

MINUTES OF THE MASTER OF PUBLIC HEALTH EXECUTIVE COUNCIL

Date: March 5, 2014

Location: Mara Conference Center (4th Floor Trotter)

Members Present: Cates (MPH), Chengappa (DMP), Dzewaltowski (Kinesiology), Gadbury (Statistics), Haub (Human Nutrition), Odde (Animal Sciences), Spooner (Biology)

Ex-Officio Members Present: Dorhout (Dean, Arts & Sciences), Richardson (Dean, Veterinary Medicine), Shanklin (Dean, Graduate School)

Other: Stevenson (MPH)

Not Present: Buckwalter (Dean, Human Ecology), Floros (Dean, Agriculture), Rush (Clinical Sciences), Sneed (HMD),

Called to Order: By Dr. Dzewaltowski at: 8:30 AM

Quorum: X Yes No **Adjourned:** 10:00 AM

| AGENDA ITEM | PRESENTATION/DISCUSSION | RECOMMENDATION/ACTION |
|---------------------------------------|--|--|
| CALL TO ORDER | Meeting was called to order by Dr. Dzewaltowski. | |
| APPROVAL OF MINUTES FROM LAST MEETING | Minutes from the November meeting were approved. | Post minutes to website and K-State Online. |
| ACCREDITATION DISCUSSION ITEMS | <p>Dr. Cates updated the group on the accreditation timeline:</p> <ul style="list-style-type: none"> • April 29, 2014: is the deadline for KSU response to site team's report. • June 12-14, 2014: Meeting of CEPH to consider KSU for accreditation. • Approximately one month after that meeting CEPH will send decision to President Schultz. <p>The group reviewed the Site Team Concerns (Attachment 1) along with the draft response (as of 2-25-2014) (Attachment 2).</p> <p>The group discussed the response to section 1.2, particularly, regarding the course evaluation issue. Dr. Odde pointed out that the language from the University Handbook (C34.1) states: "<i>Faculty members, including regular faculty, instructors, graduate teaching assistants, adjuncts, etc., shall be evaluated by students for each course and</i></p> | Incorporate suggestions into the response document and distribute it to the group. |

| AGENDA ITEM | PRESENTATION/DISCUSSION | RECOMMENDATION/ACTION |
|-------------|---|-----------------------|
| | <p><i>section they teach each year in order to provide themselves and their departments with information pertaining to teaching efficacy as well as provide material for the assessment of the relationships between SLO achievement and teaching.” After further discussion, a motion was passed that this group (department heads) would collect course evaluations, based on the university policy, and share those from MPH core courses and emphasis area required courses with the MPH program director. The group further suggested that the MPH Faculty Advisory Council discuss and be asked to endorse this effort.</i></p> <p>The group discussed the response to section 1.8 Diversity and decided to include Dean Dorhout’s intent to head a task force working to ensure continued progress for diversity-related aspects of the program.</p> <p>In response to a question about the CEPH accreditation decision, Dr. Cates explained that it is his understanding that it would be a clear yes or no decision with possibly some requirements that would require interim reports to document progress. Once the decision is received (and if it is yes), we will be considered accredited by CEPH.</p> <p>There was a discussion about the Environmental Toxicology course (item 2.3 of the draft response). It was suggested that the third sentence be removed.</p> <p>Dr. Cates asked the group how involved they wanted to be in the rest of the response document and from whom it should be sent: the program or the Provost. It was suggested that the program send it directly to the agency with copies to the other groups involved (departments, deans, Provost). When it is in final draft form, circulate it among the groups and set a deadline for suggestions and changes.</p> | |

| | | |
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| <p>OTHER DISCUSSION ITEMS</p> | <p>Dr. Cates asked the group if there were any revisions needed to the Support Agreement (Attachment 3) and governing committees were correct (Deans for Board of Directors and Department Heads for the Executive Council). After a discussion, the group agreed it is adequate as it stands. Dean Richardson pointed out that meeting with the groups has been extremely helpful as the program was getting accredited, but that going forward in the future, as a dean, he would be OK with an update once a year.</p> <p>Dr. Cates also asked when it would be necessary to sign a new agreement if and when there are new deans or department heads. The group agreed that changing administrators would not necessitate the signing of a new agreement.</p> <p>Dr. Dzewaltowski announced to the group that he is stepping down as department head of Kinesiology June 31 and that Dr. Craig Harms is replacing him.</p> <p>Dr. Ken Odde will be the new chair of the MPH Executive Committee.</p> | |
| <p>INFORMATIONAL ITEMS</p> | <p>The informational items were briefly explained to the group, and the members had no questions.</p> <ul style="list-style-type: none"> • Programmatic Assessment Data (Attachment 4) • MPH Program Update (Attachment 5) | |
| <p>FUTURE MEETING(S)</p> | <p>Summer 2014, TBD</p> | <p>The MPH Program staff will work with the Chairman and members to schedule the next meeting.</p> |

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Attachment 1: Site Team Concerns Summary

CEPH Site Visit Team Report's Partially Met Criteria

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

Site Visit Team Concerns: Incomplete development of program evaluation and monitoring system. Inability of program director to review and act on student course evaluations. Limited analysis and use of student data.

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

Site Visit Team Concern: Lack of systematic incorporation of diversity within the program's curriculum and constituent groups. The program has done little to demonstrate its commitment to recruitment and retention of non-white students (no program-specific plans and policies to recruit non-white students).

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

Site Visit Team Concern: Narrow focus of the two credit hour required core course in environmental toxicology (no measurable learning objectives in syllabus, course content offers little evidence toward environmental health competency; course content does not address full range of key public health challenges).

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

Site Visit Team Concern: Incomplete integration of competencies into the curriculum (examples: syllabi without learning objectives; primary faculty were not able to articulate how they ensured MPH students achieved core competencies).

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

Site Visit Team Concern: Varying level of rigor in assessment of the culminating experience.

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

Site Visit Team Concern: Lack of comprehensive and ongoing strategy to identify needs of Kansas public health workforce.

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

Site Visit Team Concern: Limited availability of information pertaining to usefulness of current career advising methods.

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Attachment 2: Draft Response (as of 2-25-2014)

1.2 Evaluation and Planning

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

Kansas State University is one of multiple institutions of higher learning in the state, under the oversight of the Kansas Board of Regents. Since the MPH program at Kansas State University was approved by the Board of Regents in 2003, it has functioned within the strategic educational framework of the state, the university, as well as the partnering colleges and department. There have been strategic and operational goals which have impacted the program, and the Board of Regents has a consistent set of policies and procedures for assessment of this and other graduate programs. As an interdisciplinary program at this university, we do not have a separate strategic plan but our numerous goals and objectives, approved by our partnering faculty and administrators, fit within the strategic and operational planning of those partners as well as with the university's newest strategic document "K-State 2025." We have developed, and continue to improve, programmatic assessment tools which are systematically used within the context of our structure. We feel that the blend of surveys of students, graduates, faculty, public health practitioners, along with the subsequent sharing of information between all partners, is effective in identifying necessary changes in our program. Course evaluations are required and used by faculty; although it is true that those course evaluations are the sole property of faculty instructors and not readily assessable to the MPH program director, department heads and deans, they are still a viable part of any graduate program. Over the ten year history of this program, particularly within the four years of the self-study, we have made numerous changes to meet the needs of our students based on our program assessment and planning; examples have included significant changes in governance, fiscal and faculty resourcing, curricula, additional core and other required courses, as well as available formats and timing of some popular courses. With that said, we will continue to work continuously with the Office of Educational Innovation and Evaluation, along with our partners, to find new and better ways to further improve the assessment of our program.

1.8 Diversity

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

The MPH Program at Kansas State University is completely dedicated to an inclusive environment of learning, research and service. Through our multiple college and department partners, we have a wide variety of ongoing practices toward assessing and improving diversity within our program. Our faculty and administrators approved the diversity goals, based on what we perceived as underrepresented groups within our program, after we had worked with the university office of diversity in our review.

We did not attempt to list all the university, college and department diversity-related efforts, but there is a university-wide commitment. Each of our college partners has a lead person, usually an associate dean, who coordinates diversity-related efforts throughout their college, and these

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impact our faculty and students as well. In addition, one of our program's staff members, Dr. Kimathi Choma, plays a significant role in recruiting for One Health Kansas, Pathways to Public Health, the College of Veterinary Medicine, as well as our program.

Although rarely listed as separate entries in a syllabus, most of our five core courses include multiple examples related to diversity in their course content. For example, the evaluation of risk by identifiable cohorts (exposure groups) is a foundational component in our epidemiology core course, MPH 754, and the instructor consistently teaches that identifying and quantifying health disparities is exactly the role of epidemiology toward public health.

We have no "quotas," but all recruitment and retention efforts, aimed at students and faculty members alike, stress inclusion and fairness for all. All trends for the four underrepresented populations of new students and graduates of this program over the past ten years show a positive incline.

We will continue to work with our university and college partners on this issue, and we are confident we will continue to benefit from the collaborative efforts. In our own program, our curricular and overall programmatic review process has and will continue to assess needs for other, specific changes in curricula, recruitment, and retention efforts.

2.3 Public Health Core Knowledge

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

The MPH Program at Kansas State University is dedicated in providing breadth and depth in the five core areas to all our students. We disagree with the site team's perception that our core course in environmental toxicology has a narrow focus. None of the site team discussed this course at all during their visit with the instructor, his department head, the college dean, or the MPH program director, even though they met with all of those individuals. In our opinion, environmental health is a very broad and many times challenging discipline, particularly when applied to population health. Our approach in this course is to focus on providing broad knowledge of environmental toxicology as well as skills to assess, manage and mitigate a breadth of environmental risks to the public health. We do acknowledge that the course syllabus available to the site team was inadequate, and it has been rewritten for this semester's version of the courses.

2.6 Required Competencies

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

We disagree with site team's perception that there is incomplete integration of competencies into the curriculum. All prospective and current students are provided with the complete list of required core and specific area of emphasis competencies at the same place as our required curricula.

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This blend of competencies and curricular requirements are provided in handouts from the program office and in links on our website.

Food Safety and Biosecurity Area of Emphasis:

http://www.k-state.edu/mphealth/pdf/competencies/FSB_Competencies_updated.pdf

Infectious Diseases and Zoonoses Area of Emphasis:

http://www.k-state.edu/mphealth/pdf/competencies/IDZ_Competencies_updated.pdf

Public Health Nutrition Area of Emphasis:

http://www.k-state.edu/mphealth/pdf/competencies/PHN_Competencies_updated.pdf

Public Health Physical Activity Area of Emphasis:

http://www.k-state.edu/mphealth/pdf/competencies/PHPA_Competencies_updated.pdf

We also provide students the competencies and course alignment matrix, as required by CEPH and our university.

Core Competencies and Course Alignment Matrix:

<http://www.k-state.edu/mphealth/pdf/assessment/MPH%20Core%20Competencies%202013.pdf>

Food Safety and Biosecurity Competencies and Course Alignment Matrix:

<http://www.k-state.edu/mphealth/pdf/assessment/FSB%20Course%20Matrix.pdf>

Infectious Diseases and Zoonoses Competencies and Course Alignment Matrix:

<http://www.k-state.edu/mphealth/pdf/assessment/IDZ%20Course%20Matrix.pdf>

Public Health Nutrition Competencies and Course Alignment Matrix:

<http://www.k-state.edu/mphealth/pdf/assessment/PHN%20Course%20Matrix.pdf>

Public Health Physical Activity Competencies and Course Alignment Matrix:

<http://www.k-state.edu/mphealth/pdf/assessment/PHPA%20Course%20Matrix.pdf>

2.7 Assessment Procedures

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

Like all other graduate students at Kansas State University, MPH students are assessed on particular competencies at two main junctures, during the specific courses in the required curriculum and during their culminating experience. Each student's supervisory committee is comprised of at least three members of the university's graduate faculty. It is true that different faculty members may have different approaches in assessing students, in the classroom and/or during the culminating experience. However, our faculty approved the assessment tool developed with OEIE's assistance and used for the past three years, and it has been effective in driving and somewhat standardizing the individual assessment process without unduly constraining the individual faculty approaches during the culminating experience. It also provides programmatic information related to the competency assessment which is shared with individual instructors, the curriculum committee, as well as the various program governing

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entities. Course grades are also made available upon request from supervisory committee members, and students are encouraged to proactively address the competencies in the oral and/or written presentations associated with the culminating experience. Again, we think we have adequately developed and consistently used procedures for assessing and documenting the extent to which each student demonstrates required competencies.

3.3 Workforce Development

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

Our program is very actively involved with a comprehensive and ongoing strategy to identify the needs of the Kansas public health workforce. We do that on two major fronts: (1) working with our public health academic and practice partners across the state on collective efforts and (2) using survey data from public health practitioners to gain other specific insights.

The Kansas Public Health Systems Group has been an advisory group at the state level for over fifteen years, and Kansas State University has been an active part for over six of those years. For the past four years, there has been an active Kansas Public Health Workforce Development Coordinating Council, with Kansas State University, other state universities, local health departments, and the state health department as participants. The MPH Program Director serves as the Kansas State University representative to the Kansas Public Health Systems Group, the Kansas Public Health Workforce Development Coordinating Council, and in the past year, the Kansas Public Health Workforce Assessment Group. Together, these groups are working collectively and aggressively to assess the public health workforce needs across the state and to determine the best solutions to those needs.

In addition, we routinely interact with other public health practitioners through our student field experience preceptors, particularly in their student assessments and in potential employer surveys. This adds insights to our ongoing strategy of meeting the needs of the public health workforce.

4.4 Advising and Career Counseling

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

Each new MPH student is provided an initial advisor from the MPH faculty. Then, the student is very active in finding the three members who are the right fit for his/her graduate supervisory committee. The MPH program director, field experience facilitator, and assistant also provide advice and counseling as needed. At any time, students may request changes to their advisor, major professor or committee members.

Currently, students are surveyed, particularly at mid-program and after graduation, on a variety of issues, to include advising. Graduates are surveyed about their experiences by three different entities: the MPH program, the Graduate School, and the university's Academic and Career Information Center.

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The MPH Program has consistently collected and tracked survey data and any significant trends. All such data is routinely shared and discussed with the governing entities. The Academic and Career Information Center provides updates to the program each semester.

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ERRORS – SITE VISIT REPORT

1.2. Evaluation and Planning

Page 5, paragraph starting with “The first concern relates. . .”: The last sentence is incorrect. While the program director and staff do collect data from surveys, we do not make decisions on policies and procedures without broader ownership. We strive to involve all stakeholders in improvements.

Page 6, paragraph starting with “The final concern relates. . .”: The last sentence is incorrect. We systematically collect surveys, with both quantitative and qualitative measures, from each field experience preceptor, and we track that data through an extensive database.

1.8 Diversity

Page 13, paragraph starting with “The concern relates. . .”: The last sentence is incorrect. According to our core course instructors, four of the five core courses do include some examples addressing key concepts relating to underserved populations or health disparities.

3.3. Workforce Development

Page 26, paragraph starting with “The program director also participates. . .”: In the first sentence, the phrase “a more recently formed coalition” is incorrect. The Public Health Systems Group is well over a decade old, and Kansas State University has been involved in it for at least six years (I have been involved for all five years I have been program director).

4.4. Advising and Career Counseling

Page 30, paragraph starting with “The criterion is partially met.”: The last sentence is not true. There are procedures in place which allow students to easily change advisors. In fact, it is encouraged if there is not a good fit between the student and advisor.

Page 30, paragraph starting with “The concern relates. . .”: It is incorrect to say that the “program has not implemented a method for monitoring student satisfaction with career advising.” Graduates are surveyed by at least three entities after graduation: the MPH program, the Graduate School, and the university’s Academic and Career Information Center. Such survey methods allow student comment on any aspect of their graduate experience.

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Attachment 3: Support Agreement (dated March 2013)

Kansas State University Master of Public Health Program Agreement of Support

The Kansas State University Master of Public Health (MPH) Degree Program is an interdisciplinary graduate program of the Graduate School, involving multiple departments within four academic colleges at the university: Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine. As an interdisciplinary program, roles and responsibility are distributed among the many partners. This agreement provides details of these roles and responsibilities.

Primary MPH faculty are defined as those spending a majority of time/effort (.50 FTE or greater) on activities associated with the public health program and who teach at least one MPH course. Affiliate MPH faculty are other than primary faculty who teach, advise, conduct research, and/or perform outreach, extension, and administrative duties related to public health.

The Provost, Kansas State University, will:

1. Ensure the program meets all Board of Regents requirements for a graduate program.
2. Annually allocate funds to support and sustain the MPH Program and meet the Council on Education for Public Health (CEPH) accreditation standards. This will be done by allocation of funds to the participating academic colleges to support faculty salaries and benefits and related program costs. An additional allocation for operating funds will be made to the college serving as the academic home for the Director.
3. Ensure that policies and procedures are implemented for interdisciplinary programmatic input into all MPH faculty member recruiting and evaluation, and MPH-related course development and assessment.

College of Agriculture, Department of Animal Sciences and Industry, and Food Science Institute will:

1. In collaboration with the College of Veterinary Medicine, provide a minimum of three primary MPH faculty members for the Food Safety and Biosecurity area of emphasis.
2. Encourage other faculty to participate, as affiliate members, of the MPH Program.
3. Provide at least one section per year of any departmental courses required for the MPH degree.

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4. Ensure faculty availability to provide advising and to serve as graduate supervisory committee members for MPH Program students.
5. Provide Department Head participation in the MPH Executive Council, to meet at least one time per semester (generally three times per year).
6. Provide Dean participation in the MPH Board of Directors, to meet at least one time per year.
7. Assure expeditious resolution of any curricular issues related to the MPH Program brought forward by the MPH Program Director.

College of Arts and Sciences, Department of Statistics and Division of Biology will:

1. In collaboration with the College of Veterinary Medicine, provide a minimum of three primary MPH faculty members for the Infectious Diseases and Zoonoses area of emphasis.
2. Encourage other faculty to participate, as affiliate members, of the MPH Program.
3. Provide at least 35 seats per year, dedicated to MPH Program students, for the core course "Fundamental Methods of Biostatistics."
4. Provide at least one section every two years, or more often if demand dictates, of any other departmental courses required for the MPH degree.
5. Ensure faculty availability to provide advising and to serve as graduate supervisory committee members for MPH Program students.
6. Provide Department Head participation in the MPH Executive Council, to meet at least one time per semester (generally three times per year).
7. Provide Dean participation in the MPH Board of Directors, to meet at least one time per year.
8. Assure expeditious resolution of any curricular issues related to the MPH Program brought forward by the MPH Program Director.

College of Human Ecology, Departments of Human Nutrition, Hospitality Management and Dietetics, and Kinesiology will:

1. Provide a minimum of three primary MPH faculty members for the Public Health Nutrition area of emphasis.
2. Provide a minimum of three primary MPH faculty members for the Public Health Physical Activity area of emphasis.
3. Encourage other faculty to participate, as affiliate members, of the MPH Program.
4. Provide at least 35 seats per year dedicated to MPH Program students, for the core course "Administration of Health Care Organizations."
5. Provide at least 35 seats per year, dedicated to MPH Program students, for the core course "Social and Behavioral Bases of Public Health."

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6. Provide at least one section every two years, or more often if demand dictates, of any other departmental courses required for the MPH degree.
7. Ensure faculty availability to provide advising and to serve as graduate supervisory committee members for MPH Program students.
8. Provide Department Head participation in the MPH Executive Council, to meet at least one time per semester (generally three times per year).
9. Provide Dean participation in the MPH Board of Directors, to meet at least one time per year.
10. Assure expeditious resolution of any curricular issues related to the MPH Program brought forward by the MPH Program Director.

College of Veterinary Medicine, Departments of Diagnostic Medicine and Pathobiology and Clinical Sciences will:

1. In collaboration with the College of Arts and Sciences, provide a minimum of three primary MPH faculty members for the Infectious Diseases and Zoonoses area of emphasis.
2. In collaboration with the College of Agriculture, provide a minimum of three primary MPH faculty members for the Food Safety and Biosecurity area of emphasis.
3. Encourage other faculty to participate, as affiliate members, of the MPH Program.
4. Provide at least 35 seats per year dedicated to MPH Program students, for each of the core courses "Introduction to Epidemiology" and "Environmental Toxicology."
5. Provide at least 10 seats per year in "Veterinary Epidemiology" and "Intermediate Epidemiology" as alternative core courses in epidemiology for MPH Program students.
6. Provide at least one section per year of any departmental courses required for the MPH degree.
7. Ensure faculty availability to provide advising and to serve as graduate supervisory committee members for MPH Program students.
8. Provide Department Head participation in the MPH Executive Council, to meet at least one time per semester (generally three times per year).
9. Provide Dean participation in the MPH Board of Directors, to meet at least one time per year.
10. Assure expeditious resolution of any curricular issues related to the MPH Program brought forward by the MPH Program Director.
11. Provide office space and information, communication, personnel, finance and other administrative support for the program's director and staff while the MPH Program Director is a faculty member in the college.

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Governance.

The college that provides the faculty position and salary for the MPH Program Director will be the academic home. Currently, the academic home of the Master of Public Health Program is the College of Veterinary Medicine, with the MPH Program Director reporting directly to its Dean. As with other Graduate Programs at Kansas State University, the Dean of the Graduate School will have oversight of graduate student admissions and progress as well as course and curriculum issues.

The MPH Program Director will act as the administrative head of this interdisciplinary program. In addition to making recommendations on admissions and student outcomes to the Dean of the Graduate School, and coordinating all administrative support for the program, the MPH Program Director will be responsible for programmatic oversight of MPH courses, faculty qualifications, and advisory board governance.

The MPH Program Board of Directors will be comprised of participating college Deans (Agriculture, Arts & Sciences, Human Ecology, Veterinary Medicine and the Graduate School) and the MPH Program Director. The Board of Directors will meet at least once a year to reaffirm the institution's commitment to the public health values, mission and competencies, as required by the CEPH and recommended by the MPH Program Director and MPH Faculty Advisory Council (see below). Because all participating Deans are committed to supporting and funding the required MPH courses, as well as the numbers of primary and affiliate faculty adequate to meet accreditation criteria, the Board will address any unmet resourcing needs for the MPH Program and assure that the MPH Program Director and department/units have resolved any curricular concerns, if present, as expeditiously as possible.

The MPH Program Executive Council will be comprised of the MPH Program Director and all department/division heads who supervise primary faculty and/or instructors of core courses. Deans of partnering colleges will serve as ex-officio, non-voting members of the Executive Council. The Executive Council will meet a minimum of three times a year, with a focus on strategic planning, faculty assignments, course availability and funding, and the assurance of proper curricular control, to satisfy CEPH accreditation requirements.

The MPH Faculty Advisory Council will be comprised of the MPH Program Director and three primary faculty members from each area of emphasis and at least one MPH student representative, along with core course instructors. This Council will meet at least six times a year, monitoring student learning and curricular offerings (e.g., syllabus reviews, outcomes assessment, course evaluations). The Council will assure that course content and implementation align with the public health competencies as defined by CEPH and the MPH Program. In the event that the Faculty Advisory Council

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identifies shortcomings in the program, the MPH Program Director will initiate steps to rectify the problems by engaging the appropriate department head(s) and curricular governing bodies. The primary faculty will also provide admissions recommendations and identify advisors for applicants to the MPH Program for their specific area of emphasis. Other sub-committees may be formed, as needed, from this Advisory Council and/or the affiliate MPH faculty membership, to support the program in obtaining and maintaining accreditation. The MPH Program Director may add additional faculty members, as non-voting members, at his/her discretion.

The MPH External Advisory Council, comprised of at least five members and representing public health practice outside the university approved by the Faculty Advisory and Executive Councils, will meet at least once a year, to discuss linkages between academia and practice, such as necessary competencies and field experience opportunities.

The MPH Student Council, comprised of at least one representative from each area of emphasis and one student pursuing the Graduate Certificate in Public Health Core Concepts, will meet at least once each semester. This council will discuss student issues and provide perspectives to the MPH Program Director, Executive Council, Advisory Council and/or External Advisory Council and will be a course of communication and interaction for all MPH Program students on campus.

Faculty Recruiting and Retention.

Each primary and affiliate MPH faculty member will have a primary appointment in one of the academic colleges, and all expenses related to the recruiting and retention of those faculty members will be the responsibility of the individual college Deans and Department Heads. The MPH Director will participate in all search processes, as approved by the Executive Council, for all MPH primary faculty members. The proportion of salary devoted to the MPH Program will be reported annually to the MPH Director.

Primary Faculty Plans of Work.

Each participating MPH faculty member and his/her department head will include MPH Program-related responsibilities in the annual reports establishing personal goals and objectives for the upcoming evaluation period for all MPH faculty members in his or her department. The MPH Program Director will provide input about primary faculty members, regarding their MPH Program participation, to department heads for annual evaluations and programs of work.

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Course Development and Sustainability.

The College Deans and Department Heads are responsible for ensuring the consistent, predictable availability of graduate courses which are required for the MPH degree. All expenses, related to the courses, are the responsibility of the Deans and Department Heads and the amounts should be reported to the MPH director, as part of each college's contribution to the program.

New courses will be developed, as necessary and as approved through the regular Kansas State University course and curriculum process.

The MPH Program Director will provide any programmatic survey data, related to specific courses to the appropriate department heads on no less than an annual basis.

Major Professors/Graduate Supervisory Committee Members.

Deans and Department Heads will enable and encourage MPH faculty members to serve as advisors, major professors and supervisory committee members for the MPH Program and students. The representative(s) to the MPH Faculty Advisory Council from the appropriate area of emphasis, in coordination with their department head(s), will provide an initial advisor for each student within two weeks of a request from the MPH Program Director and will assist the student in their first year to identify all members of his/her supervisory committee. The initial advisor generally will become the major professor unless a change is requested by the student and/or advisor.

Communications.

The MPH Program Director will communicate via email, phone calls and regular meetings with the College of Veterinary Medicine Dean, the MPH Executive Council, the MPH Faculty Advisory Council and the MPH External Advisory Council for routine information and decision making related to the program. The Director will also provide routine programmatic updates to the Graduate School Dean, and the program staff will coordinate with the Graduate School staff on all administrative actions related to admissions, student progress and assessment, and course and curriculum issues.

The MPH Program Director will provide a program update to the Provost and all Deans at least annually.

All supporting colleges and departments, through appropriate points of contact, will provide necessary data to meet any and all university, accreditation or other requirements.

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Signed:



Dr. April Mason, Provost, Kansas State University
3/5/13
Date



Dr. Carol Shanklin, Dean, Graduate School, KSU
2-13-2013
Date



Dr. John Floros, Dean, College of Agriculture
2/15/13
Date



Dr. Peter Dorhout, Dean, College of Arts & Sciences
12 Feb 2013
Date



Dr. Virginia Moxley, Dean, College of Human Ecology
2-11-13
Date



Dr. Ralph Richardson, Dean, College of Veterinary Medicine
29 January 2013
Date



Dr. Michael Cates, Director, MPH Program
1/30/2013
Date


Attachments

Master of Public Health Agreement of Support


Signed:

 1/30/13

Dr. M. M. Chengappa, Department Head, Diagnostic Med/Pathobiology Date

 2/13/13

Dr. David Dzewaltowski, Department Head, Kinesiology Date

 2/12/2013

Dr. Mark Haub, Interim Department Head, Human Nutrition Date

 2/12/2013

Dr. James Neill, Department Head, Statistics Date

 2-14-13

Dr. Ken Odde, Department Head, Animal Sciences and Industry Date

 2-1-13

Dr. Bonnie Rush, Department Head, Clinical Sciences Date

 2/13/2013

Dr. Jeannie Sneed, Department Head, Hosp. Management/Dietetics Date

 2/13/2013

Dr. Brian Spooner, Division Director, Biology Date

Attachments

Attachment 4: Programmatic Assessment Data (for information)

MPH Graduates -- Committee Assessment (Percent of Students receiving a 3 or 4 on Final Defense Assessments)

| Survey Questions | AY 2012 | | AY 2013 | | | AY 2014 | | Totals by AY | | | Totals |
|---------------------------|---------|-------|---------|--------|-------|---------|-------|--------------|--------|-------|-----------|
| | S'12 | Su'12 | F'12 | S'13 | Su'13 | F'13 | S'14 | AY'12 | AY'13 | AY'14 | All Years |
| | (n=6) | (n=3) | (n=7) | (n=16) | (n=8) | (n=8) | (n=1) | (n=9) | (n=31) | (n=9) | (n=49) |
| Biostatistics 1 | 83% | 0% | 57% | 38% | 50% | 50% | 0% | 56% | 45% | 44% | 47% |
| Biostatistics 2 | 83% | 33% | 71% | 50% | 88% | 63% | 0% | 67% | 65% | 56% | 63% |
| Environmental Health 1 | 83% | 33% | 57% | 56% | 88% | 75% | 100% | 67% | 65% | 78% | 67% |
| Environmental Health 2 | 100% | 33% | 57% | 63% | 63% | 63% | 100% | 75% | 61% | 67% | 65% |
| Environmental Health 3 | 100% | 67% | 57% | 56% | 88% | 63% | 100% | 88% | 65% | 67% | 69% |
| Epidemiology 1 | 83% | 0% | 57% | 75% | 75% | 88% | 0% | 56% | 71% | 78% | 69% |
| Epidemiology 2 | 83% | 67% | 57% | 63% | 88% | 38% | 100% | 78% | 68% | 44% | 65% |
| Epidemiology 3 | 100% | 33% | 57% | 81% | 88% | 88% | 100% | 78% | 77% | 89% | 80% |
| Health Services Admin 1 | 100% | 100% | 71% | 75% | 88% | 88% | 100% | 100% | 77% | 89% | 84% |
| Health Services Admin 2 | 100% | 33% | 86% | 75% | 75% | 75% | 100% | 78% | 77% | 78% | 78% |
| Social & Behavioral Sci 1 | 100% | 33% | 86% | 88% | 88% | 88% | 100% | 78% | 87% | 89% | 86% |
| Social & Behavioral Sci 2 | 100% | 33% | 71% | 88% | 88% | 88% | 100% | 78% | 84% | 89% | 84% |
| Integration | 50% | 67% | 57% | 63% | 88% | 38% | 100% | 56% | 68% | 44% | 61% |
| | | | | | | | | | | | |
| FSB 1 | n/a | n/a | n/a | 100% | 100% | n/a | n/a | n/a | 100% | n/a | 100% |
| FSB 2 | n/a | n/a | n/a | 100% | 100% | n/a | n/a | n/a | 100% | n/a | 100% |
| FSB 3 | n/a | n/a | n/a | 100% | 100% | n/a | n/a | n/a | 100% | n/a | 100% |
| FSB 4 | n/a | n/a | n/a | 100% | 100% | n/a | n/a | n/a | 100% | n/a | 100% |
| FSB 5 | n/a | n/a | n/a | 100% | 100% | n/a | n/a | n/a | 100% | n/a | 100% |
| | | | | | | | | | | | |
| IDZ 1 | 100% | 67% | 60% | 64% | 100% | 57% | 100% | 86% | 70% | 63% | 71% |
| IDZ 2 | 100% | 67% | 60% | 55% | 75% | 71% | 100% | 86% | 60% | 75% | 69% |
| IDZ 3 | 100% | 67% | 60% | 73% | 100% | 71% | 100% | 86% | 75% | 75% | 77% |
| IDZ 4 | 100% | 67% | 60% | 64% | 100% | 57% | 100% | 86% | 70% | 63% | 71% |
| IDZ 5 | 100% | 100% | 60% | 73% | 100% | 86% | 100% | 100% | 75% | 88% | 83% |
| | | | | | | | | | | | |
| PHN 1 | 100% | n/a | 100% | 100% | 100% | n/a | n/a | 100% | 100% | n/a | 100% |
| PHN 2 | 100% | n/a | 100% | 100% | 100% | n/a | n/a | 100% | 100% | n/a | 100% |
| PHN 3 | 100% | n/a | 100% | 100% | 100% | n/a | n/a | 100% | 100% | n/a | 100% |
| PHN 4 | 100% | n/a | 100% | 100% | 100% | n/a | n/a | 100% | 100% | n/a | 100% |
| PHN 5 | 100% | n/a | 100% | 100% | 100% | n/a | n/a | 100% | 100% | n/a | 100% |
| | | | | | | | | | | | |
| PHPA 1 | n/a | n/a | 100% | 100% | 50% | 100% | n/a | n/a | 80% | 100% | 83% |
| PHPA 2 | n/a | n/a | 100% | 100% | 50% | 100% | n/a | n/a | 80% | 100% | 83% |
| PHPA 3 | n/a | n/a | 100% | 100% | 50% | 100% | n/a | n/a | 80% | 100% | 83% |
| PHPA 4 | n/a | n/a | 100% | 100% | 50% | 100% | n/a | n/a | 80% | 100% | 83% |
| PHPA 5 | n/a | n/a | 100% | 100% | 50% | 100% | n/a | n/a | 80% | 100% | 83% |
| PHPA 6 | n/a | n/a | 100% | 100% | 0% | 100% | n/a | n/a | 60% | 100% | 67% |

Attachments

Student Exit Survey

| Questions start with: How satisfied were you with the ... | AY 2011 | | | AY 2012 | | | AY 2013 | | | 2014 | Totals by AY | | | | Totals |
|---|---------|------|-------|---------|------|-------|---------|------|-------|------|--------------|-------|-------|-------|--------|
| | F'10 | S'11 | Su'11 | F'11 | S'12 | Su'12 | F'12 | S'13 | Su'13 | F'13 | AY'11 | AY'12 | AY'13 | AY'14 | All |
| | n=3 | n=3 | n=4 | n=8 | n=6 | n=3 | n=4 | n=12 | n=3 | n=6 | n=1- | n=17 | n=19 | n=6 | n=52 |
| required "core" courses? | 100% | 100% | 100% | 88% | 100% | 67% | 100% | 83% | 100% | 83% | 100% | 88% | 89% | 83% | 90% |
| required emphasis courses? | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| elective courses? | 100% | 100% | 50% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 80% | 100% | 100% | 100% | 96% |
| quality of academic advising? | 67% | 100% | 100% | 100% | 83% | 100% | 100% | 67% | 100% | 83% | 90% | 94% | 79% | 83% | 87% |
| availability of academic advisor? | 67% | 67% | 100% | 88% | 100% | 100% | 100% | 100% | 100% | 83% | 80% | 94% | 100% | 83% | 92% |
| assistance of academic advisor? | 67% | 33% | 100% | 88% | 100% | 100% | 75% | 67% | 100% | 67% | 70% | 94% | 74% | 67% | 79% |
| availability of faculty members? | 100% | 100% | 100% | 88% | 100% | 100% | 100% | 100% | 100% | 83% | 100% | 94% | 100% | 83% | 96% |
| approachability of faculty members? | 67% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 90% | 100% | 100% | 100% | 98% |
| way degree requirements (policies and procedures) were explained? | 67% | 67% | 100% | 100% | 83% | 100% | 100% | 75% | 100% | 100% | 80% | 94% | 84% | 100% | 88% |
| way administrative deadlines and requirements were communicated? | 67% | 67% | 100% | 100% | 83% | 100% | 100% | 92% | 100% | 83% | 80% | 94% | 95% | 83% | 90% |
| Questions start with: Do you agree that ... | AY 2011 | | | AY 2012 | | | AY 2013 | | | 2014 | Totals by AY | | | | Totals |
| | F'10 | S'11 | Su'11 | F'11 | S'12 | Su'12 | F'12 | S'13 | Su'13 | F'13 | AY'11 | AY'12 | AY'13 | AY'14 | All |
| | n=3 | n=3 | n=4 | n=8 | n=6 | n=3 | n=4 | n=12 | n=3 | n=6 | n=1- | n=17 | n=19 | n=6 | n=52 |
| instruction keeps pace with developments in the field? | 100% | 67% | 75% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 80% | 100% | 100% | 100% | 96% |
| there is a high degree of intellectual challenge? | 100% | 67% | 75% | 100% | 83% | 100% | 100% | 83% | 67% | 83% | 80% | 94% | 84% | 83% | 87% |
| academic standards for faculty are high? | 100% | 100% | 75% | 100% | 83% | 100% | 100% | 92% | 100% | 83% | 90% | 94% | 95% | 83% | 92% |
| courses were available when needed? | 100% | 100% | 75% | 100% | 100% | 67% | 100% | 75% | 100% | 100% | 90% | 94% | 84% | 100% | 90% |

Attachments

| Questions start with: Please rate the ... | AY 2011 | | | AY 2012 | | | AY 2013 | | | 2014 | Totals by AY | | | | Totals |
|--|---------|------|-------|---------|------|-------|---------|------|-------|------|--------------|-------|-------|-------|--------|
| | F'10 | S'11 | Su'11 | F'11 | S'12 | Su'12 | F'12 | S'13 | Su'13 | F'13 | AY'11 | AY'12 | AY'13 | AY'14 | All |
| | n=3 | n=3 | n=4 | n=8 | n=6 | n=3 | n=4 | n=12 | n=3 | n=6 | n=1- | n=17 | n=19 | n=6 | n=52 |
| availability of research opportunities | 100% | 0% | 100% | 100% | 100% | 50% | 100% | 67% | 50% | 67% | 83% | 89% | 73% | 67% | 79% |
| quality of research experience | 50% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 50% | 100% | 86% | 100% | 93% | 100% | 94% |
| quality of advising for your research | 50% | 0% | 100% | 100% | 50% | 100% | 75% | 67% | 50% | 67% | 71% | 86% | 67% | 67% | 72% |
| value of your research experience to your overall educational experience | 50% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 50% | 100% | 86% | 100% | 92% | 100% | 93% |
| availability of field experience (practicum) | 100% | 67% | 100% | 67% | 100% | 67% | 100% | 67% | 50% | 83% | 88% | 77% | 72% | 83% | 78% |
| quality of field experience | 100% | 100% | 67% | 100% | 100% | 100% | 100% | 100% | 50% | 100% | 86% | 100% | 94% | 100% | 95% |
| quality of advising in your field experience | 100% | 67% | 67% | 83% | 100% | 67% | 75% | 92% | 50% | 67% | 71% | 85% | 83% | 67% | 80% |
| value of your field experience to your overall educational experience* | 100% | 100% | 67% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 86% | 100% | 100% | 100% | 98% |
| MPH Program's depth (i.e., ability to examine key concepts in detail). | 100% | 100% | 100% | 100% | 100% | 67% | 100% | 83% | 100% | 83% | 100% | 94% | 89% | 83% | 92% |
| MPH Program's breadth (i.e., ability to examine a variety of key concepts). | 67% | 100% | 75% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 80% | 100% | 100% | 100% | 96% |
| MPH Program's integration of diverse perspectives (i.e., ability to examine various viewpoints). | 100% | 100% | 75% | 100% | 100% | 100% | 100% | 92% | 100% | 83% | 90% | 100% | 95% | 83% | 94% |
| MPH Program's preparation of students for future employment. | 100% | 67% | 100% | 100% | 100% | 100% | 75% | 92% | 33% | 83% | 90% | 100% | 79% | 83% | 88% |

Attachments

Attachment 5. MPH Program Update

KANSAS STATE UNIVERSITY



MPH Program Update to Executive Council

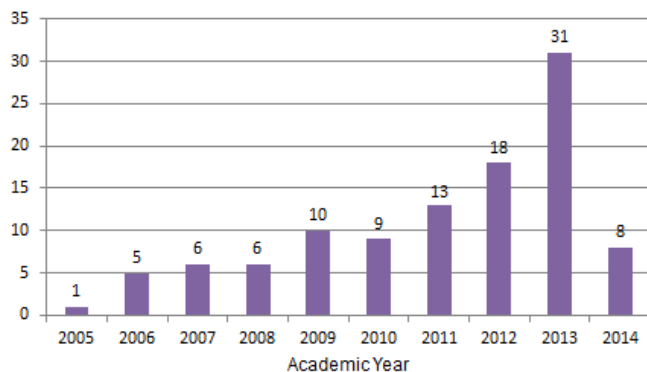
Spring Semester 2014
March 5, 2014

MPH Graduates

- Total of 107
 - Food Safety and Biosecurity: 8 (7%)
 - Infectious Diseases and Zoonoses: 65 (61%)
 - DVM / MPH: 24
 - International Veterinary Degree / MPH: 6
 - Other: 35
 - Public Health Nutrition: 17 (16%)
 - Public Health Physical Activity: 17 (16%)

Through Dec 2013

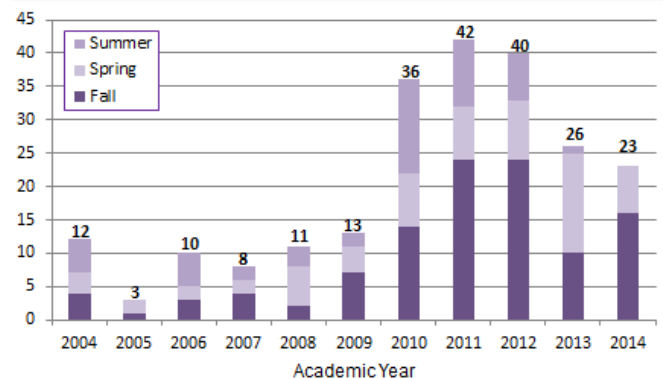
MPH Graduates by Academic Year



Total MPH Graduates: 107

Through Dec 2013

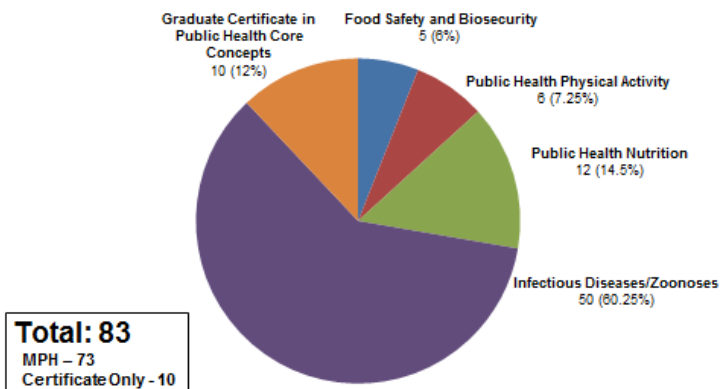
MPH Program New Students Degree and Certificate



Number of total new students by semester and academic year started

As of Feb 2014

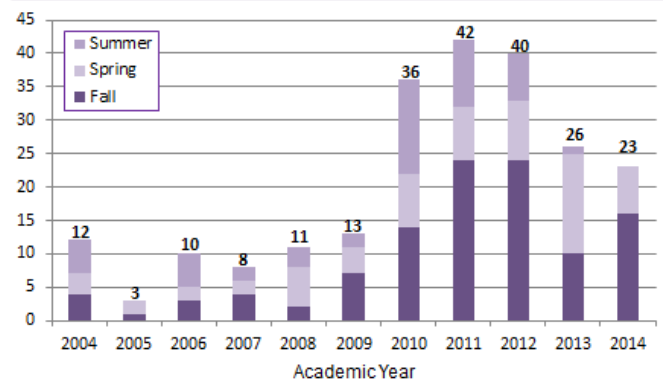
Current MPH Program Students



Total: 83
MPH – 73
Certificate Only – 10

As of Feb 2014

MPH Program New Students Degree and Certificate



Number of total new students by semester and academic year started

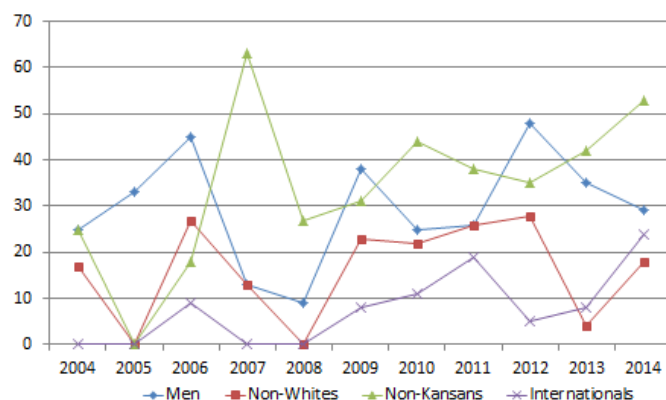
As of Feb 2014

Current MPH Program Students

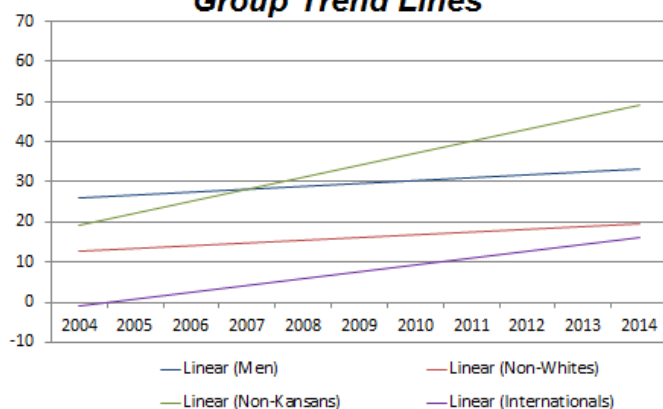
- 83 Total Students
- 56 Women (67%)
- 9 Other-than-White (11%)
- 50 Kansans (60%)
- 39 Kansas State alumni (47%)
- 7 International Students (8%)

As of Feb 2014

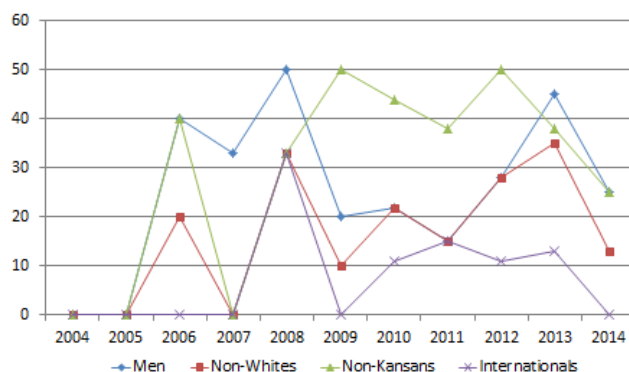
MPH New Students



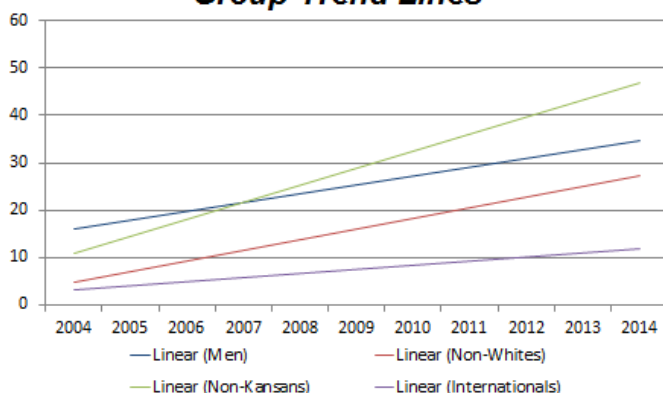
MPH New Students Group Trend Lines



MPH Graduates



MPH Graduates Group Trend Lines



Connections to Veterinary Medicine

- **Concurrent DVM Students**
 - MPH Degree: 19
 - Graduate Certificate: 2
- **With DVM Degree**
 - MPH Degree: 8
 - Graduate Certificate: 2
- **Total: 31 (37% of total students)**

As of Feb 2014

Attachments

Connections to Veterinary Medicine

- **Concurrent DVM Students**
 - MPH Degree: 19
 - Graduate Certificate: 2
- **With DVM Degree**
 - MPH Degree: 8
 - Graduate Certificate: 2
- **Total: 31 (37% of total students)**

As of Feb 2014

Current MPH Program Faculty

- **Agriculture: 10**
 - Animal Sciences and Industry: 8
 - Entomology: 2
- **Arts & Sciences: 7**
 - Biology: 3
 - Journalism and Mass Communications: 2
 - Psychology: 1
 - Statistics: 1
- **Engineering: 1**
 - Industrial and Manufacturing Systems Engineering: 1
- **Human Ecology: 19**
 - Family Studies and Human Services: 1
 - Hospitality Management and Dietetics: 2
 - Human Nutrition: 11
 - Kinesiology: 5
- **Veterinary Medicine: 19**
 - Clinical Sciences: 3
 - Diagnostic Medicine and Pathobiology: 16
- **Total: 56**

As of Feb 2014

Travel Awards / Scholarships

- **Graduate Council Travel Awards (available for all graduate students)**
 - 2013: \$250
- **MPH Travel Awards: (for MPH students in all areas)**
 - 2010: \$2,500
 - 2011: \$2,000
 - 2012: \$7,000
 - 2013: \$6,000
 - 2014: \$2,500
 - TOTAL: \$20,000
- **CVM Travel Awards / Scholarships to MPH Students (IDZ)**
 - 2009: \$ 2,000
 - 2010: \$ 2,500
 - 2011: \$ 3,500
 - 2012: \$ 8,000
 - 2013: \$41,300
 - 2014: \$ 6,025
 - TOTAL: \$63,325
- **TOTAL (2009-2014): \$83,575**

As of Sep 2013