attachments, for supporting documentation including:.</p> <ol style="list-style-type: none"> <li>1) Meeting minutes for FAC May, June 2019.</li> <li>2) Updated syllabi and assessments for foundational competencies 17, 18, 21, and 22; MPH 720, DMP 815, FNDH 880, KIN 796, MPH 802.</li> <li>3) Updated D2, sections of Table 18 for foundational competencies 17, 18, 21, and 22.</li> <li>4) Competency question summary from Exit Interviews, which includes answers regarding rigor of assessments.</li> </ol>	
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D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	CNV
22. Apply systems thinking tools to a public health issue	CNV

### D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

### D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		For each of the four program concentrations identified in the instructional matrix in the Introduction of this report, the program has written five competency statements.	The FAC met and discussed the concentration competencies and appropriate assessments in the May and June FAC meetings. In addition, the concentration area faculty met in small group sessions to work on these concerns.	The program's response to the site visit team's report provides updated competencies for the FSB, PHN, and PHPA concentrations.
Assesses all students at least once on their ability to demonstrate each concentration competency		Faculty in the respective concentration areas develop the concentration competencies and then representatives from the respective areas bring the proposed competencies to the Faculty Advisory Council meetings and the faculty as a whole vote on the competencies. Based on conversations with faculty, many of the assessment methods that are measurable are quizzes and exams. Faculty asserted that they assess students using in-depth class discussions but that these assessments are difficult to quantify for the purposes of the self-study. Faculty also noted that the exams and quizzes were the easiest method to record in the templates to show how students are assessed.	<u>FSB</u> : As described during the site visit meeting, assessment opportunities beyond those listed in the self-study document are featured in the courses that address FSB competencies #2 and #4 (FDSCI 730, FDSCI 731, DMP 888); however, these additional assessment opportunities were not included in the initial submission of Table 19. Therefore, additional assessment have been added.	The program's response also provides a list of additional assessment opportunities. The Council found that the program defined appropriate assessments for competencies FSB DMP 888, #4; FDSCI 730, #1 and #4; FDSCI 731, #1 and #2; and, PHPA KIN 612, # 1 and #2.
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	The first concern relates to competencies that are not written at an appropriate level for master's-level coursework, such as public health nutrition competencies		The Council found that the assessments for competencies PHN FNDH 844, #5; and PHN FNDH 600, # 1-4, do not fully address the competency statements

		<p>1 and 3, and physical activity competencies 1 and 5. For example, for public health physical activity, competency 1 states, “examine and evaluate evidence-based knowledge of the relationship between physical activity and population health.” Site visitors determined that this concept is too low level for what is typically expected at the master’s level.</p> <p>The second concern relates to the lack of appropriate assessments for a number of concentration competencies, such as food safety and biosecurity competencies 2 and 4 and public health nutrition competencies 1, 2, 3, and 4. Many concentration competencies are assessed through multiple choice, matching, true/false, or fill-in-the-blank quiz and exam questions. For example, for the food safety and biosecurity competencies 2 and 4, the assessment methods are multiple choice, matching, or true/false questions on exams and quizzes. Additionally, faculty noted that they must use multiple choice questions as a way to build student understanding of topic areas. These assessment methods are not indicative of master’s-level assessment methods, nor are they true assessments of the students’ ability to demonstrate the competency statements.</p> <p>The D4 worksheet provides a summary of reviewers’ findings.</p>	<p>These additional assessments are not new to these courses, but are new to the assessment plan for the concentration competency. These assessment methods are indicative of master’s-level assessment methods and represent true assessments of the students’ ability to demonstrate the competency statements. The FSB faculty members and Dr. Mulcahy reviewed the report from the CEPH review team at a working session on 4/24/19. The attendees discussed updating assessments for the FSB competencies. Dr. Nutsch submitted updated items for FDSCI 730 and FDSCI 731 (competency #2) on 5/24/19. Dr. Kastner submitted updated items for DMP 888 (competency #4) on 6/10/19. The updated assessments were further discussed and approved at the May and June FAC meeting.</p> <p><u>PHN</u>: Three PHN competencies (#1, 3, 5; see below) were re-written, and new assessments that address PHN competencies # 1, 2, 3 and 4 were written. Dr. Ric Rosenkranz and Dr. Mulcahy reviewed the report from the CEPH review team in a work session on 5/29/19. They</p>	
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			<p>reviewed the existing competencies and assessments, and worked on updating competencies. The updated competencies were further discussed at the June FAC meeting, and suggestions were made by the FAC as to further clarifications and improvements of the competencies. After the June FAC meeting, the PHN faculty and Dr. Mulcahy worked further on the new competencies to incorporate the suggestions made, and to develop the final competencies as listed below. Dr. Rosenkranz submitted new competencies and assessments, and new syllabi for FNDH 600 and FNDH 844 on 6/24/19.</p> <p><u>PHPA</u>: Two PHPA competencies (#1, 5; see below) were re-written. The PHPA faculty members met and reviewed the report from the CEPH review team at a work session on 5/20/19. At this session, Dr. Besenyi and Dr. Mailey worked on updating the competencies. Afterwards, the PHPA faculty and Dr. Mulcahy worked further on the PHPA competencies to develop the final competencies as listed below. Dr. Besenyi submitted new</p>	
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			<p>competencies and an updated syllabus for KIN 612 on 6/4/19. The updated competencies were further discussed and approved at the June FAC meeting.</p> <p>See the attachments, for documentation including:</p> <ol style="list-style-type: none"><li>1. Meeting minutes for FAC May, June 2019.</li><li>2. Updated syllabi and assessments for FDSCI 730, FDSCI 731, DMP 888, FNDH 600, FNDH 844, KIN 612.</li><li>3. Updated D4, sections of Table 19.</li></ol>	
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D4 Worksheet

<b>MPH Food Safety and Biosecurity Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.	Yes	Yes
2. Examine specific threats to the food system and scientifically investigate how each can be prevented, controlled and/or mitigated in the food production system.	Yes	Yes
3. Differentiate key US food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.	Yes	Yes
4. Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.	Yes	Yes
5. Contrast the food safety/biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.	Yes	Yes

<b>MPH Infectious Disease and Zoonoses Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Evaluate modes of disease causation of infectious agents.	Yes	Yes
2. Investigate the host immune response to infection.	Yes	Yes
3. Examine the influence of environmental and ecological forces on infectious diseases.	Yes	Yes
4. Analyze disease risk factors and select appropriate surveillance.	Yes	Yes
5. Investigate the role of vectors, toxic plants, and other toxins in infectious diseases.	Yes	Yes

<b>Public Health Nutrition Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Inform public health practice through analysis of evidence-based policy, systems, and environmental change	Yes	CNV
2. Examine chronic disease surveillance, policy, program planning, and evaluation, and program management in the context of public health nutrition.	Yes	CNV
3. Critically examine population-based nutrition programs.	Yes	CNV
4. Examine epidemiological concepts of human nutrition in order to improve population health and reduce disease risk.	Yes	CNV
5. Describe criteria for validity in nutritional epidemiological methodology.	Yes	CNV

<b>Public Health Physical Activity Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Investigate the impact of physical activity on population health and disease outcomes	Yes	Yes
2. Investigate social, behavioral, and environmental factors that contribute to participation in physical activity.	Yes	Yes
3. Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.	Yes	Yes
4. Develop and evaluate physical activity interventions in diverse community settings.	Yes	Yes
5. Create evidence-based strategies to promote physical activity and communicate them to community stakeholders.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		Applied practice experiences (APE) are selected in consultation with each student's major professor and with guidance from the program director as needed. Each APE occurs in a public health agency. Students meet with their major professor to discuss their interests as a way to guide site selection. Students must complete the five core courses and a majority of their emphasis area courses prior to starting the APE. The program has a checklist that is meant to help both the major professor and the student ensure that they are meeting the objectives and requirements of the APE. Expectations are also communicated to students directly in the MPH 840 class.	Click here to enter text.	The Council reviewed the self-study and team's report and determined that the finding should be changed from met to partially met.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Once the student selects a site, the student, the major professor, the preceptor, the graduate committee members, and the program director discuss and develop the APE content. The student completes the APE proposal form, which includes objectives, the proposed products, activities, and the chosen competencies that will be covered in the APE. All students have to cover foundational competency 21 and must choose four other foundational competencies that they want to address.		The concern relates to the program's requirements that all students select competency 21 as one of the five required competencies in the APE. The attainment of this competency for each student is not feasible in every APE, as evidenced through a review of the sample products provided in the ERF. The program did not document consistent efforts to assess that this competency is attained. Given that this competency is not always attained, students are only demonstrating four competencies through the APE.
All students demonstrate at least 5 competencies, at least 3 of which are foundational		Preceptors must have a master's degree or significant public health experience. During the site visit, preceptors mentioned that the program has improved its training and guidance for preceptors on supporting an APE.		

		<p>Students are required to develop two functional products during their APE. The preceptor and the major professor review the products upon completion of the APE. Students provide a written summary of their experience, the products produced, and how the competencies selected were achieved. The major professor grades the APE.</p> <p>Conversations with faculty, students, and stakeholders made it clear that the products developed by students as a result of the APE are of high quality and very useful to the practice partner. Students also commented on the personal benefit of participating in practice-based activities and producing tangible work products that prepare them for the workforce.</p>		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not applicable			

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students are required to complete an integrative learning experience (ILE) and can choose to complete a written ILE report or a thesis. Both options include a final oral presentation, defense, and oral exam.	Click here to enter text.	Click here to enter text.

Project occurs at or near end of program of study				
Students produce a high-quality written product		The ILE is usually completed during the last semester, but may be completed over two semesters. By this point, students have completed the five core courses, all emphasis area courses, and the APE. Students, along with their major professor, committee members, and the program director discuss and develop the ILE content. The ILE may be based on their thesis research, the project carried out at the public health agency where they conducted their APE, or another public health project at a different agency. Students and their major professor select foundational and concentration-specific competencies that are appropriate to students' educational and professional goals using a template that is provided by the MPH program office or a thesis template approved by the Graduate School.		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<p>At the completion of the ILE, the agency preceptor and student complete ILE surveys for feedback and commentary on the experience. This is true for both thesis and written report options, as both options stem from the APE. The ILE is assessed during the final exam, which includes a public oral presentation of the ILE written report and a closed session for the oral defense and exam. The major professor and the students' committee members assess the demonstration of selected competencies in the written report and during the final oral presentation, defense, and exam. At the completion of the ILE, the major professor and committee members complete the ILE assessment via Qualtrics survey software. The major professor given a final pass/fail grade for the ILE.</p> <p>Site visitors reviewed student work examples and found that students were able to synthesize competencies</p>		

		through both the written report and the thesis options. The projects that students completed include the analysis of identifying gaps in post-exposure rabies prophylaxis in Hunan Province, China; the creation of a laboratory guide to the interpretation of enteric pathogens; and the analysis of a community-based primary health care approach to water, sanitation, and hygiene in rural Nicaragua. The analyses and synthesis of competencies through these written reports demonstrated rigorous and unique applications of public health knowledge.		
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The program requires 42 semester credit hours, which includes 15 credits from core courses and the remaining 27 credits in one of the four areas of emphasis, including the APE and elective offerings. For each concentration, the required number of concentration-specific courses range from 10-12 credit hours with the remainder going to electives and the APE and ILE.	Click here to enter text.	Click here to enter text.

		One credit hour is equal to the amount of effort required to attain a specific amount of knowledge equivalent to three hours of effort per week for 15 weeks. Common practice is for one academic hour of credit to be composed of a lecture or class that meets for one hour per week, with two hours of outside assignments and study effort expected each week for 15 weeks.		
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**D15. DRPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D19. ALL REMAINING DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D20. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		MPH faculty hold terminal degrees and expertise that align with the four emphasis areas of the program. Of the 26 primary instructional faculty, more than half (i.e., 15) are tenured, along with seven in tenure-track and four in non-tenure-track positions. A variety of disciplines are	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

<p>Faculty education &amp; experience is appropriate for the degree level (eg, bachelor's, master's) &amp; nature of program (eg, research, practice)</p>		<p>represented among this group, including immunology, veterinary medicine, health promotion physical activity, immunology, animal sciences, food science, human nutrition, and many others.</p> <p>Four tenured non-primary instructional faculty are regularly involved in instruction, with areas of expertise in microbiology, exercise physiology, exercise science, mass communication, sociology, epidemiology, and veterinary medicine.</p> <p>In addition, 26 non-primary instructional faculty are regularly involved in public health research. Areas of expertise among this group include epidemiology, public health, biomedical science, veterinary medicine, swine production, and life span human development/aging.</p> <p>Collectively, the primary and non-primary faculty demonstrate a breadth of public health and emphasis area expertise to deliver quality instruction, research and practice guidance, and overall professional mentoring.</p>		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Employs faculty who have professional experience in settings outside of academia &amp; have demonstrated competence in public health practice</p>		<p>Faculty demonstrate practice experience in a variety of settings, which is a strength of the interdisciplinary nature of the program. These experiences include serving on different outreach projects, consulting with governmental agencies, continuing clinical practice, and maintaining</p>	<p><a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>

Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		networks and connections with the American Public Health Association and the Kansas Public Health Association. The practice component is further met by having several extension specialists.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Additionally, faculty invite public health practitioners to give lectures, including guest lecturers from local and state public health agencies. Faculty also attend the Kansas Governor's Public Health Conference where they interact with colleagues who have practice experience. Some of these external partners also serve as mentors to students.		

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Systems in place to document that all faculty are current in areas of instructional responsibility		MPH faculty are required to maintain currency in the field for their areas of instructional responsibility. The program supports the financial cost of annual Kansas Public Health Association membership for all MPH faculty, allowing them to go to annual meetings and to be informed on a regular basis of statewide public health initiatives. Faculty also attend conferences in their own areas of expertise to maintain currency in their individual field of research and instructional responsibilities.  Faculty maintain memberships and licensures to ensure currency in their respective fields. A few examples of professional memberships include the Delta Omega	At the May and June 2019 FAC meeting, the faculty discussed the limited usefulness of the data collected for the second and third indicators. The FAC will discuss this during the Fall 2019 semester FAC meetings in October and November, and will finalize a solution during the 2020 MPH faculty retreat.	Click here to enter text.
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Tracks indicators that provide meaningful information related to instructional quality				

<p>Supports professional development &amp; advancement in instructional effectiveness for all faculty</p>		<p>Honorary Society for Public Health, American Public Health Association, Kansas Public Health Association, Association for Veterinary Epidemiology and Preventive Medicine, American Psychological Association, Gerontological Society of America, and the American Mosquito Control Association.</p> <p>Faculty members meet annually with their department head to establish professional goals and objectives and to discuss their relative importance within the context of the department's goals. The program does not have any specific procedures for evaluating faculty effectiveness that are tied to faculty advancement. Tenure and progress toward tenure is handled at the department and college levels. The program distributes surveys to students to evaluate courses each semester. Students complete an exit survey that includes three questions pertaining to satisfaction with courses, along with qualitative feedback on courses and curriculum. Course evaluations contribute to each faculty member's annual evaluation and are carried out using the university's Teval system.</p> <p>While the program does not require peer review of teaching or peer evaluations, these opportunities for feedback are organized and available through the university's Teaching and Learning Center.</p> <p>University-wide support for continuous improvement in faculty's instructional roles occurs at the college, departmental, and program levels. At the university level, the Teaching and Learning Center encourages, supports, and promotes excellence in teaching and learning by supporting advancements in research-based scholarship of teaching and learning and providing professional</p>		
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		<p>development opportunities for faculty. MPH faculty have participated in the New Faculty Institute to support their instructional roles, as well as in seminars and sessions to enhance and improve the course coordinator role.</p> <p>At the college and department levels, there are various forms of support via seminar series, training, instructional development, and support of new faculty. Examples include the Teaching and Learning Online Seminar Series, New Faculty Institute, and Faculty Mentoring Committee.</p> <p>Each department has policies regarding the role of instructional effectiveness in decisions about faculty advancement. Each academic department is required to develop criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation, and merit salary allocation including teaching, service, and research expectations. These expectations are specific to each faculty member and specified in the annual appointment letter. These documents must be approved by a majority vote of departmental faculty, department head/chair, dean, and provost. The documents are reviewed and resubmitted every five years, or as necessary.</p> <p>The program has three self-defined indicators that are intended to provide meaningful information related to instructional quality.</p> <p>Related to faculty currency, the program tracks internal review of syllabi/curricula for currency of readings, topics, and methods. The program's approach has included regular review by the Faculty Advisory Committee and the Curriculum Committee. Internal review occurs cyclically with each emphasis area reviewing content and currency</p>		
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		<p>of required and elective courses on an annual rotation. The faculty of the three remaining emphasis areas that are not in the current year of cycle rotation also review their content to make changes to the list of electives that are approved for MPH students in that emphasis area. The Curriculum Committee submits a report of findings to the program director, and the report is discussed at the next Faculty Advisory Committee meeting. All changes are voted on by the Faculty Advisory Committee, and the changes are processed through the university's approval system.</p> <p>To assess faculty instructional technique, the program tracks student satisfaction with instructional quality. Student satisfaction is assessed in surveys. The exit survey asks questions about courses that students have taken, including items assessing satisfaction with degree of intellectual challenge in the program, academic standards of the MPH faculty, and whether instruction keeps pace with recent developments in the public health field.</p> <p>The program also tracks courses that integrate technology in innovative ways to enhance learning. This indicator relies on self-reported information from faculty. A few examples include use of MindMapping, Canvas, Zoom, PubMed, RefWorks, nutrition analysis software, and Kahoot for quizzes and test review.</p> <p>The commentary relates to the limited usefulness of the data collected for the second (i.e., student satisfaction with instructional quality) and third (i.e., integration of technology to enhance student learning) indicators. For Indicator 2, course evaluation collection methods are scarce (over the last three years, only 31 surveys have</p>		
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		been sent, with 25 responses), which means that the available data may not be representative of the overall quality of instructional technique. For Indicator 3, the data would be more robust if students were also asked about their perceptions of the various techniques identified by faculty.		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The program expects excellence in and commitment to research and scholarship in the specific emphasis areas of the program. Tenured and tenure-track faculty are expected to maintain an active research program as evidenced by publications, presentations at scientific conferences and meetings, and funding to support their research. The expectations regarding faculty research and scholarly activity are documented in department-level policies and procedures documents for promotion and tenure and the faculty workload policy.</p> <p>As an interdisciplinary program, there is not a separate financial support structure for faculty research and scholarly activity. KSU's Offices of Sponsored Programs and Pre-Awards Services provide central support for the administration of all research activities involving extramurally sponsored programs, including assistance for funding proposals and counseling on issues such as intellectual property, research compliance, and other policies and procedures that ensure ongoing research operations.</p>	Click here to enter text.	Click here to enter text.
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				
Tracks measures that are meaningful and demonstrate success in research and scholarly activities				

		<p>The self-study provides many examples of faculty research activities and how they are integrated into instruction. For instance, a food safety and biosecurity faculty member routinely references real-life issues discovered in his USDA Cochran program trainings of international trade officials responsible for food safety, public health, and trade regulation. He has introduced some of his international trainees (e.g., from Africa and Central America) to MPH students enrolled in the DMP 816 course. A public health physical activity faculty member discusses the built environment and physical activity in parks, trails, and recreation facilities during the KIN 612 course. During this course, to measure the built environment, students leave the classroom and use the Community Park Audit Tool to measure park environments.</p> <p>MPH students are involved with faculty research and scholarship activities and are informed of opportunities by the faculty. Involvement ranges from part-time employment to full-time graduate research assistantships. Examples of student involvement in faculty research endeavors include projects such as improving accessibility to veterinary care for disabled community members and a community service-learning project on obesity reduction among minority children in 6th to 8th grade.</p> <p>During the site visit, students described opportunities they had to participate in research with various faculty.</p> <p>The program has identified three outcome measures that are meaningful to demonstrate success in research and</p>		
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		scholarly activities. The first measure is number of faculty-initiated IRB applications. The annual target is established as 30 applications per year, and the program yielded an average of 33 applications for the past three years. The second measure is number of articles published in peer-reviewed journals, with a target of 100 per year. The program yielded an average of 158 publications per year during the past three years. The third measure is presentations at professional meetings, with a target of 100 per year. The three-year average for presentations was 163.		
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**E5. FACULTY EXTRAMURAL SERVICE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Defines expectations for faculty extramural service		The university prides itself on supporting service as one of its three main tenants. All colleges and departments encourage faculty to participate in programs that serve groups in Kansas communities and elsewhere. Through the MPH program’s Agreement of Support document, the program is able to encourage public health-related service as part of each partnering college and department, and this service may be used as part of the faculty promotion, tenure, and evaluation process. The program has no formal contracts or agreements with external agencies for service. As an interdisciplinary graduate program, no separate set of standards exists for extramural service; however, department heads and deans acknowledged the importance of public health-related service activities.	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>University and college support for extramural service activities include approved time for service on public health-related community boards; accommodations and time for reviewing journal articles, acting as journal editors, and reviewing grant applications in faculty's respective discipline areas; and support through the Center for Engagement and Community Development, which is a campus-wide resource dedicated to providing value to both university and off-campus communities through expanded outreach and engagement. The Center for Engagement and Community Development's mission is to promote engagement across the breadth of KSU in teaching, research, and outreach, and to connect the vast resources of KSU to the significant issues of public health need facing Kansas and the communities worldwide. It supports the annual Engagement Incentive Grant program, which provides seed grants designed to assist faculty and Kansas Research and Extension specialists and agents to become more fully engaged in teaching, research, and outreach. Numerous MPH faculty have been supported by the center in their outreach and service efforts.</p> <p>MPH faculty are active in extramural service, integrating activities and experience into instruction and coursework to improve the quality and content of their courses and to bring real life experiences into the classroom. The self-study includes many examples of extramural activities that showcase faculty involvement within the area of service. For example, an infectious disease and zoonoses faculty member provides real examples of regulatory perspective from her service as chair of the university's Institutional Biosafety Committee. In her MPH 802 lecture materials, she includes examples of personal protective</p>		
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		<p>equipment that she looks for in the work environment during research lab inspections. The program director serves as a committee member of the Flint Hills Wellness Coalition and the Riley County Health Department Advisory Committee, enabling her to collaborate with community members and to assist with public health-related community events and community projects such as Improving Health Equity in Riley County, Okt-FLU-ber Fest and Bug-A-Palooza.</p> <p>During the site visit, faculty noted that they have helped with grant writing for local public health agencies to help them secure funding.</p> <p>Students are offered opportunities to engage with their communities through service activities. Faculty include MPH students in planning, educational development, and staffing for community events such as Okt-FLU-ber Fest, Bug-a-palooza, and Everybody Counts. A faculty member created a graduate teaching position, allowing MPH students the opportunities to engage in teaching in the field of environmental health and environmental toxicology. A public health physical activity faculty member involved students in her participation on the Smoke Free Promotion Committee, where they attended meetings and staffed booths for the initiative at campus events.</p> <p>The program has identified three outcome measures that are meaningful to the program and relate to service. The first measure is the number of faculty-student service collaborations. The program reported 34 collaborations in 2016, 45 collaborations in 2017, and 38 collaborations in 2018. The second measure is number of community-</p>		
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		based service projects, and the program reported 16 community-based service projects in 2016, 17 in 2017, and 19 in 2018, steadily increasing the projects every year. The third indicator is public/private or cross-sector partnerships for engagement and service, with the program reporting 19 partnerships in 2016, 16 in 2017 and 24 in 2018. The program is satisfied with the progress it has made over the last three years and plans to continue to encourage more service.		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		<p>The program uses its Community Advisory Board as a formal structure for constituent input. The advisory board comprises public health stakeholders from a variety of public health institutions in the states of Kansas and Missouri. The advisory board meets annually to discuss program practices, evaluation, assessment, and curriculum. The advisory board also discusses the direction of the program and potential areas for improvement in workforce development.</p> <p>Multiple partners, including the Community Advisory Board, the Council on the Future of Public Health in Kansas, the Kansas Public Health Systems Group, and Kansas local health departments have been engaged in the development of the program's vision, mission, values, goals, and evaluation measures. The program posted a draft of the guiding statements on its website and sent a draft to its partners to solicit feedback.</p>	Click here to enter text.	Click here to enter text.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>External partners also provided input on the self-study document. The self-study was posted on the program’s website and was also sent out to numerous constituents including students, university administrators, faculty, and alumni, among others. The program incorporated the feedback into the final self-study.</p> <p>Assessment of changing practice and research needs is performed through thoughtful discussion with the Community Advisory Board at its annual meeting. In addition, the Council on the Future of Public Health in Kansas and the Kansas Public Health Systems Group have discussed public health and academic needs in Kansas. Other constituents, such as students, preceptors, and alumni were also involved in this feedback.</p> <p>The Community Advisory Board discusses graduates’ abilities to perform competencies in an employment setting at the annual meeting. In addition, employers are surveyed every three years, with the last survey being deployed in 2016 and the next survey slated for 2019. Feedback from these surveys indicate that the unique focus of the KSU MPH program is a strong benefit, specifically for international organizations, being that the program has concentrations such as food safety and biosecurity and infectious diseases and zoonoses. Additionally, employers have praised the social skills and drive that students have demonstrated. Employers have noted that they would like to see graduates have stronger data analysis skills and would like to see them have skills in software packages such as SAS and R.</p>		
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**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students are introduced to service, community engagement, and professional development activities through regular interaction with the MPH program office, community stakeholders, and their graduate faculty committee members. The MPH program office regularly informs students of upcoming events via email and announcements at semester meetings with students.	Click here to enter text.	Click here to enter text.
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>These events include local, state, and regional events that the program is involved with on an annual or semi-annual basis and other events that are not consistently or regularly scheduled. Students are supported to attend professional development activities such as professional meetings or trainings and can apply for financial support from the MPH program office in addition to travel funding from the Graduate School.</p> <p>Students have numerous opportunities for involvement in service in the community, for instance through the SORT (student outbreak response team) program, where students can participate in community outreach and engagement opportunities. As part of SORT, students train and work alongside DVM students to provide surge capacity to the Riley County Health Department during disease outbreak.</p> <p>Students have also participated in KPHA poster sessions, the Kansas Governor's Public Health Conference, International One Health Day, Phi Zeta Research Day and</p>		

		poster competition, One Health Day in Olathe, KS, and the Kansas Infectious Disease Symposium.		
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**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a professional community or communities of interest & the rationale for this choice		The program has chosen public health practitioners and workers in Kansas as its professional community of interest. The program chose this community because—as of 2015—the university educational attainment for top public health professionals in local Kansas health departments fell far below the national average.	The FAC discussed this commentary during the May and June 2019 FAC meetings, in order to determine a more systematic way to assess the needs of the current workforce. Working suggestions were proposed as alternative assessment methods including utilizing expertise and knowledge from external advisory board members other than the MPH Community Advisory Board. The FAC will discuss this during the Fall 2019 semester FAC meetings in October and November, and will finalize a solution during the 2020 MPH faculty retreat.	<a href="#">Click here to enter text.</a>
Periodically assesses the professional development needs of individuals in priority community or communities		The program director is involved in the Kansas Public Health Systems Group and the Kansas Public Health Workforce Development Coordinating Council. These groups meet quarterly, and the program director is able to bring back information on the current needs of the workforce. The program director has also participated in a regional analysis of public health programs, including employer needs and demands. The program director is a member of the Public Health Advisory Council of Riley County and a community partner for Strategic Planning for Riley County. The council, in addition to discussing public health needs of the county, also discusses workforce needs of the county. Through this council, the program director was able to work with the Riley County Health		

		<p>Department to aid in efforts with the health department's PHAB accreditation.</p> <p>The program has identified that systems thinking, communication, analysis, problem solving, and policy engagement are among the most important skills for students to be prepared in. This information came from employer feedback and national surveys.</p> <p>While the program director serves on many councils and boards throughout the community, much of the focus is on how to better prepare students for the workforce, as opposed to how to help the current workforce develop skills. Additionally, when asked during the site visit, the program director noted that this information gathering is largely based on her professional role on these boards and not through a concerted effort from the program to assess current needs of the population.</p> <p>The commentary relates to the opportunity for the program to create a more systematic way to assess the needs of the current workforce. The program's reliance on an individual faculty member's community participation may not be a sustainable, long-term approach.</p>		
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**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The program responds to requests from the community to provide expertise in training and education on an as-needed basis for specific topics such as vaccination, social determinants of health, policy, systems and environment, One Health, and ethics. The Johnson County Department of Health and Environment asked the program director to participate in a training update for school nurses in Kansas. The program director also provided a training session on meningococcal vaccine updates. Program faculty have provided public health and policy, systems, and environment training for Kansas State research and extension agents.</p> <p>The program also offers a certificate in public health, which comprises the five core courses and is designed for current and potential public health workers to receive advanced training.</p>	Click here to enter text.	Click here to enter text.

**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program's under-represented populations include students and faculty members who identify as American	Click here to enter text.	Click here to enter text.

Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		<p>Indian, black, first generation, Hawaiian Pacific Islander, Hispanic, and multi-racial. These self-defined populations are of particular interest and importance to the program based on the low historical numbers of each group in the program. The process used to define these priority groups included review of self-reported data for students and faculty to determine which groups are under-represented in the program.</p> <p>The program's specific goals for increasing the representation and supporting the persistence and ongoing success of the priority populations includes</p> <ol style="list-style-type: none"> <li>1. Increasing the recruitment of new MPH students from the program's self-defined, priority under-represented groups through targeted engagement locally and nationally of students from diverse backgrounds</li> <li>2. Supporting the retention of MPH students in the program's self-defined, priority under-represented groups through targeted engagement and mentoring of students from diverse backgrounds during their graduate program</li> <li>3. Increasing the recruitment of faculty from the program's self-defined, priority under-represented groups from existing university faculty</li> </ol> <p>The process used to define these actions and strategies included analysis of program-specific data, review of the program's prior actions for engagement of students from diverse backgrounds, discussions with other departments and units to investigate their diversity and inclusion actions and strategies, and informal conferences with community partners to select appropriate processes to engage students of diverse backgrounds.</p>		
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>Current and future actions and strategies to increase the representation of the identified under-represented groups include a variety of activities. For engagement and recruitment of students, MPH faculty are involved in initiatives aimed to engage students of under-represented populations to participate in public health education. For example, MPH faculty and students have taught educational activities coordinated with the Office for the Advancement of Women in Science and Engineering on STEM topics such as vector-borne diseases for K-12 students from Kansas. MPH faculty engage with high school students to discuss public health career pathways. The program director attends undergraduate course sessions and career planning course sessions to engage and recruit undergraduate students. MPH applicants from the Developing Scholars Program, the McNair Scholars Program, and the Kansas Louis Stokes Alliance for Minority Participation regularly have funding and financial aid to support their undergraduate education. If they apply to the BS-MPH program, the program works carefully with each student to ensure their undergraduate funding is not negatively impacted.</p> <p>For student recruitment, admissions policies are the first point of success, as the program follows the Graduate School guidelines for consistent non-discrimination policies. Also, the program recognizes the importance of mentors reflecting students' own identity in terms of diversity, so it strives to offer opportunities to learn from and interact with invited speakers of diversity, learn about topics of diversity, and attend events to support their community.</p>		
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		<p>For faculty recruitment, new faculty in public health-related fields and faculty with an MPH degree are invited to apply for MPH faculty status by the program director, their department chair, college dean, and dean of the Graduate School. The program aligns itself with the university and partnering colleges' diversity planning and recruitment processes. Oversight of faculty employment is centralized and must follow diversity guidelines. In addition, each college has its own diversity plan.</p> <p>All of these strategies were discussed with the Community Advisory Board to seek input. The Community Advisory Board provided feedback on the current strategies and also recommended a mentorship process for students in the target categories, which will be implemented in 2019.</p> <p>Qualitative data that describes the successes and/or challenges in executing the goals and strategies to increase representation of under-represented populations comes directly from students via a focus group that was held to discuss diversity and inclusion. Students discussed how they felt the program had demonstrated the concepts of diversity, cultural competence, and inclusion, such as strong inter-departmental collaboration, demonstrating an awareness of international opportunities with a cultural component, diverse professors are employed across departments, and students are encouraged to share cultural perspectives. These results were shared with students and MPH faculty. The program director plans to host focus groups for diversity and inclusion again in 2019 and beyond, and to focus outreach and educational activities for under-represented K-12 populations.</p>		
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		<p>Quantitative data that documents successes and challenges in executing the goals and strategies to increase representation of under-represented populations comes from enrollment and retention data. These data document the MPH student population has ranged from 15% to 30% under-represented students in the past three years, and 5% to 15% first-generation students in the same time period. The program’s approach to increasing under-represented groups in the MPH faculty has been successful, with 25% to 50% of new faculty recruited in the last three years and 34% of the total current faculty self-reporting as one or more of the defined priority groups.</p> <p>The self-study reports student perceptions of the program’s diversity and cultural competence climate as being positive, based on results of surveys done upon graduation, with 82% of students reporting the integration of diverse perspectives into the program as excellent or good, and the remaining 17% reported it as fair. Faculty perceptions of the program’s climate of diversity and cultural competence were measured in a fall 2018 faculty survey, from which 94% reported they strongly agreed or somewhat agreed with statements focused on the topics such as workforce inclusion of diversity being encouraged and being treated fairly.</p> <p>During the site visit, it was clear that the administration and the program highly value diversity within the faculty and student body and are working on a series of initiatives to further promote diversity among campus constituents. For example, the provost described plans to offer a program to advance professional development for faculty from underrepresented populations by providing them with leadership training, allowing them to “test the</p>		
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		waters” in getting administrative experience. For the student population, plans are in the works for a major strategic enrollment management initiative to offer funding opportunities that focus on a restructured merit pool, reaching out to potential students who have not received much support in the past since they were not at the top of the qualifying pool of applicants. Two new recruiters have been hired, and one has a specific focus on the growing Hispanic population.		
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**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		MPH students receive academic advising from the program’s faculty. All students are assigned an academic advisor upon entering the program. The program matches students to academic advisors based on interests. Once in the program, students can choose to change their advisor. The advisor is the major professor who guides students through traditional advising and helps determine the APE, ILE, and general MPH path, which is usually decided based on a conversation about the students’ long-term goals. The program director continues to advise students in regards to course selection and availability and MPH program specifics.  Academic advisors receive a handbook and training and are kept up to date about changes by the program director. Students are oriented in the fall and have access to the academic process in the student handbook. Orientation is recorded and posted online along with	Click here to enter text.	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>other information and forms. A separate orientation meeting is scheduled each November for the APE and ILE. Changes and updates are communicated via email. Graduating students are emailed information and a checklist of items in preparation for graduation.</p> <p>In general, a high percentage of students report being very satisfied or satisfied with academic advising: 89% with the quality, 89% with availability, 89% with assistance of the academic advisory, 89% with quality for their field study, and 65% with quality of advising around research. On-site discussions with students and alumni about academic advising mirrored this range of responses. From these conversations, site visitors determined that academic advising has improved over the years; however, based on student experiences and the student surveys summarized in the self-study, consistency in advising could still be improved.</p>		
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**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The MPH program director provides the main source of career advising including guidance and mentoring related to resumes, interests, opportunities, and job postings. Advising occurs in both group and one-on-one settings.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Variety of resources & services are available to current students		The program also provides career advising by connecting students with professional associations and alumni and		

<p>Variety of resources &amp; services are available to alumni</p>		<p>also by pairing students and alumni with shared interests. In addition, program staff and major professors provide various forms of career advising through their own connections with students. The university's Career Center also provides services.</p> <p>The program director receives all job postings, maintains relationships with public health entities, and shares job opportunities directly with students via email. The program director and assistant also track alumni data, which helps build the network. Alumni also have access to resume review, job search strategies, and networking opportunities.</p> <p>In general, students and alumni report satisfaction with career advising, although the on-site discussion with students reflected mixed reviews. This finding is consistent with data presented in the self-study: 71% of students reported excellent or good career advising (average response rate of 75%), and 67% of alumni reported that the career advising was adequate (response rate of 27%).</p>		
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**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defined set of policies &amp; procedures govern formal student complaints &amp; grievances</p>		<p>The graduate handbook contains links to general rules and procedures governing graduate education developed by</p>	<p><a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>

Procedures are clearly articulated & communicated to students		the Graduate Council. The Graduate School's policy covers the academic program but not external instructors.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		Students are encouraged to attempt conflict resolution prior to submitting a formal grievance. If not resolved through conflict resolution, the student is encouraged to discuss the complaint with the department head/chair. Outcomes are provided in a written document and remain in the student's file. If not resolved, the academic dean and the associate dean of the Graduate School confer.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		If a grievance is not resolved via the above processes, the student has the option to file a formal grievance in writing along with a Notice of Grievance form to the associate dean of the Graduate School within 10 days.  There have been no formal complaints and/or student grievances submitted in the last three years.		

**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program has a comprehensive approach to recruitment and recruits students within the state, nationally, and internationally. For national recruitment, the program collaborates with the university's Graduate School to recruit academically outstanding students. The program also recruits through several partner	Click here to enter text.	Click here to enter text.

<p>Implements admissions policies designed to select &amp; enroll qualified individuals capable of taking advantage of program of study &amp; developing competence for public health careers</p>		<p>organizations and in collaboration with colleges within the university to recruit at conferences. Additionally, the program responds to telephone calls and email inquiries generated from web searches and CEPH's website. In general, the program responds within two days.</p>		
<p>Tracks at least one measure that is meaningful and demonstrates success in enrolling a qualified student body</p>		<p>The application process follows the policies and procedures of the Graduate School. The program reviews the application for completion; if students meet minimum requirements, the application is shared with MPH faculty. Faculty review the application and make a recommendation; the final decision lies with the Graduate School. Students must have a bachelor's degree from an accredited college or university. A cumulative GPA of 3.0 or higher or a GPA of 3.0 in the last 60 hours of coursework is required. International students admitted to the Graduate School must come from approved colleges and universities.</p> <p>From 2017 through 2019, the program has consistently attracted and enrolled a student body that on average has above a 3.0 GPA and GRE scores at or above 300. However, the program does fall short of its goal to attract health professionals and health professional students. Faculty told site visitors that a new physician assistant program is being introduced, and they are hoping to partner with this program to increase MPH program enrollment among health care professional students.</p>		

**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Upon review of university catalogs and bulletins, site visitors found that all educational offerings are accurately described in materials for students. Policies, procedures, standards, and requirements are all noted on the program's webpage as well as in the student handbook.	Click here to enter text.	Click here to enter text.
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

## AGENDA

### Wednesday, March 20, 2019

5:00 pm      **Site Visit Team Executive Session 1**

### Thursday, March 21, 2019

8:30 am      **Site Visit Team Request for Additional Documents**  
 Ellyn Mulcahy, Self-study Coordinator, MPH Program Director  
 Barta Stevenson, MPH Program Assistant

8:45 am      **Site Visit Team Executive Session 2**

9:00 am      **Break**

9:15 am      **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Ellyn Mulcahy, Assoc Prof & MPH Program Director Justin Kastner, Assoc Prof, Instructor in Food Safety/ Biosecurity & DMP 815 Instructor Robert Larson, Prof, Instructor in Infectious Diseases/ Zoonoses & MPH 754 Instructor	<i>Guiding statements – process of development and review?</i>
Ellyn Mulcahy, Assoc Prof & MPH Program Director Cindy Shuman, Director, Office of Educational Innovation and Evaluation Carol Shanklin, Dean, Graduate School	<i>Evaluation processes – how does program collect and use input/data?</i>
Ellyn Mulcahy, Assoc Prof & MPH Program Director Priscilla Roddy, Asst Dean for Administration and Finance Cindy Logan, Associate Professor/Librarian, Public Health disciplines, Academic Services	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? Budget – who develops and makes decisions?</i>
<b>Total participants: 7</b>	

10:15 am      **Break**

10:30 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Abbey Nutsch, Asst Prof & Instructor in Food Safety/ Biosecurity Ellyn Mulcahy, Assoc Prof & MPH Program Director Gina Besenyi, Asst Prof & instructor in PH Physical Activity Mark Haub, Dept Head, Food Nutrition Dietetics and Health Paige Adams, Research Asst Prof & Instructor in Infectious Diseases/Zoonoses Wei-Wen Hsu, Assoc Prof & MPH 701 Instructor Justin Kastner, Assoc Prof & Instructor in Food Safety/ Biosecurity & DMP 815 Instructor Mary McElroy, Prof & MPH 818 Instructor Jennifer Hanson, Assoc Prof & MPH 720 Instructor Derek Mosier, Dept. Head, Diagnostic Medicine & Pathobiol	<i>Foundational knowledge</i> <i>Foundational competencies – didactic coverage and assessment</i> <i>Concentration competencies – development, didactic coverage, and assessment</i>
<b>Total participants: 10</b>	

11:45 pm **Break & Lunch Set-up**

12:00 pm **Students**

Participants	Topics on which participants are prepared to answer team questions
Confirmed: Anna Kucera, DVM/IDZ Elena Aronson, PHN Emma Winkley, DVM/IDZ Ganesh Kumar, IDZ Heather Poole, IDZ Jamie Gallagher, PHPA Katheryne Kimmel, PHN Marie Armstrong, FSB Morgan Mitchiner, IDZ Patty McKenna, Cert/PHN Phutsadee Sanwisate, FSB Rebecca Tomasek, DVM/IDZ Ron Orchard, DVM/IDZ	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>

<b>Total participants: 15 max</b>
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1:15 pm      **Break**

1:30 pm      **Curriculum 2**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Ellyn Mulcahy, Assoc Prof & Program Director Annelise Nguyen, Assoc Prof Instructor in IDZ & MPH 802 Instructor Kate KuKanich, Assoc Prof & Instructor in IDZ Sara Rosenkranz, Asst Prof & Instructor in PH Nutrition Ric Rosenkranz, Assoc Prof & Instructor in PH Nutrition M.M. Chengappa , Prof & Instructor in IDZ	<i>Applied practice experiences</i> <i>Integrative learning experiences</i>
<b>Total participants: 5</b>	

2:30 pm      **Break**

2:45 pm      **Instructional Effectiveness**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Ellyn Mulcahy, Assoc Prof & MPH Program Director Emily Mailey, Assoc Prof & Instructor in PH Physical Activity Kate KuKanich, Assoc Prof & Instructor in IDZ Sara Rosenkranz, Asst Prof & Instructor in PH Nutrition Tanda Kidd, Prof, Extension Specialist, Assoc Dept Head, Depart of Food, Nutrition, Dietetics and Health Sandy Procter, Extension Specialist and Asst. Professor Justin Kastner, Assoc Prof & Instructor in FSB & DMP 815 Instructor Ric Rosenkranz, Assoc Prof & Instructor in PH Nutrition Derek Mosier, Dept. Head, Diagnostic Medicine & Pathobiol	<i>Currency in areas of instruction &amp; pedagogical methods</i> <i>Scholarship and integration in instruction</i> <i>Extramural service and integration in instruction</i> <i>Integration of practice perspectives</i> <i>Professional development of community</i>
<b>Total participants: 8</b>	

3:45 pm      **Break**

4:00 pm      **Stakeholder Feedback/Input**

Participants	Topics on which participants are prepared to answer team questions
<p>Elaine Johannes, Assoc Prof &amp; Extension Specialist, Family &amp; Youth Development  Jason Tiller, Director, Saline County Health Department  Jason Orr, Analyst, Kansas Health Institute (Alumnus)  Jennifer Green, Director, Riley County Health Department  Serina Taylor, Disease Investigator, Johnson County Dept of Health &amp; Environ (Alumnus)  Sheri Tubach, Director, Infectious Disease Epidemiology and Response section, Kansas Dept of Health and Environ (Alumnus)  Shari Tedford, Workforce Development &amp; Student Intern Coordinator, Johnson County Dept of Health &amp; Environ  Amie Cook, Epidemiologist, Bureau of Epidemiology and Public Health Informatics, Kansas Dept of Health and Environ (Alumnus)  Hayleigh Stanford, NE Area Supervisor, Meat and Poultry Inspection Program, Kansas Dept of Agriculture (Alumnus)  Cristi Cain, Director, Local Public Health Program , Accreditation Coordinator, Kansas Dept of Health and Environ  Ingrid Garrison, KS State Veterinarian, Kansas Dept of Health and Environ  Julie Gibbs, Director of Health Promotion, Lafene Health Center (Alumnus)  Ryan Bradburn, Enforcement, Investigations, and Analysis Officer, Office of Field Operations, Food Safety and Inspection Service, USDA (Alumnus)  Paul D. Benne, COL (Ret), US Army  Tarrie Crnic, Kansas Department of Agriculture (Alumnus)</p>	<p><i>Involvement in program evaluation &amp; assessment</i>  <i>Perceptions of current students &amp; program graduates</i>  <i>Perceptions of curricular effectiveness</i>  <i>Applied practice experiences</i>  <i>Integration of practice perspectives</i>  <i>Program delivery of professional development opportunities</i></p>
<b>Total participants: 16</b>	

5:00 pm      **Site Visit Team Executive Session 3**

5:45 pm      **Adjourn**

**Friday, March 22, 2019**

8:30 am      **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
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Charles S. Taber, Provost and Executive Vice President Ellyn Mulcahy, Assoc Prof & MPH Program Director Bonnie Rush, Interim Dean, College of Veterinary Medicine Carol Shanklin, Dean, Graduate School	<i>Program's position within larger institution</i> <i>Provision of program-level resources</i> <i>Institutional priorities</i>
<b>Total participants: 4</b>	

- 9:00 am      **Break**
- 9:15 am      **Site Visit Team Executive Session 4**
- 12:00 pm     **Site Visit Team Working Lunch**
- 1:00 pm      **Exit Briefing Location**
- 2:00 pm      **Team Departs**