

**K-State MPH Board of Directors Meeting  
Trotter Hall – 112 Trotter Hall (Dean’s Conference Room)  
Thursday, May 4, 2017 – 2:00 PM  
Minutes**

In attendance: Chakrabarti (Arts & Sciences); Beckham (Vet Med); Buckwalter (Human Ecology); Floros, (Agriculture); Mulcahy (MPH); Shanklin (Graduate School)

1. **Call to Order.** Dr. Mulcahy called the meeting to order at 2:00 PM. There was a quorum present.
2. **Approval of minutes from April 25, 2016** (meeting combined with Executive Council).
3. **Program Director’s Report** (Attachment 1) was reviewed and questions answered by Dr. Mulcahy.
4. **Comments and Discussion.**
  - **Status of MOUs** for Field Experience locations. We have been working on the Ft. Riley agreement now for over 2 years. Hopefully it will be resolved soon.
  - **Budgets.** Dean Buckwalter reminded us that his college supports PHN and PHPA students with assistantships. Currently, four MPH students in Public Health Nutrition and five MPH students in Public Health Physical Activity have assistantships/ scholarships. When preparing financial information for CEPH, remember to include all inputs as financial support of the program.
  - **Job placements.** Dean Beckham asked for a list of concurrent DVM/MPH students jobs after graduating. Students are tracked for up to 1 year after graduation to determine if they are working in the public health sector.

	More or Finish Ed	Fed Health	Int'l Health	Looking (includes recent grads)	Private Health	State or Local Health	Working in Ed	Non Health Private Practice or Other	Total Grads
Food Safety Biosecurity		4	1	2	1	1		1	11
Public Health Nutrition	11	1	2	2	5	8	1		32
Public Health Physical Activity	9	1		2	6	7			25
IDZ - Concurrent DVM/MPH	13	3		1	4			10	31
IDZ -Returning DVMs	3	4	4			3	2	7	25
IDZ Students	6	6	3	8	7	15	3	4	52
<b>Total</b>	<b>42</b>	<b>19</b>	<b>10</b>	<b>15</b>	<b>23</b>	<b>43</b>	<b>6</b>	<b>22</b>	<b>176</b>

- **Olathe Campus.** Working with Paige Adams and Sara Gragg to offer some MPH classes in Olathe. Courses do not conflict with KU courses. Olathe has a different fee structure than main campus. KU online tuition is similar to K-State’s, with K-State’s being a little higher depending on the college fee <https://registrar.ku.edu/comprehensive-fee-schedule-2016-17> .
- **OEIE Report.** General theme is that employers and students are happy with the training students are getting.

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5. **Other Items of Business** documented below for historical purposes.

o Student Update (as of 5/8/17):

<b>Emphasis Area</b>	<b>Continuing Students</b>	<b>Started AY 2017</b>	<b>Admitted for AY 2018</b>	<b>Marked Inactive*</b>	<b>Graduating Sp &amp; Su</b>
Certificate Only	20	13		1	N/A
Food Safety	7	2		1	2
Infectious Diseases	43	12	3	11	8
Public Health Nutrition	14	4	3	1	6
Public Health Physical Activity	12	8	1	1	0
Total	96	39	7	15	16

\*Reasons for being marked as inactive: K-State e-mail turned off and no other contact information, no response to repeated e-mails and phone calls, e-mailed MPH office saying they were going in a different direction, or not enrolled in any classes for the last 2 to 4 years.

o Spring/Summer 2017 list of students graduating (Attachment 2).

o Course and Curriculum Items:

- PHPA curriculum reviewed and updated. Approval effective Fall 2017 (Attachment 3).

- Curriculum updates for all emphasis areas effective Spring 2018) (Attachment 4):

-- Effective communication for all emphasis areas: AAI 801 Interdisciplinary Process (Olathe course).

--IDZ Grouping 2 Host response to pathogens/immunology: DMP 880 Problems in Pathobiology for topics, such as Zoonotic Pathogens in the Food Chain.

- Emphasis areas available at Olathe Campus.

--Food Safety/Biosecurity and Infectious Diseases/Zoonoses

--Limited course offerings and marketed to working professionals in the Kansas City Metro area (Veterinarians and those working in industries related to biosciences and biotechnology).

--These students will be advised as other MPH students, will take all of or the majority of their course work in Olathe and via Global Campus.

--Working on communications, recruitment with K-State Olathe.

- New Criteria for CEPH new criteria for CEPH <http://ceph.org/assets/2016.Criteria.pdf> (Attachment 5).

- Dr. Mulcahy is attending CEPH training for upcoming Accreditation. Training is scheduled for August 3 & 4, 2017, in Washington D.C. Dr. Beckham will attend with Dr. Mulcahy.

- MPH Office will start working on accreditation items after the training.

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- Must maintain a minimum of three primary faculty/emphasis area. (Attachment 6) Primary faculty spend 50% of their time in public health related activities (self-reported) and teach at least one course from the approved curriculum.
- CEPH self-study report due in Fall 2018; Site visit in Spring 2019.

○ Other.

6. **2016 OEIE Program Report.** (Attachment 7).
7. **Next Meeting.** TBA Spring, 2018 Semester
8. **Adjourn** at 2:45 PM.

## Attachment 1 – MPH Director’s Report

<h3 style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">New CEPH Criteria</h3> <ul style="list-style-type: none"> <li>New criteria released for next accreditation</li> <li>Self-study report due Fall 2018</li> <li>Site visit Spring 2019</li> <li>Several new criteria will require collection of new data, documentation</li> <li>Training conference August 3-4 2017</li> </ul> <p><a href="http://ceph.org/assets/2016.Criteria.pdf">http://ceph.org/assets/2016.Criteria.pdf</a></p>	<h3 style="margin-bottom: 10px;">Public Health Engagement &amp; Community Partner Synergy</h3> <ul style="list-style-type: none"> <li>Kansas Public Health Workforce group</li> <li>Kansas Academic Public Health Department group</li> <li>Strategic planning &amp; Advisory board for Riley County Health Department</li> <li>Flint Hills Wellness Coalition advisory board</li> <li>Manhattan Area Technical College advisory board (biotechnology, risk reduction)</li> <li>Extension (KSRE) - Policy, Systems, Environmental change and Health training</li> </ul>																														
<h3 style="text-align: center; margin-bottom: 10px;">Field Experience Sites</h3> <ul style="list-style-type: none"> <li>Students have gone to over 57 different field experience sites</li> <li>Every student must complete a field experience, either 180 hrs + thesis or 240 hrs.</li> </ul> <p><u>Visit/Connect</u></p> <ul style="list-style-type: none"> <li>Catholic Charities of Kansas</li> <li>Geary County Health Department</li> <li>Johnson County Health Department</li> <li>Kansas Department of Health and Environment</li> <li>KSU Engineering Extension</li> <li>KSU Environmental Health and Safety</li> <li>Lafene Student Health Center</li> <li>Pawnee Mental Health</li> <li>Riley County Health Department</li> <li>Saline County Health Department</li> <li>Tennessee Department of Health/Vanderbilt University Medical Center</li> <li>Wyandotte County Health Department</li> <li>Kansas City, Missouri Health Department</li> <li>Collaborating with International Programs for international &amp; One Health opportunities</li> <li>USDA, APHIS</li> </ul>	<h3 style="margin-bottom: 10px;">Public Health Week/Minority Health Month Activities</h3> <ul style="list-style-type: none"> <li>Apr 3-17: Public Health Awareness, students picked up magnets at the MPH Office (Trotter); Kinesiology Office (Natatorium) or Food, Nutrition, Dietetics &amp; Health Office (Justin) and posted on social media to represent Public Health #ksumph.</li> <li>April 6: <a href="#">BugAPalooza</a> at Wefald Pavilion in City Park sponsored by Riley County Health Department and the K-State MPH Program, 3:00 - 7:00 PM. Activities included: K-State Insect Zoo, Tdap Vaccinations, Poster Contest and "Build A Bug" contest for grade school children</li> <li>Poster Competition sponsored in cooperation with <a href="#">BioKansas</a>.</li> <li>April 12: <a href="#">Olathe Lecture by Dr. Mulcahy</a> "One Health and Public Health: An Update"</li> <li>April 18 &amp; 19: <a href="#">The APHA Region VII (MINK) 2017 Annual Meeting will be at the University of Kansas Edwards Campus</a> -- 1260 S Quivira Road, Overland Park</li> <li>April 20: co-hosted lecture with Hale Library – Dr. Renaisa Anthony from UNMC, Health Disparity and Health Equity for National Minority Health Month</li> <li>April 25-27: <a href="#">Kansas Governor's Public Health Conference</a> in Manhattan. MPH office paid for 5 MPH students to attend.</li> </ul>																														
<h3 style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">Proposals - fund MPH field experience</h3> <ul style="list-style-type: none"> <li>Kansas Health Foundation (KHF, funded); will fund up to 4 students for field experiences with Saline county health department, begin May 2017. PI.</li> <li>On the cutting edge: Testing the implementation of a foundational public health system in a rural, decentralized state. Public Health Center for Innovations' 21st Century Public Health Innovations Program. Submitted by The Kansas Association of Local Health Departments.</li> <li>Improving Health Equity in Riley County. Kansas Health Foundation. Submitted by the Flint Hills Wellness Coalition.</li> <li>Blue Cross Blue Shield (BCBS) Pathways Healthy Lifestyles grant. Submission by the Flint Hills Wellness Coalition.</li> </ul>	<h3 style="text-align: center; margin-bottom: 10px;">Current Core Course Scheduling</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th>Fall 17</th> <th>Spring 18</th> <th>Summer 17</th> </tr> </thead> <tbody> <tr> <td>Fundamental Methods of Biostatistics</td> <td>MPH 701</td> <td>on campus</td> <td>online</td> <td></td> </tr> <tr> <td>Environmental Health</td> <td>MPH 802</td> <td>on campus</td> <td></td> <td></td> </tr> <tr> <td>Introduction to Epidemiology</td> <td>MPH 754</td> <td>online</td> <td></td> <td></td> </tr> <tr> <td>Administration of Health Care Organizations</td> <td>MPH 720</td> <td>online</td> <td>on campus</td> <td>online</td> </tr> <tr> <td>Social and Behavioral Bases of Public Health</td> <td>MPH 818</td> <td></td> <td>online</td> <td></td> </tr> </tbody> </table>			Fall 17	Spring 18	Summer 17	Fundamental Methods of Biostatistics	MPH 701	on campus	online		Environmental Health	MPH 802	on campus			Introduction to Epidemiology	MPH 754	online			Administration of Health Care Organizations	MPH 720	online	on campus	online	Social and Behavioral Bases of Public Health	MPH 818		online	
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## Attachment 2 – Spring/Summer 2017 MPH Graduates

Ct	MPH Student	Start	Yrs in Prog	Major Professor	Committee	Area	Defense Schedule
1	Passauer, Hayleigh	9/1/2015	1.7	Nutsch	Kastner, Nguyen	FSB	<b>April 10 @ 9:30 AM, Coles Hall Rm 343 -- Field Experience at the Saline County Health Department</b>
2	Boline, Sarah	9/1/2015	1.7	Nutsch	Kastner, Nguyen	FSB	<b>April 12 @ 8:00 AM, Coles Hall Rm 343 -- Comparison of Salmonella and Shiga Toxin-producing Escherichia coli Outbreak Investigation Interviews Measuring Completeness and Timeliness from January 2016-July 2016.</b>
3	Johnson, Eugene	9/1/2015	1.7	Larson	Kastner, Adams	IDZ	<b>April 4 @ 1:00 PM, Mosier Hall Rm N202 -- Field Experience Report</b>
4	Larson, Diane	1/1/2016	1.4	Mulcahy	Hamilton, Mur	IDZ	<b>April 5 @ 9:00 AM, Coles Hall Rm 343 -- Biosecurity and Zoonotic Disease Risk at Livestock Exhibition Events</b>
5	Jobman, Erin	1/1/2015	2.4	Ganta	Kastner, Mulcahy	IDZ	<b>April 7 @ 1:30 PM, Trotter Hall Rm 104 C -- The role of conservation in public health</b>
6	Bean, Deidre	9/1/2014	2.7	Nguyen	Mur, Moore	IDZ	<b>April 13 @ 9:00 AM, Mosier Hall Rm N202 -- Preliminary Survey of Childhood Lead Poisoning through Spice and Home Remedy Use in Raleigh, North Carolina</b>
7	Cepeda, Ileana	9/1/2015	1.7	Hsu	Narayanan, Mulcahy	IDZ	<b>April 13 @ 1:00 PM, Coles Hall Rm 235 -- Early Detection of Alzheimer's Disease in Military Population &amp; Public Health Field Experience: HIV Prevention Using Pre-Exposure Prophylaxis</b>
8	Aguirre Rojas, Marisol	9/1/2013	3.7	KuKanich	Muturi, Kastner	IDZ	<b>April 14 @ 3:30 PM, Trotter Hall Rm 112 -- Field Experience Report at Juntos Centre For Advancing Latino Health</b>
9	Davis, Bailey	1/1/2013	4.4	Larson	Renberg, Narayanan	IDZ	<b>April 19 @ 1:00 PM, Mosier Hall Rm 223 -- Aligning public health and shelter medicine: The connection between a Veterinarian and the public</b>
10	Kapaldo, Nathaniel	1/1/2015	2.4	Cohnstaedt	Dryden, Cernicchiaro, Carpenter	IDZ	<b>May 5 @ 9:00 AM, Mosier Hall Rm E-107 -- Developing a mosquito surveillance protocol within a zoological park: A pilot study</b>
11	Bonilla, Emily	1/1/2015	1.9	Procter	Rosenkranz, Peters	PHN	<b>December 2 @ 10:30 AM, Justin Hall Rm 167 -- Community Needs Assessments in Collaboration with Public Health</b>
12	Sperry, Emily	9/1/2013	3.7	Rosenkranz	Rosenkranz, Yarrow, Haub	PHN	<b>March 29 @ 1:00 PM, Justin Hall Rm 166 -- Educating Riley County Seniors in Basic Nutrition</b>
13	Brenes, Priscilla	9/1/2013	3.7	Haub	Higgins, Doll	PHN	<b>April 5 @ 1:30 AM, Justin Hall Rm 166 -- Evaluation of a printed newsletter tailored to grandparent caregivers in Kansas</b>
14	Frans, Nike	9/1/2015	1.7	Procter	Kidd, Haub	PHN	<b>April 7 @ 10:00 AM, Justin Hall Rm 115 -- Development of Cooking Skills Measurement</b>
15	Byquist, Bridget	9/1/2012	4.7	Rosenkranz, S	Rosenkranz, Linshield	PHN	<b>April 11 @ 1:00 PM, Justin Hall Rm 122 -- Field Experience at the Saline County Health Department</b>
16	Gehle, Alyssa	9/1/2015	1.7	Kidd	Procter, Muturi	PHN	<b>April 14 @ 1:00 PM, Justin Hall Rm 166 -- Technology and Social Media in Nutrition Education</b>
	<b>Average yrs in prog</b>		<b>2.5</b>				

## Attachment 3 – PPHA Curriculum Update – Effective Fall 2017

### Summary of PPHA Course and Curriculum Changes

**Rationale:** Review of curriculum for **Public Health Physical Activity** emphasis area (as required by our accrediting agency) revealed some courses that are no long available or being taught, some courses needed to be moved to a different competency grouping and the selection of elective courses needed to be updated.

Strike through the deleted courses or wording within the curriculum description or admission criteria.

Underline new courses, edited version of the curriculum description or admission criteria.

<p><b>Public Health Physical Activity</b>  <b>Required courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>• KIN 610 - Program Planning and Evaluation <b>Credits:</b> (3)</li> <li>• KIN 612 - Policy, Built Environment and Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits:</b> (3)</li> </ul> <p><b>7-10 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• KIN 600 - Interpersonal Aspects of Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 601 - Cardiorespiratory Exercise Physiology <b>Credits:</b> (3)</li> <li>• KIN 602 - Social Structural Determinants of Physical Activity <b>Credits:</b> (3)</li> <li>• <del>KIN 603 - Cardiovascular Exercise Physiology <b>Credits:</b> (3)</del></li> <li>• KIN 606 - Topics in the Behavioral Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• <del>KIN 607 - Muscle Exercise Physiology <b>Credits:</b> (3)</del></li> <li>• <del>KIN 609 - Environmental Physiology <b>Credits:</b> (3)</del></li> <li>• KIN 614 - Physical Activity Behavior Settings: Youth Sport to Senior Centers <b>Credits:</b> (3)</li> <li>• KIN 625 - Exercise Testing and Prescription <b>Credits:</b> (3)</li> <li>• KIN 635 - Nutrition and Exercise <b>Credits:</b> (3)</li> <li>• KIN 655 - Individual Physical Activity Promotion <b>Credits:</b> (3)</li> <li>• <del>KIN 657 - Therapeutic Use of Exercise in the Treatment of Disease <b>Credits:</b> (3)</del></li> <li>• KIN 797 - Topics in Public Health Physical Activity Behavior <b>Credits:</b> (3)</li> <li>• <del>KIN 808 - Social Epidemiology of Physical Activity <b>Credits:</b> (3)</del></li> <li>• KIN 815 - Research Methods in Kinesiology <b>Credits:</b> (3)</li> <li>• KIN 851 - Topics in the Physiological Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• KIN 852 - Topics in the Behavioral Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• MC 750 - Strategic Health Communication <b>Credits:</b> 3</li> <li>• STAT 705 - Regression and Analysis of Variance <b>Credits:</b> 3</li> <li>• STAT 710 - Sample Survey Methods <b>Credits:</b> 3</li> <li>• STAT 716 - Nonparametric Statistics <b>Credits:</b> 3</li> <li>• STAT 717 - Categorical Data Analysis <b>Credits:</b> 3</li> <li>• STAT 720 - Design of Experiments <b>Credits:</b> 3</li> <li>• STAT 725 - Introduction to the SAS Computing <b>Credits:</b> 1</li> <li>• STAT 730 - Multivariate Statistical Methods <b>Credits:</b> 3</li> </ul>	<p><b>Public Health Physical Activity</b>  <b>Required courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>• KIN 610 - Program Planning and Evaluation <b>Credits:</b> (3)</li> <li>• KIN 612 - Policy, Built Environment and Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits:</b> (3)</li> </ul> <p><b>7-10 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• KIN 600 - Interpersonal Aspects of Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 601 - Cardiorespiratory Exercise Physiology <b>Credits:</b> (3)</li> <li>• KIN 602 - Social Structural Determinants of Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 606 - Topics in the Behavioral Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• KIN 614 - Physical Activity Behavior Settings: Youth Sport to Senior Centers <b>Credits:</b> (3)</li> <li>• KIN 625 - Exercise Testing and Prescription <b>Credits:</b> (3)</li> <li>• KIN 635 - Nutrition and Exercise <b>Credits:</b> (3)</li> <li>• KIN 655 - Individual Physical Activity Promotion <b>Credits:</b> (3)</li> <li>• KIN 797 - Topics in Public Health Physical Activity Behavior <b>Credits:</b> (3)</li> <li>• KIN 815 - Research Methods in Kinesiology <b>Credits:</b> (3)</li> <li>• KIN 851 - Topics in the Physiological Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• KIN 852 - Topics in the Behavioral Basis of Kinesiology <b>Credits:</b> (1-3)</li> <li>• <u>KIN 896 – Independent Study (instructor permission required <b>Credits:</b> (1-3))</u></li> <li>• <u>FNDH 600 – Public Health Nutrition <b>Credits:</b> (3)</u></li> <li>• <u>FNDH 844 – Nutritional Epidemiology <b>Credits:</b> (3)</u></li> <li>• MC 750 - Strategic Health Communication <b>Credits:</b> 3</li> <li>• <u>SOC 541 – Wealth, Power &amp; Privilege <b>Credits:</b> (3)</u></li> <li>• <u>SOC 545 – Sociology of Women <b>Credits:</b> (3)</u></li> <li>• <u>SOC 570 – Race and Ethnic Relations in the United States <b>Credits:</b> (3)</u></li> <li>• STAT 705 - Regression and Analysis of Variance <b>Credits:</b> 3</li> <li>• STAT 710 - Sample Survey Methods <b>Credits:</b> 3</li> <li>• STAT 716 - Nonparametric Statistics <b>Credits:</b> 3</li> <li>• STAT 717 - Categorical Data Analysis <b>Credits:</b> 3</li> <li>• STAT 720 - Design of Experiments <b>Credits:</b> 3</li> <li>• STAT 725 - Introduction to the SAS Computing <b>Credits:</b> 1</li> <li>• STAT 730 - Multivariate Statistical Methods <b>Credits:</b> 3</li> </ul>
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## Attachment 4 – Other Curriculum Update – Effective Spring 2018

### Summary of Other MPH Course and Curriculum Changes

**Rationale:** Review of curriculum for all emphasis areas indicates a need for an additional course that fulfills the communication competency. Dr. Kastner approved the use of his course (AAI 801 – Interdisciplinary Process) that originates from K-State Olathe and is available online for students on other campuses ([AAI = Applied and Interdisciplinary Studies](#)).

Additionally, a problems course (DMP 880 – Problems in Pathobiology) for the Infectious Diseases/Zoonoses emphasis area needs to be added to the list of classes.

**Food Safety/Biosecurity update below:**

**Food Safety and Biosecurity**

**Required courses (4 credit hours):**

- FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security **Credits: 2**
- FDSCI 731 - Food Protection and Defense–Essential Concepts **Credits: 2**

**Minimum 6 credit hours from the following:**

- DMP 855 - Disease Detection, Surveillance and Risk Assessment **Credits: 3**
- FDSCI 600 - Food Microbiology **Credits: 2**
- FDSCI 690 - Principles of HACCP and HARPC **Credits: 3**
- FDSCI 750 - Food Toxicants **Credits: 2**
- FDSCI 753 - Risk Assessment for Food, Ag, & Vet Med **Credits: 3**
- FDSCI 791 - Advanced Application of HACCP Principles **Credits: 3**

**Minimum 2 credit hours from the following:**

- DMP 816 - Trade and Agricultural Health **Credits: 2**
- DMP 844 - Global Health Issues **Credits: 3**

**Minimum 3 credit hours from the following:**

- [AAI 801 – Interdisciplinary Process Credits: 3](#)
- DMP 815 - Multidisciplinary Thought and Presentation **Credits: 3**
- MC 750 - Strategic Health Communication **Credits: 3**
- MC 760 - Communication and Risk **Credits: 3**

**Select remaining courses needed (0-7 credit hours) from any of the courses listed above or from the following:**

- DMP 710 - Introduction to One Health **Credits: 2**
- DMP 806 - Environmental Toxicology **Credits: 2**
- DMP 880 - Problems in Pathobiology (MS) **Credits: 1-6**
- DMP 888 - Globalization, Cooperation, & the Food Trade **Credits: 1**
- FDSCI 601 - Food Microbiology Lab **Credits: 2**
- FDSCI 695 - Quality Assurance of Food Products **Credits: 3**
- FDSCI 751 - Food Laws and the Regulatory Process **Credits: 2**
- FDSCI 820 - Advanced Food Microbiology & Biotechnology **Credits: 2**
- STAT 705 - Regression and Analysis of Variance **Credits: 3**

**Infectious Diseases/Zoonoses update below:**

**Infectious Diseases and Zoonoses**

**6-7 credit hours from the following:**

- ASI 540 - Principles of Animal Disease Control **Credits: 3**
- BIOL 530 - Pathogenic Microbiology **Credits: 3**
- BIOL 545 - Human Parasitology **Credits: 3**
- BIOL 546 - Human Parasitology Laboratory **Credits: 1**
- BIOL 604 - Biology of the Fungi **Credits: 3**
- BIOL 675 - Genetics of Microorganisms **Credits: 3**
- BIOL 687 - Microbial Ecology **Credits: 3**
- BIOL 730 - General Virology **Credits: 3**
- DMP 712 - Veterinary Bacteriology & Mycology - Lecture **Credits: 3**
- DMP 718 - Veterinary Parasitology **Credits: 4**
- DMP 722 - Veterinary Virology **Credits: 3**
- DMP 860 - Pathogenic Mechanisms **Credits: 3**

**3-4 credit hours from the following:**

- BIOL 670 - Immunology **Credits: 4**
- DMP 705 - Principles of Veterinary Immunology **Credits: 2**
- DMP 850 - Immunology of Domestic Animals **Credits: 3**
- [DMP 880 – Problems in Pathobiology Credits: 1-6](#)

**3-6 credit hours from the following:**

- BIOL 529 - Fundamentals of Ecology **Credits: 3**
- DMP 710 - Introduction to One Health **Credits: 2**
- DMP 770 - Emerging Diseases **Credits: 3**
- DMP 801 - Toxicology **Credits: 2**
- DMP 806 - Environmental Toxicology **Credits: 2**
- DMP 816 - Trade and Agricultural Health **Credits: 2**
- DMP 844 - Global Health Issues **Credits: 3**
- DMP 888 - Globalization, Cooperation, & the Food Trade **Credits: 1**
- ENTOM 849 - Biology of Disease Vectors of Human and Veterinary Importance **Credits: 3**
- FDSCI 690 - Principles of HACCP and HARPC **Credits: 3**
- FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security **Credits: 2**
- FDSCI 731 - Food Protection and Defense–Essential Concepts **Credits: 2**
- GEOG 508 - Geographic Information Systems I **Credits: 4**
- GEOG 608 - Geographic Information Systems II **Credits: 3**

**3-6 credit hours from the following:**

- DMP 753 - Veterinary Public Health **Credits: 2**

## Attachment 4 – Other Curriculum Update – Effective Spring 2018

	<ul style="list-style-type: none"> <li>• DMP 830 - Quantitative Analysis in Food Production Veterinary Medicine <b>Credits: 3</b></li> <li>• DMP 854 - Intermediate Epidemiology <b>Credits: 3</b></li> <li>• DMP 855 - Disease Detection, Surveillance and Risk Assessment <b>Credits: 3</b></li> <li>• DMP 871 - Molecular Diagnostics of Infectious Diseases <b>Credits: 3</b></li> <li>• DMP 954 - Advanced Epidemiology <b>Credits: 4</b></li> <li>• STAT 705 - Regression and Analysis of Variance <b>Credits: 3</b></li> <li>• STAT 716 - Nonparametric Statistics <b>Credits: 3</b></li> <li>• STAT 717 - Categorical Data Analysis <b>Credits: 3</b></li> <li>• STAT 720 - Design of Experiments <b>Credits: 3</b></li> <li>• STAT 730 - Multivariate Statistical Methods <b>Credits: 3</b></li> </ul> <p><b>3 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">AAI 801 – Interdisciplinary Process Credits: 3</a></li> <li>• DMP 815 - Multidisciplinary Thought and Presentation <b>Credits: 3</b></li> <li>• MC 750 - Strategic Health Communication <b>Credits: 3</b></li> <li>• MC 760 - Communication and Risk <b>Credits: 3</b></li> </ul> <p><b>Select remaining courses needed (0-4 hours) from any of the courses listed above</b></p>
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### Public Health Nutrition update below:

### Public Health Physical Activity update below:

<p><b>Public Health Nutrition</b></p> <p><b>Required courses (10 credit hours):</b></p> <ul style="list-style-type: none"> <li>• FNDH 600 - Public Health Nutrition <b>Credits: 3</b></li> <li>• FNDH 820 - Functional Foods for Chronic Disease Prevention <b>Credits: 3</b></li> <li>• FNDH 844 - Nutritional Epidemiology <b>Credits: 3</b></li> <li>• FNDH 880 - Graduate Seminar in Human Nutrition <b>Credits: 1</b></li> </ul> <p><b>6-11 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• FNDH 620 - Nutrient Metabolism <b>Credits: 3</b></li> <li>• FNDH 631 - Clinical Nutrition I <b>Credits: 3</b></li> <li>• FNDH 632 - Clinical Nutrition II <b>Credits: 3</b></li> <li>• FNDH 635 - Nutrition and Exercise <b>Credits: 3</b></li> <li>• FNDH 700 - Global Health and Nutrition <b>Credits: 3</b></li> <li>• FNDH 718 - Physical Health and Aging <b>Credits: 3</b></li> <li>• FNDH 726 - Nutrition and Wellness <b>Credits: 3</b></li> <li>• FNDH 735 - Advanced Energy Balance <b>Credits: 3</b></li> <li>• FNDH 780 - Problems in Human Nutrition <b>Credits: 1-18</b></li> <li>• FNDH 782 - Topics in Human Nutrition <b>Credits: 1-3</b></li> <li>• FNDH 800 - Nutrition Education and Communication <b>Credits: 3</b></li> <li>• FNDH 810 - Advanced Macronutrient Metabolism <b>Credits: 5</b></li> <li>• FNDH 812 - Advanced Micronutrient Metabolism <b>Credits: 3</b></li> <li>• FNDH 841 - Consumer Research - Fundamentals <b>Credits: 1</b></li> <li>• FNDH 862 - Maternal and Child Nutrition <b>Credits: 3</b></li> <li>• FNDH 891 - Environmental Scanning and Analysis of Current Issues in Dietetics <b>Credits: 3</b></li> </ul> <p><b>3-9 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">AAI 801 – Interdisciplinary Process Credits: 3</a></li> </ul>	<p><b>Public Health Physical Activity</b></p> <p><b>Required courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>• KIN 610 - Program Planning and Evaluation <b>Credits: (3)</b></li> <li>• KIN 612 - Policy, Built Environment and Physical Activity <b>Credits: (3)</b></li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits: (3)</b></li> </ul> <p><b>7-10 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">AAI 801 – Interdisciplinary Process Credits: 3</a></li> <li>• KIN 600 - Interpersonal Aspects of Physical Activity <b>Credits: (3)</b></li> <li>• KIN 601 - Cardiorespiratory Exercise Physiology <b>Credits: (3)</b></li> <li>• KIN 602 - Social Structural Determinants of Physical Activity <b>Credits: (3)</b></li> <li>• KIN 606 - Topics in the Behavioral Basis of Kinesiology <b>Credits: (1-3)</b></li> <li>• KIN 614 - Physical Activity Behavior Settings: Youth Sport to Senior Centers <b>Credits: (3)</b></li> <li>• KIN 625 - Exercise Testing and Prescription <b>Credits: (3)</b></li> <li>• KIN 635 - Nutrition and Exercise <b>Credits: (3)</b></li> <li>• KIN 655 - Individual Physical Activity Promotion <b>Credits: (3)</b></li> <li>• KIN 797 - Topics in Public Health Physical Activity Behavior <b>Credits: (3)</b></li> <li>• KIN 815 - Research Methods in Kinesiology <b>Credits: (3)</b></li> <li>• KIN 851 - Topics in the Physiological Basis of Kinesiology <b>Credits: (1-3)</b></li> <li>• KIN 852 - Topics in the Behavioral Basis of Kinesiology <b>Credits: (1-3)</b></li> <li>• KIN 896 – Independent Study (instructor permission required) <b>Credits (1-3)</b></li> <li>• FNDH 600 – Public Health Nutrition <b>Credits: (3)</b></li> <li>• FNDH 844 – Nutritional Epidemiology <b>Credits: (3)</b></li> <li>• MC 750 - Strategic Health Communication <b>Credits: 3</b></li> <li>• SOC 541 – Wealth, Power &amp; Privilege <b>Credits: (3)</b></li> </ul>
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## Attachment 4 – Other Curriculum Update – Effective Spring 2018

<ul style="list-style-type: none"> <li>• FSHS 714 - Program Design, Evaluation, and Implementation <b>Credits: 3</b></li> <li>• KIN 610 - Program Planning and Evaluation <b>Credits: 3</b></li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits: 3</b></li> <li>• MC 750 - Strategic Health Communication <b>Credits: 3</b></li> <li>• MC 760 - Communication and Risk <b>Credits: 3</b></li> <li>• PSYCH 518 - Introduction to Health Psychology <b>Credits: 3</b></li> <li>• SOCIO 541 - Wealth, Power, and Privilege <b>Credits: 3</b></li> <li>• SOCIO 570 - Race and Ethnic Relations in the USA <b>Credits: 3</b></li> <li>• STAT 705 - Regression and Analysis of Variance <b>Credits: 3</b></li> <li>• STAT 710 - Sample Survey Methods <b>Credits: 3</b></li> <li>• STAT 713 - Applied Linear Statistical Models <b>Credits: 3</b></li> <li>• STAT 716 - Nonparametric Statistics <b>Credits: 3</b></li> <li>• STAT 717 - Categorical Data Analysis <b>Credits: 3</b></li> <li>• STAT 720 - Design of Experiments <b>Credits: 3</b></li> <li>• STAT 725 - Introduction to the SAS Computing <b>Credits: 1</b></li> <li>• STAT 730 – Multivariate Statistical Methods <b>Credits: 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• SOC 545 – Sociology of Women <b>Credits: (3)</b></li> <li>• SOC 570 – Race and Ethnic Relations in the United States <b>Credits: (3)</b></li> <li>• STAT 705 - Regression and Analysis of Variance <b>Credits: 3</b></li> <li>• STAT 710 - Sample Survey Methods <b>Credits: 3</b></li> <li>• STAT 716 - Nonparametric Statistics <b>Credits: 3</b></li> <li>• STAT 717 - Categorical Data Analysis <b>Credits: 3</b></li> <li>• STAT 720 - Design of Experiments <b>Credits: 3</b></li> <li>• STAT 725 - Introduction to the SAS Computing <b>Credits: 1</b></li> <li>• STAT 730 – Multivariate Statistical Methods <b>Credits: 3</b></li> </ul>
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## Attachment 5 – New CEPH Criteria

### D5. MPH Applied Practice Experiences

Competencies Addressed	Applied Activities	Mode of Completion	Assessment Method
At least 5 competencies (3 must be foundational)	<ul style="list-style-type: none"> <li>Internships</li> <li>Community-based course activities</li> <li>Co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Individual or group based</li> <li>Discrete experience or completed across course of study</li> <li>Non-academic setting</li> <li>Credit or non-credit bearing</li> </ul>	Student portfolio with at least 2 products

### D5. Required Documentation

#### Document Request 1

- Use Template D5-1 to index at least 5 competencies to a required opportunity for application in a practice setting

#### Document Request 2

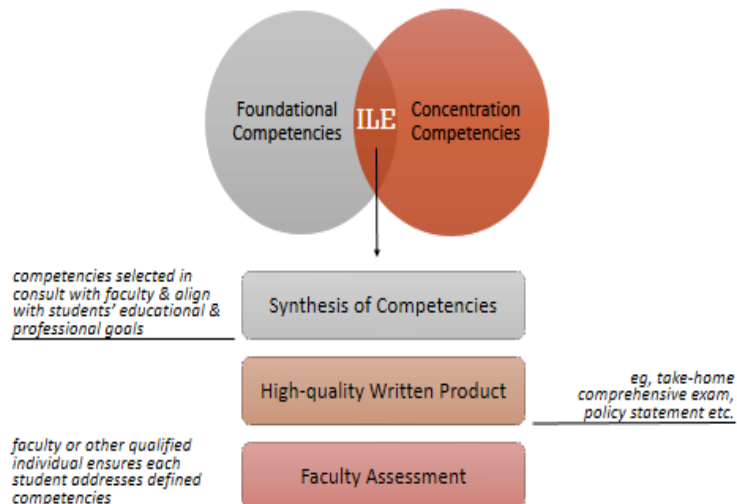
- Provide documentation of the requirements for the applied learning experience (eg, syllabus, handbook, etc.)

#### Document Request 3

- For each concentration provide samples of practice-related materials that demonstrate competencies from at least 5 students in the last 3 years

2

### D7. MPH Integrative Learning Experience



### D7. Required Documentation

#### Document Request 1

- In Template D7-1 list the integrative learning experience for each concentration and explain how demonstration of competency synthesis is ensured

#### Document Request 2

- Summarize the process, expectations and assessment for each experience

#### Document Request 3

- Provide documentation that communicates experience policies and procedures to students (ie, syllabus and/or handbook)

#### Document Request 4

- Provide documentation of methods used by faculty or other qualified individual to assess students' demonstration of the selected competencies

#### Document Request 5

- For each concentration provide at least 5 graded samples (or 10%) of deliverables submitted in the last 3 years

## Attachment 6 – MPH Primary Faculty

### Food Safety/Biosecurity

<b>Gragg, Sara</b>	(Assistant Professor of Food Science) BS 2006, University of Nebraska at Lincoln; MS 2008, PhD 2012, Texas Tech University. (Graduate Faculty Department: Animal Sciences and Industry)
<b>Kastner, Justin</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) BS 1998 Kansas State University; MSc 2000 London South Bank University, United Kingdom; PhD 2003 University of Guelph, Canada. (Graduate Faculty Department: Pathobiology)
<b>Nutsch, Abbey</b>	(Assistant Professor of Animal Sciences and Food Science Institute) BS 1994, Ph.D. 1998 Kansas State University. (Graduate Faculty Department: Animal Sciences and Industry)
<b>van der Merwe, Deon</b>	(Assistant Professor of Diagnostic Medicine/Pathobiology) BVSc 1994, BSc 1998, MSc 2000, University of Pretoria, South Africa; PhD 2005, North Carolina State University. (Graduate Faculty Department: Pathobiology)

### Infectious Diseases/Zoonoses

<b>Cernicchiaro, Natalia</b>	(Research Assistant Professor of Diagnostic Medicine and Pathobiology) BS 1994 and DVM 2003, University of Uruguay; MS 2006, University of Minnesota; PhD 2010, University of Guelph. (Graduate Faculty Department: Pathobiology)
<b>Nguyen, Annelise</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) BS 1996, Ph.D. 2001, Texas A&M University; Postdoc 2001-2004, MBA 2007, Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Renter, David G.</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) BS 1994, University of Nebraska-Kearney; DVM 1998, PhD 2002, Kansas State University. (Graduate Faculty Department: Pathobiology)

### Public Health Nutrition

<b>Hanson, Jennifer A.</b>	(Assistant Professor of Hospitality Management and Dietetics) BS 1989, University of Minnesota; MS 2000, University of Nevada, Reno; PhD 2011, Kansas State University. (Graduate Faculty Department: Hospitality Management and Dietetics)
<b>Haub, Mark D.</b>	(Professor of Human Nutrition, Gerontology) BA 1992, Fort Hays State University; MS 1996, PhD 1998, University of Kansas. (Graduate Faculty Department: Human Nutrition)
<b>Rosenkranz, Richard</b>	(Associate Professor in Human Nutrition) BA 1993, University of Kansas; MA 1996, University of North Dakota; MS 2001, PhD 2008, Kansas State University. (Graduate Faculty Department: Human Nutrition)
<b>Rosenkranz, Sara</b>	(Assistant Professor in Human Nutrition) BA 1993, University of Kansas; MS 2001, PhD 2010, Kansas State University. (Graduate Faculty Department: Human Nutrition)
<b>Wang, Weiqun (George)</b>	(Professor of Human Nutrition) BS 1983, PhD 1990 Nanjing University; Post-doc 1992, University of Hawaii. (Graduate Faculty Department: Human Nutrition)

### Public Health Physical Activity

<b>Heinrich, Katie</b>	(Associate Professor of Kinesiology) BS 1999, Graceland University; MA 2001, Ph.D. 2004, University of Missouri-Kansas City. (Graduate Faculty Department: Kinesiology)
<b>Irwin, Brandon</b>	(Assistant Professor of Kinesiology) BS 2004, Colby College; MS 2008, Springfield College; PhD 2012, Michigan State University. (Graduate Faculty Department: Kinesiology)
<b>Mailey, Emiley</b>	(Assistant Professor of Kinesiology) BA 2005, St. Olaf College; MS 2007, Ball State University; PhD 2012, University of Illinois at Urbana. (Graduate Faculty Department: Kinesiology)
<b>McElroy, Mary</b>	(Professor of Kinesiology; Ancillary, Human Nutrition; Women's Studies) BA 1974, Queens College, New York; MA 1975, Ohio State University; PhD 1978, University of Maryland. (Graduate Faculty Department: Kinesiology)

# Attachment 7 – 2016 Annual Summary Report

## Kansas State University Master of Public Health Program

### 2016 Feedback

#### Summary Highlights

Since 2010, the Master of Public Health (MPH) program at Kansas State University has collected evaluative feedback from students, preceptors, employers and alumni, on a regular cycle. Through these efforts, the MPH staff compile input to make data-driven decisions about the program. In the 2016 calendar year, seven surveys were used to assess the MPH program. Descriptive analyses and qualitative content analyses were conducted on responses provided to survey items and open-ended questions, respectively. Highlights from the analyses are provided below:

#### Student Feedback

- When assessing the program in general, students gave favorable ratings overall. Students gave favorable ratings to their academic advisors and faculty.
- When asked what the most important factors for choosing an MPH program were, students mainly endorsed curriculum, accreditation status of the program, and class schedule/flexibility.
- Students mentioned that they generally agreed that instruction in the MPH program was appropriately rigorous. It was specifically indicated that the program was keeping pace with developments in the public health field, was intellectually challenging, and had high academic standards set by the faculty.
- The field experience was one of the highlights of the program. Students felt that they were able to apply their public health knowledge and skills, that they benefitted the organization with which they worked, and that the MPH program had adequately prepared them for the experience.
- Students identified some challenges that they faced in the program. These challenges ranged from time management and scheduling to issues with courses and in some cases with faculty/advising.
- Students provided some recommendations suggesting providing more opportunities in the form of assistantships, as well as more research opportunities. It was also suggested that more discussion about field experience requirements, specifically providing guidelines/checklists for timelines and deadlines.
- When given the opportunity to share any final comments about their experiences with the MPH program many students from the mid- and exit surveys highlighted positive aspects of the program. One of the quotes provided by the students include. *“The field experience was most helpful in building my workplace skills. Because I had primarily been a student I had never worked in a ‘professional setting’ before. This experience helped me learn how the state health department works as well as learning about their importance as a resource in the state”.*

#### Preceptor Feedback

- In general, the preceptors were very pleased with the students’ performance in their field experiences. Some did note, however, that students were not always prepared for placement. For example, one preceptor shared, *“The advisor should meet with the point person of the field experience before the experience begins and at mid-point. This would help clarify the expectations placed on the student from both parties.”* Preceptors also explained the value of the field experience, *“The most valuable aspect for a public health field experience is experience in the networking, implementation, and observation of how public health is lived out in the real world”.*

#### Employer Feedback

- Employers generally agree that employees in their organization who possess an MPH degree from K-State have a broad knowledge and skill base related to public health. Additionally, employers generally agree that employees with an MPH are better prepared to work in their organization than other employees.
- The most important area of study in the employers’ opinion was epidemiology and the least important was social and behavioral sciences. They also believed that the employees who had an MPH degree were well prepared and competitive in their work performance.
- Employers did recommend including topics and practical experiences in the MPH program that focused on financial knowledge, business management skills, as well as courses in statistics, and building students’ capacity to work with the county, local and state government.

## Attachment 7 – 2016 Annual Summary Report

### Alumni Feedback

- The alumni who responded indicated that they were generally satisfied with the program.
- All alumni respondents reported that the MPH program prepared them adequately for their careers. When asked to rate specific aspects of the program, they indicated that they were most satisfied with the quality of instruction by faculty and accessibility of faculty.
- The majority of alumni respondents recommended that the MPH program include more statistical and administrative courses. They also expressed the need for more experiences with real world opportunities, specifically having more project based learning and exposure to the public health system. Overall, alumni were satisfied with the program and said that they would recommend the program to others.

# Attachment 7 – 2016 Annual Summary Report

## Master of Public Health 2016 Annual Survey Summary

### Introduction

The Master of Public Health (MPH) program at Kansas State University has worked with the Office of Educational Innovation and Evaluation (OEIE) since 2010 to collect evaluative feedback on the program. Over this time, OEIE has collaborated with the MPH director and faculty to develop a variety of survey instruments to gather data from students, preceptors, employers and alumni. Currently, the MPH program administers these surveys on a planned rotation to minimize requests for response from a particular group, while ensuring that the program receives on-going feedback.

By continuing to administer these surveys on a regular cycle, the MPH staff can monitor feedback from students, preceptors, employers and alumni to make data-driven decisions about the program. These efforts may be helpful in documenting processes and outcomes as required by the university, the Kansas Board of Regents, and the Council on Education for Public Health

### Data Collected

The following table summarizes the surveys reported in the 2016 calendar year:

Data Collection Instruments	Date Range of the Data Collection	N
Student Entrance Survey	Fall 2016	26
Student Mid-Program Survey	Fall 2016	14
Student Field Experience Survey	Spring 2016 to Fall 2016	18
Student Exit Survey	Summer 2016 to Fall 2016	9
Preceptor Evaluation	Spring 2016 to Fall 2016	15
Employer Survey	Summer 2016	36
Alumni Survey	Fall 2016	9

As can be seen in the table above, seven surveys were used to assess the MPH program from the perspective of students (at four different time points), preceptors, employers, and alumni. The four student surveys assessed:

- important factors when choosing an MPH program,
- expected outcomes of the program,
- perceived value of specific core areas of study,
- experience with field work,
- experience with research,
- level of support received from faculty, and
- suggestions for improvements to the program.

The Preceptor Evaluation survey assessed additional information about the students' preparedness and performance in their field experiences while the Alumni survey provides information about post-graduation career success.

This report provides a summary of the 2016 MPH program surveys. A longitudinal analysis examining changes in the program over time will be discussed in a separate, more comprehensive report to be delivered in summer 2017.

### Analysis

OEIE conducted descriptive analyses of responses provided to the multiple-choice survey items. Qualitative content analysis of responses to open-ended items was conducted to identify common themes. Full survey results and full lists of qualitative responses for the seven surveys listed in the table on page one appear in Appendix A. Copies of each survey are provided in Appendix B.

### Summary of Responses

In general, students and stakeholders seem to be pleased with the status of the MPH program. Students find that the program overall prepares them well and, for the most part, offers the support they need. Some noted issues with accessibility of the online courses while others find them very convenient. Additionally, some students commented on the perceived relevance of some of the core courses (e.g., Social and Behavioral Sciences). They also note that while they enjoy and find the field experiences useful, there is a need to streamline the process of obtaining a position so that students are more likely to find a position in a timely fashion. However, they ultimately feel that their experience in the MPH program prepared them well for their careers. This is corroborated by the responses of the alumni. The alumni indicated not only that they found careers quickly after graduation, in some cases even immediately but also mentioned that they felt that the MPH program had adequately prepared them for their careers.



## Attachment 7 – 2016 Annual Summary Report

The preceptors indicated that they were very pleased with the work done by the students of the MPH program during their field experiences and stated that students were responsible and cooperative. However, the preceptors did express some concerns with a lack of basic preparation in some fundamental areas. Employers generally agreed that earning an MPH degree helps to prepare a graduate for a career in public health and makes them competitive applicants, though, like the students; they questioned the relevance of some of the courses offered by the MPH program.

### Survey Results

The survey results presented below summarize the responses of students and preceptors involved with the MPH program in 2016. Specifically, responses are from students who entered the program in 2016 and students who graduated in 2016. Additionally, responses from preceptors include those who supervised an MPH student in 2016. The alumni responses are from recently graduated MPH students, and employer responses are those that were collected from employers in 2016.

#### Students Feedback:

##### Expectations for the Program

The students entering the MPH program most frequently indicated that they expect to gain knowledge in public health, some specifically mentioning the One-Health initiative. A few others anticipated gaining knowledge and skills that will help them attain employment and assist them in their future careers in the public health field. Some of the responses to expected gains from the MPH program included:

- *An understanding of the One Health initiative.*
- *Gain knowledge about public health interventions on physical activity level.*
- *I hope to combine my love of public health and statistics to work one day as a programmer for health informatics.*
- *I want to further my knowledge in infectious disease epidemiology.*
- *Statistics knowledge, epidemiology knowledge, better credentials to gain a career in public health, and more lab experience at K-State.*

##### Rigor of Program and Courses

When assessing the program in general, students gave favorable ratings overall. Generally, when looking for a program, students desired one that would be both competitive as well as flexible. Students in the program were mostly happy with their courses, though there were some issues with course availability. Students also thought that the program was competitive in its academic rigor, depth of coverage, and breadth of coverage.

- When asked what the most important factors for choosing an MPH program were, students endorsed the following most frequently: curriculum, accreditation status of the program, and class schedule/flexibility.
- At mid-point and end of the program, students indicated, overall, that they were satisfied with the courses they took in the MPH program. They also stated that their courses were useful in their field experiences, especially those related to their emphasis area. In particular, all students who took the exit survey ( $N = 9$ ) indicated that they were either satisfied or very satisfied with the elective courses and the required core courses. While most of the students were satisfied or very satisfied with the core courses in their area of interest, two were dissatisfied. Additionally, qualitative responses illustrate a mixed perspective on student satisfaction with the program's courses, curriculum, and class availability. A few comments include:
  - *[One aspect of the program that has been positive for me is] the variety in the classes available that apply toward the degree.*
  - *Environmental health was great.*
  - *The concentration choices were limiting. I chose the one most appealing to me, but found myself lacking the background knowledge/training to really excel and benefit from the concentration required courses and electives. Again, I think a health policy concentration would suit and appeal to many people interested in public health.*
  - *There are very rigorous courses and then there are the courses that feel worthless...it would be nice to have more higher-level courses to choose from.*
- Students also indicated that they generally agreed that instruction in the MPH program is appropriately rigorous. Specifically, students indicated that the program is keeping pace with developments in the public health field, is intellectually challenging, and has high academic standards set by the faculty. Additionally the students favorably rated the program's depth (i.e., ability to examine key concepts in detail), integration of diverse perspectives (i.e., ability to examine various viewpoints), breadth (i.e., ability to examine a variety of key concepts), and preparation of students for future employment.
- Students agreed less strongly that courses were offered at the time that they needed them. Some of the comments provided by students included:
  - *[The most challenging part of the program has been] scheduling and lack of real direction.*
  - *A course I needed for graduating (Biol Parasitolog) was dropped the semester it was supposed to be offered, and I had a hard time finding a course to replace it.*

## Attachment 7 – 2016 Annual Summary Report

- *Fitting all the courses I want to take into the time I will be in the program [has been a challenge].*

### Field and Research Experiences

- According to the students' responses, the field experience was one of the highlights of the program. Students felt that they were able to apply their public health knowledge and skills, that they benefitted the organization with which they worked, and that the MPH program had adequately prepared them for the experience. Similarly, students stated that they neither lacked appropriate amounts of responsibilities, nor were they given responsibilities for which they were unprepared. A couple of students commented:
  - *Having the opportunity to put into use academic knowledge was instrumental in my development as a student and in better preparing me for professional experiences.*
  - *The field experience was most helpful in building my workplace skills. Because I had primarily been a student I had never worked in a 'professional' setting before. This experience helped me learn how the state health department works as well as learning about their importance as a resource in the state.*
- Students also reported that their major professor and/or committee and their preceptor answered their questions adequately and provided appropriate support. They also indicated that the quality of the advising for the field experience was good. The qualitative evidence supporting students experiences with their major professor, committee and preceptors include:
  - *My faculty advisor was very helpful in finding field experience placements and other committee members that aligned with my personal interests. My advisor was also very good at encouraging me to take everything to the next level and accomplish goals that I never even imagined myself accomplishing.*
  - *My preceptor was very helpful in finding me a project in the department that aligned with my interests but was also of use to [the organization]. My preceptor was also very good at helping me make connections in the workplace and giving me resources to learn on my own.*
- Additionally, students were generally happy with the value of the field experience to the overall educational experience, the quality of the field experience, and the availability of the field experience. Students' open-ended responses to the surveys state:
  - *I enjoyed my field experience and it provided me with a good foundation for my future career in Public Health.*
  - *I got to learn what it was like to work in a health department setting. I got to see many aspects of all the different programs they have to offer.*
  - *My experience at the Riley County Extension Office was wonderful and it taught me so many ways to apply my class knowledge to real life!*
- Related to the research experience through the MPH program, students responded favorably. Specifically, students were generally happy with the value of the research experience to the overall educational experience, the quality of the research experience, the quality of the advising for the research experience, and the availability of the research experience. However, some of the qualitative feedback received on research experience are inconsistent:
  - *[Concerning public health research at Kansas State University, there should be] better communication between the program and it students.*
  - *The program should be more research focused. I really wish I had chosen the thesis option.*

### Academic Advising

- Students also gave favorable ratings to their academic advisors and faculty. They indicated that they were satisfied with the approachability of their faculty members and the availability of their faculty members and academic advisor. The students were also pleased with the quality of the academic advising they received and the assistance provided by their academic advisor, as well as the way in which degree requirements were explained and administrative deadlines and requirements were communicated. Students provided favorable feedback about their faculty and advisors particularly by stating:
  - *I had fantastic advisors that were always available to answer questions.*
  - *My faculty advisor was very helpful in finding field experience placements and other committee members that aligned with my personal interests. My advisor was also very good encouraging me to take everything to the next level and accomplish goals that I never even imagined myself accomplishing.*
  - *My faculty was extremely helpful and so was my committee.*
  - *The faculty were helpful, invested and wise.*

### Challenges

Students also identified some of the challenges that they faced in the program. These challenges ranged from time management and scheduling to issues with courses and in some cases with faculty/advising. Several challenges reported by students include:

- *[I had] a lot of deadlines come up too quickly and I was not adequately notified about them in time to prepare for them all.*
- *Finding time to take the courses.*
- *Fitting in classes around my DVM program.*

## Attachment 7 – 2016 Annual Summary Report

- *Grasping a good understanding of epidemiology and biostatistics through the online course. Both of these courses were the most challenging although I think they are presented well in the current online versions.*
- *Having to change my major professor and to decide between thesis and non-thesis.*

### Impact

When given the opportunity to share any final comments about their experiences with the MPH program many students from the mid- and exit surveys highlighted positive aspects of the program. Key quotes demonstrating the impact of the MPH program on student participants include the following:

- *[The online options] have all been great and allow me to continue a full-time position while learning the material at my own pace. This online option is much appreciated.*
- *I had a lot of great experiences during my time in the program and they made me feel very confident in my abilities going into my first job interview. It helped me get the job before I even graduated!*
- *I'm so happy I chose the MPH program to pursue my Master's degree. I had a wonderful experience and found my passion!*
- *This is a wonderful program with wonderful professors. I have learned so much and I feel ready to go out and find a job that I will be successful at.*

### **Preceptor Feedback:**

The preceptors unanimously indicated that they were pleased with the students' efforts overall. They consistently praised the students' motivation and resourcefulness as well as the students' willingness to cooperate and learn new things. However, several preceptors noted some gaps in the students' knowledge in a number of areas.

### Preceptor Assessment of Students' Performance

- The preceptors were very pleased with the students' performance in their field experiences. Of the nine items, rating various aspects of the students' performance, 86.6% or more of survey respondents agreed or strongly agreed with each item. Additionally, 100% of the preceptors strongly agreed that the students worked cooperatively and positively with the staff. Other highly rated items were that the agency/organization benefitted from hosting the MPH student, the student accepted guidance and asked appropriate questions and the student completed any necessary progress reports in an adequate and timely manner. Some open ended responses provided by the preceptors on the assessment of students' performance include:
  - *[Student] was a great student, when she was asked to do a task she did it thoroughly and went above and beyond to make sure the task was completed correctly. Our organization wants to continue working with and building a relationship with the MPH program and to provide field experience opportunities to students.*
  - *Students are able to put their education to practical use in a professional setting.*
  - *They were able to work with public health professionals in a 'real-world' environment.*

### Preceptor Assessment of Students' Preparedness

- The responses of the preceptors was less positive regarding the students' preparation. In fact, the lowest scoring attribute was the students' preparedness to meet the objectives of the field experience, though this was still rated highly. Feedback in this area focus on courses not equipping students with necessary skills and the need for communication of field experience expectations. Some of the qualitative responses provided by the preceptors include:
  - *[Student] is a great person. The student had the courage to take this experience even though it was a first. I think some very practical skills were not encouraged by KSU. Weekly progress updates to both advisors at site and school, documentation of activity, and outcome of experience would be educational for all involved. The negative feedback I provided is not necessarily an assessment of the student but the preparation of the student by the department to undertake real program direction.*
  - *[Student] was an outstanding MPH student intern. She was well organized and able to complete a large project, take her Veterinary Preventive Medicine Boards, and plan a move to her new base. I am grateful to work with an MPH student of her caliber and I am excited to see the progression of her career.*
  - *It would be extremely helpful, as a preceptor, to be able to connect with the students at least a couple of months in advance in order to tailor a Field Experience program that will meet their interests and expose them to public health.*
  - *The advisor should meet with the point person of the field experience before the experience begins and at mid-point. This would help clarify the expectations placed on the student from both parties.*
  - *Through our own observation and feedback from interviewers at TDH, [Student] was not as analytically prepared as some others.*

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### Importance of Field Experience for MPH Students

Preceptors were asked to identify what aspect of the public health field experience was most important for the MPH students' education. The most prominent response to this was for the students to learn how to apply their knowledge in a real-world setting. Some of the comments made by the preceptors include:

- *Involving the students in a wide variety of real-life public health events is critical. Good or bad, the students need to see the real life application of public health during meetings, challenges, events and anything else that will allow them to explore and apply what they have learned in the academic setting to real world public health outcomes.*
- *The field experience is critical to the student's success after the program. It gives the student a glimpse into what the workforce looks like. [Student] was able to grasp what public health looks like in practice and also see some of the challenges we experience day to day. Overall a very good experience and very helpful.*
- *The most valuable aspect for a public health field experience is experience in the networking, implementation, and observation of how public health is lived out in the real world. The taste of failure can diminish one's motivation and contrast what is taught in the academy. It is hard work.*

### **MPH Employers:**

The vast majority of the employers who took the survey work for the government (91.7%) but all work in a health-related organization. The most important area of study in the employers' opinion was epidemiology and the least important was social and behavioral sciences. They also believe that their employees who possess a MPH degree are well prepared and competitive in their work performance.

- Though all appear to be important, when asked about the relative importance of different program topics, employers stated that the most important areas are epidemiology, writing skills for professionals, and program evaluation skills, with social and behavioral sciences receiving the lowest score for importance. Additional topics of importance employers shared through qualitative responses included financial knowledge and business management skills as well as more experience working with different government agencies and other general skills needed in the public health field.
  - *More preparation in working with local government and financial planning, understanding department and county budgets.*
  - *Budgeting, Project Management, Personnel Management: Public Health Wise- Epidemiology, Informatics, Systems level thinking application. Informatics knowledge, how to analyze and interpret data; how to use data and create data visualizations to influence policy and show the good work facilities do.*
  - *Practical experience with quantitative data/ statistical analyses; writing, public speaking.*
  - *Principles of public health.*
- Employers generally agree that employees in their organization who possess an MPH degree have a broad knowledge and skill base related to public health. Additionally, employers generally agree that employees with an MPH are better prepared to work in their organization than other employees. When hiring a new employee, employers most frequently mentioned that the most important skills they look for are an appropriate knowledge base, communication skills, and the ability to work with others. Comments from employers on important skills in new employee's include:
  - *Experience with analytical analyses and experience with a statistical computing software (SAS). Broad knowledge of infectious diseases.*
  - *Strong communication skills (written, oral, relationships), flexibility, independence, project management skills, attention to detail*
  - *We need people with an understanding of their role related to the core functions of public health and also PH 3.0.*
  - *Good analytic and problem-solving skills; communications skills; ability to work as part of a team and provide good service to external stakeholders.*
  - *Working independently, not being told what to do, able to find things to do, willing to take on new or revamp projects/ programs, ability to work with all populations without any prejudice.*
  - *Positive 'people skills' and the willingness to learn.*

### **Alumni Career Accomplishments:**

The alumni of the MPH program who responded indicated that they are generally satisfied with the program and how it prepared them for their careers. Most work in food safety related fields and found jobs quickly after graduation. Eight of the alumni reported and, similar to the preceptors, shared concerns over lack of preparation in some areas.

### Alumni Accomplishments

- Of the nine alumni who responded, seven graduated with an emphasis in Infectious Diseases/Zoonoses and two in Public Health – Physical Activity.

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- Seven of the alumni (77.8%) work in a public health field and two are employed but work in a different field. The types of organizations that alumni are employed at include: Non-profit organization (3); Government (2); University/Research (2); Proprietary organization (1); and Non-health related organization (1).
- Three (33.3%) of alumni were employed immediately after graduation, while five (55.6%) were employed between one and six months after graduation (one did not provide an answer to this question).

### Alumni Evaluation of MPH Program

- All alumni reported that the MPH program prepared them adequately for their careers, with 77.8% indicating that they were prepared more than adequately or very well. When asked to rate specific aspects of the program, the alumni indicated that they were most satisfied with the quality of instruction by faculty and the accessibility of faculty. However, they were least satisfied with the quality of relationships with students and the quality of research opportunities.
  - *Availability of professors.*
  - *It was difficult to find laboratory research opportunities in the Kansas City area.*
  - *Lack of research opportunities or teaching assistant positions.*
  - *Online classes limited interactions with other students and faculty.*
  - *The professors and students were all very invested in making the courses as educational and relevant as possible.*
- Overall, the alumni were satisfied with the program and would recommend it to others, though seven of nine indicated they would do so with some or major reservations. Some of the statements provided by alumni included:
  - *I enjoyed my MPH experience and the relationships I developed.*
  - *I think the program is on the right track, just not there yet. I appreciate how many opportunities I have had throughout my time as a student (and graduate) to give feedback via surveys.*
  - *It seems as though there are more resources put towards the VetMed MPH students compared to the other focus areas that are not as involved with VetMed. I never felt like I was a part of the College of VetMed.*
  - *It was incredibly expensive to take the courses online and the availability of in class courses was limited.*
  - *The MPH students should be out in the community having real world experiences: instead, a lot of the faculty just seems concerned about research.*
  - *There always seems to be a funding issue or lack of human capital issue with public health organizations. K-State's MPH program could do a better job connecting students to those organizations that could help, whether it is through internships or class projects.*

### Alumni Suggestions

When asked to provide suggestions for way the MPH program could better prepare students for work in the public health field, alumni most frequently cited providing more statistical and administrative courses. Additionally, several alumni saw the need for improvement with the field and research experience.

- *Exposure to real world applications of principles and related equipment/software would be beneficial.*
- *More administrative courses for health care organization management.*
- *More emphasis on statistical methods.*
- *More statistics, survey training and research skills.*
- *Prepare for actual public health work. We should have more project-based learning and be exposed to the public health system.*

### **Observations**

#### **Core Courses:**

- Students find that the program generally prepares them well and, for the most part, offers the support they need.
- Some note issues with accessibility of and dissatisfaction with the teaching of the online courses, while others find the online platform very convenient.
- A number of students question the relevance of some of the core courses (e.g., Social and Behavioral sciences) and found the concentration choices limiting.
- Some of the classes that were considered least important based on the qualitative responses provided included Healthcare Administration and Environmental Toxicology.

#### **Field Experience:**

- Students note that while they enjoy and find the field experiences useful, there is a need to streamline the process of obtaining a position so that the students are more likely to find a position in a timely fashion. However, they ultimately feel that their experience in the MPH program prepared them well for their career.
- The preceptors indicated that they were very pleased with the work done by the students of the MPH program during their field experiences and shared that the real world experience was the most valuable aspects of the field experience for MPH students.

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- Preceptors did express some concerns with a lack of basic preparation in some fundamental areas as well as basic expectations of the field experience for all parties involved.

### **Additional Themes Identified in the Data:**

- Students and stakeholders were generally pleased with the status of the MPH program.
- The employers generally agreed that earning an MPH degree helps to prepare a graduate for a career in public health and makes them competitive applicants, though, like the students, they questioned the relevance of some of the courses offered by the MPH program. Employers also shared that skills in finance, business management, working with various government agencies and other general skills in communication and teamwork were important for a career in public health.
- Having an appropriate knowledge base as well as skills in communication and teamwork were frequently mentioned.
- This is corroborated by the responses of the alumni. The alumni indicated not only that they found careers quickly after graduation (in some cases even immediately), they also indicated that they felt that the MPH program had adequately prepared them for their careers.

### **Recommendations**

Recommendations are based on the responses provided in the surveys.

#### **Students:**

- Most of the students suggested providing more opportunities in the form of assistantships, and more research opportunities as well. It was also recommended that there could be better communication with the students, specifically connecting with students throughout their time in the program. Students also suggested they would like more discussion about field experience requirements, specifically providing guidelines/checklists of what field experience is supposed to provide for the student's final presentation, in addition to relaying requirements, timelines and deadlines.

#### **Preceptors:**

- Most of the preceptors recommended the clarification of expectations and clearly stating the MPH competencies students are expected to demonstrate. Furthermore, preceptors suggested the program provide ways for students to demonstrate these competencies within their internship and/or capstone. Other suggestions were made about building relationships through advisor meetings to assist preceptors in evaluating the preparedness and skills of the students as well as establishing an orientation for the students and preceptor sites to provide an opportunity to share requirement and expectations for all field experience participants.

#### **Employers:**

- Employers recommend including topics and practical experiences in the MPH program that focus on financial knowledge, business management skills, and building students' capacity to work with the county, local and state government. Additionally, employers suggest including courses that develop students' soft skills (i.e., public speaking, understanding poverty) and understanding of public health principles. Courses in statistics (R and SPSS), health organization management, and grant application skills and were also suggested. Employers are seeing value in the program because it is providing students with a more guided and integrated field experience.

#### **Alumni:**

- The majority of alumni recommended that the MPH program include more statistical and administrative courses. They also expressed the need for more experiences with real world opportunities, specifically having more project based learning and exposure to the public health system.