

MINUTES OF THE MASTER OF PUBLIC HEALTH EXECUTIVE COUNCIL

Date: July 9, 2013

Location: Mara Conference Center
(4th Floor Trotter)

Members Present: Cates (MPH), Chengappa (DMP), Dzewaltowski (Kinesiology), Gadbury (Statistics), Rush (Clinical Sciences)

Ex-Officio Members Present: Buckwalter (Dean, Human Ecology), Floros (Dean, Agriculture), Richardson (Dean, Veterinary Medicine), Shanklin (Dean, Graduate School)

Other: Stevenson (MPH)

Not Present: Dorhout (Dean, Arts & Sciences), Haub (Human Nutrition), Odde (Animal Sciences), Sneed (HMD), Spooner (Biology)

Called to Order: By Dr. Cates at: 10:30 AM

Quorum: X Yes No

Adjourned: 12 Noon

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
CALL TO ORDER	Meeting was called to order by Dr. Cates.	
APPROVAL OF MINUTES FROM LAST MEETING	Minutes from March meeting were approved in March via e-mail and posted.	
INTRODUCTIONS	Dr. Gary Gadbury (Dept. Head, Statistics) and Dr. John Buckwalter (Dean, Human Ecology) were introduced. Dr. Gadbury is a voting member and Dr. Buckwalter is an Ex-Officio member.	
ELECTION OF NEW CHAIRPERSON FOR AY 2014	The group elected Dr. David Dzewaltowski (Dept. Head, Kinesiology) as the chairperson for the Executive Council for AY 2014.	
MPH PROGRAM UPDATE AND DISCUSSION ITEMS	To maximize discussion time, previous to the meeting, the group received the following update via e-mail from Dr. Cates (copies attached): <ul style="list-style-type: none"> Report to MPH Executive Council, Summer 2013 Spring 2013 MPH Graduate Students Exit Survey Results 	

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	<ul style="list-style-type: none"> • MPH Faculty Major Professor and Committee Members report • CEPH Accreditation Timeline • CEPH Accreditation – Possible Questions • CEPH Site Visit Draft Agenda <p>The group discussed several items related to the MPH report:</p> <p>-- Admission Numbers: Dean Shanklin questioned the drop in new student starts this year, compared to last year. Dr. Cates reminded the group that the program goal, approved by the provost, deans, department heads and faculty in the self-study report, is 25-35 per year and we have met or exceeded that goal for the past 4 years. Other parts of this discussion included the high percentage of part-time students we have historically attracted and the possible use of total student FTEs in a goal. The program does currently track total FTEs, but it has not been used as a goal.</p> <p>-- Academic Advising and Advising related to Research: The group discussed the relatively low scores on graduate exit surveys regarding academic and research related advising. Dr. Cates reported that the program is working with OEIE to continue to analyze this type of data, from multiple groups, in a longitudinal manner, to watch for any trends. All survey reports are shared with both the Faculty Advisory Council and the Executive Council. The group discussed possible solutions, but no decisions were made for action.</p> <p>The group also discussed the difference between professional masters and regular MS students and faculty involvement. Many times if students are on a non-research track they get lost in the department. One observation was that faculty may be more interested in working with non-research students if there was a publication that came out of their capstone and/or field experience. MPH degree requirements do not include a research publication. Communication between students and their advisor is the critical element. Research students tend to have more natural communication opportunities than non-research students.</p>	<p>Dr. Cates will continue to work with faculty and prospective students in our current manner, to recruit high quality graduate students into the program, with the target of 25-35 new students a year.</p> <p>The MPH Program staff will continue to collaborate with OEIE on programmatic assessment, sharing results with faculty and administration and working with them toward resolving any issues.</p>

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	Dr. Cates reminded the group that the MPH Agreement of Support does state that MPH faculty commitments to the MPH program and its students would be documented in the plans of work or something similar; with our decentralized approach to governance and faculty resourcing, he said it is very important for accreditation that this commitment, related to sustainability, is evident. Dr. Chengappa and Dr. Dziewaltowski shared that they document the commitment.	Department heads will ensure that MPH faculty commitments to this graduate program are documented as in the MPH Agreement of Support.
ACCREDITATION ITEMS	<p>Dr. Cates reminded the group that the CEPH accreditation site visit is currently scheduled for October 27-29, 2013, and the program determines the agenda. He presented a draft agenda, and the groups he suggested:</p> <ul style="list-style-type: none"> • MPH Program Board of Directors (the 5 deans) • MPH Executive Council (the 8 department heads) • Current MPH students (during lunch) • MPH Primary Faculty (50% or more commitment to the program and at least 3 faculty per emphasis area – currently 14 members) • MPH Faculty (all others including those that teach core courses) • Alumni and Community Representatives <p>After review of the draft agenda the group suggested that the department heads meet after the MPH faculty.</p>	Dr. Cates will revise the draft agenda to include the council's recommendation that we place the department heads after the MPH faculty.
OTHER	None	
FUTURE MEETING(S)	Fall 2013, TBD	The MPH Program staff will work with the Chairman and members to schedule the next meeting in the fall semester.

MPH Graduate Student Exit Survey Results Spring 2013

The link for the online *MPH Graduate Student Exit Survey* was sent on May 5, 2013, to sixteen students who graduated from Kansas State University's Master of Public Health (MPH) program in the Spring of 2013. The survey closed on May 20, 2013. There were a total of twelve responses to the survey; this document provides a summary of those responses.

The *MPH Graduate Student Exit Survey* contained thirty-six (36) items, including twenty-six (26) Likert-style scaled, three (3) multiple choice, and seven (7) open-ended items. The scaled items asked students to rate, on four-point scales, their agreement or satisfaction with different parts of the MPH program such as their research, field experience, academic advising, and the program as a whole. The open-ended items asked students to share any strengths of the program, suggestions to better serve students, and final comments about their experiences in the MPH program.

Results

Twelve students, who graduated in Spring 2013, responded to the *MPH Graduate Student Exit Survey*. The students indicated their area of emphasis in the MPH program. Responses are presented in the table below.

Please indicate your area of emphasis in the MPH program.	Survey Responses	
	Frequency	Percent
Food Safety/Biosecurity	1	8.33%
Infectious Diseases/Zoonoses	9	75.00%
Public Health Nutrition	1	8.33%
Public Health Physical Activity	1	8.33%

Question 1 (Q1) of the survey asked the students to indicate how satisfied they were with the quality of the core, required, and elective courses in the MPH program. Students could select one of four options ranging from “Very Dissatisfied” to “Very Satisfied.” The majority of the students were “Satisfied” or “Very Satisfied” with the quality of the required MPH “core” courses, other required courses, and elective courses. Two respondents, who expressed their dissatisfaction, were only “Dissatisfied” with the “Required “Core” courses.”

Q1. Overall, how satisfied were you with the quality of the following:	Frequency				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	No Response
Required "Core" courses (DMP 708 & 854 or DMP 754; DMP 806; HMD 720; STAT 702 or 703; KIN 818)	--	2	6	4	--
Other required courses for your area of emphasis	--	--	9	3	--
Elective courses	--	--	7	5	--

Students indicated in response to Question 2 (Q2) their level of agreement with various statements regarding courses offered in the MPH program. Students could select one of four options ranging from “Strongly Disagree” to “Strongly Agree”. The majority of the students either “Agreed” or “Strongly Agreed” with all the statements, but as many as three participants “Disagreed” with 3 out of the 4 statements. Responses are presented in the table below.

Q2. Please indicate your level of agreement with the following statements.	Frequency				
	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
Instruction in the MPH program keeps pace with recent developments in the public health field	--	--	8	4	--
There is a high degree of intellectual challenge in the MPH program	--	2	7	3	--
The academic standards of the faculty in the MPH program are high	--	1	7	4	--
The courses I needed to take were available when I needed to take them	--	3	4	5	--

Question 3 (Q3) of the survey asked the students for comments regarding courses in the MPH program. Their responses most often indicated a desire to have more courses available, to have courses available

throughout the year, and the option to take the core courses online or in-person. Responses are presented in the table below.

Q3. Other comments regarding courses in the K-State MPH program:	
<ul style="list-style-type: none"> • There should be more courses offered and available during the year. • For infectious disease, the future is in technology and research. Just knowing a bit about infectious disease models often won't be enough. GIS courses and research should be stressed and emphasized to make our students more competitive. • The faculty and staff were very supportive during the whole process. • I wish the core courses which are all offered online were also available in-class. The epidemiology course is very important for our future careers. The online course is very good, but I feel I would have gotten more out of it if it were available in-class. • None. • Need a required course that teaches basic SAS. • More times for classes instead of just fall or just spring. Have them open for both fall and spring or summer. • I was not at all impressed with HMD720 or KIN818. While the material in each class was important, these classes had a lot of busy work and did not seem to encourage critical thinking or application of the concepts. 	

Students rated various statements regarding research in the MPH program in response to Question 4 (Q4). Students could select one of four options ranging from “Poor” to “Excellent”. Three to six students chose not to provide a response for each statement. The majority of the participants responding found the availability of research opportunities, the quality of research experience, the quality of advising, and the value of the research experience overall to be “Good” or “Excellent.” Responses are presented in the table below.

Q4. Please rate the following:	Frequency				
	Poor	Fair	Good	Excellent	No Response
Availability of research opportunities	3	--	4	2	3
Quality of research experience	--	--	4	4	4
Quality of advising for your thesis research	1	1	2	2	6
How valuable was your thesis experience in your overall training in public health?	--	--	2	5	5

Question 5 (Q5) of the survey asked the students to provide other comments regarding research in the MPH program. Several of the responses indicated that the students did not choose the thesis option for their Capstone Project requirement. One respondent highlighted a perceived limited availability or research opportunities. Responses are presented in the table below.

Q5. Other comments regarding research in the MPH program:	
<ul style="list-style-type: none"> • I chose not to do a thesis but was able to stumble upon a research project. I wish this was something I had sought out earlier in my program. • I did not do a thesis but did some research as part of my project and this was a very good experience. • No thesis completed. • None. • There are many opportunities for field experiences and the staff is very supportive in offering resources for possible locations. Additionally, the veterinary school provides many research opportunities on campus. • Few research opportunities are available and only to those who seek them out. 	

The students rated various statements in Question 6 (Q6) regarding field experience in the MPH program. Students could select one of four options ranging from “Poor” to “Excellent”. The majority of the responses were in the “Good” or “Excellent” categories, but the statement regarding the availability of field experience was rated “Poor” by one student and “Fair” by three other students. The quality of advising in the field experience was also rated “Fair” by one student. Responses are presented in the table below.

Q6. Please rate the following:	Frequency				
	Poor	Fair	Good	Excellent	No Response
Availability of field experience (practicum)	1	3	2	6	--
Quality of field experience	--	--	5	7	--
Quality of advising in your field experience	--	1	5	6	--
How valuable was your field experience in your career development in public health?	--	--	4	8	--

Question 7 (Q7) of the survey asked the students for comments regarding field experience in the MPH program. While two students provided generally positive comments about this component of the program, two other students stated that the field experience was lacking in structure and guidance.

Q7. Other comments regarding field experience in the K-State MPH program:	
<ul style="list-style-type: none"> • The internship looks great on a resume, especially the length of time I was able to contribute. • Great. • None. • There needs to be better assistance with field experience placing for students. It was a very stressful 4 months trying to locate a company that would take me on for a semester. Getting started in my search was the hardest part. A bit more guidance/increased relations with outside organizations would be very helpful for future students looking to land a field experience position. • I wish there were a standardized field experience process for those engaging in research. 	

The students indicated their level of satisfaction with academic advising in the MPH program in Question 8 (Q8). Students could select one of four options ranging from “Very Dissatisfied” to “Very Satisfied”. Participants reported being “Satisfied” or “Very Satisfied” with three of the seven statements. Participants indicated some level of dissatisfaction four of the academic advising statements:

Q8. Overall, how satisfied were you with:	Frequency				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	No Response
Quality of academic advising that you received	--	4	4	4	--
Availability of your academic advisor	--	--	5	7	--
Degree to which your academic advisor was helpful	1	3	1	7	--
Availability of faculty members	--	--	1	11	--
Approachability of faculty members	--	--	1	11	--
The way in which degree requirements (policies and procedures) were explained	2	1	3	6	--
Degree to which administrative deadlines and requirements were communicated to you	--	1	2	9	--

Question 9 (Q9) of the survey asked the students for comments regarding academic advising received as part of the MPH program. Two students discussed the need for direction or general information regarding the thesis and/or field experience component of the program. Two additional students

reported that their advisor was “less helpful” than other members of the faculty and “expressed a general disinterest in [the student’s] work and progress.”

Q9. Other comments regarding academic advising in the K-State MPH program:

- When a student enrolls in his/her field experience hours, it would be helpful if a “Field Experience Course” showed up on his KSOL just like any other course. This folder can include field experience requirements/due dates/expectations/examples of past reports etc. Much of this information I just found out as I went along....I didn't even know the KREX site with past paper examples existed until I was almost completed writing my report.
- Barta was very helpful for understanding deadlines, structure, and requirements. Dr. Cates also frequently emailed the students to make us aware. The majority of faculty members made themselves available and were willing to assist at any time. I believe I found a few mentors among the staff. My advisor was less helpful and expressed a general disinterest in my work and progress. Thankfully, the other faculty more than compensated for this and made my experience rewarding.
- None.
- To be honest, I had far more communication with Dr. Cates and Barta regarding academic requirements, field experience, paperwork, etc. and did not communicate a lot with my academic advisor. It was not a problem with my advisor but just that Dr. Cates and Barta always could answer all of my questions and were very available.
- I wish the thesis process would have been explained better before I started.

Students rated the quality of various aspects of the program in response to Question 10 (Q10). A majority of the responses were in the “Good” or “Excellent” categories with only one to two students reporting “Fair” or “Poor” on a few of the items. Responses are presented in the table below.

Q10. Based on your experience, how would you rate the quality of the following aspects of the MPH program?	Frequency				
	Poor	Fair	Good	Excellent	No Response
Depth (i.e., ability to examine key concepts in detail)	--	2	7	3	--
Breadth (i.e., ability to examine a variety of key concepts)	--	--	4	8	--
Integration of diverse perspectives (i.e., ability to examine various viewpoints)	1	--	6	5	--
Ability to prepare me for my future employment	--	1	7	4	--

Question 11 (Q11) of the survey asked the students to list the main strengths of the MPH program. Some of the strengths reported by students include the variety of courses, assistance from faculty, the quality of teaching, and ease or flexibility in completing their coursework. Responses are presented in the following table.

Q11. What are the main strengths of the MPH program? Please list any specific aspects of the program that contributed to a positive experience for you.
<ul style="list-style-type: none"> • How well the program covers the four emphasis areas and also a student to chart our path with electives. Great Faculty and staff, great communication and transparency wonderful support for students • Excellent program. • The main strengths are the variety of topics covered in courses. I learned about food biosecurity, infectious disease, GIS programs, and how to write a paper better. The faculty and the willingness to assist and engage students is also a strength. Faculty members like Dr. Briggs, with NGO experience, opened up a whole new world of possibilities to me. • Flexibility of program - Availability of advisors/professors (very good!) - Reduction in field experience hours requirement. • Critical thinking and real world training. • Assistance of program office (Barta, Stevenson, Dr. Cates), high-quality teaching by faculty (in Vet school). • I like the variety of elective courses that you could choose from to help cater some of your education to your interests. • Having Dr. Cates and Barta for questions about the program is very helpful. The toxicology class, veterinary classes and the intersession classes with Dr. Briggs are excellent. Having the field experience requirement was helpful. • The ease of doing coursework anywhere as most classes are online.

Question 12 (Q12) of the survey asked the students what specific suggestions they have for ways the MPH program could better serve its students. While several students suggested other courses be included in the curriculum, others suggested increasing the availability of field experiences and providing students with more guidance. Responses are presented in the table below.

Q12. What specific suggestions do you have for ways the MPH program could better serve its students?
<ul style="list-style-type: none"> • Keep working toward accreditation and increase in diversity of faculty, staff and students. A class on health disparities. • None at this time. • Allow the student to have a trial period with an advisor. Stress the importance of research. Encourage relevant employment and volunteer positions. Encourage earlier internships. • I think the MPH program could improve by including more writing development courses in its core curriculum. Policy writing will be a large part of our jobs in the public health field. • Better ways to communicate important information (i.e. field experience availability and how early in the program, Public Health agencies need to be contacted). Assist students when they are looking for agencies for their field experiences. • Improve guidance for field experiences - Better disseminate information regarding field experience requirements/expectations/past reports etc. - Increase number of classes relating to global health (a booming field of public health!). • Regular/posted hours of program office, greater availability of field experience opportunities, matching advisors with student interests, provide courses/training on statistical software. • It would be even more helpful if you told students to secure their field experience a year in advance, and therefore they could tailor their future electives to fit the background they will need for their field experience. For example my paper on tick-borne disease would have been much easier to understand, had I taken a parasitology course as an elective, if only I would have known my project in advance. • The statistics class could be more applicable to real life problems and less basic problem oriented. I took the old statistics class, not biostatistics, so this problem may have already been addressed. • Regardless of what faculty wants, develop a standardized way of doing things. It's very frustrating when some students are doing much more work for the same degree.

Question 13 (Q13) of the survey asked the students to share any final comments or recommendations about their experiences as a student in the MPH program at Kansas State University. Responses are presented in the table below.

Q13 Please share any final comments or recommendations about your experiences as a student in the MPH program at K-State.

- I had a great experience in the MPH program.
- None.
- Great experience. I was very hesitant at the beginning and was even looking for other graduate programs around the country during my first semester. I look at the public health school at the Universities of Minnesota, Colorado, and Michigan. In all, it turned out to be the right decision to stay (granted accreditation goes through in the next two years). I saved significant amounts of money. I know peers from public health programs from all around the country (most accredited) and I do not feel that I received any less of an education than them.
- Overall a great experience with the K-State MPH program! Dr. Cates is great. Please keep us updated with CEPH accreditation!
- Had a great time and it was well worth the investment. Thank you!
The faculty are all very nice and friendly, and I find they are usually very willing to help students, that is something to be valued in a program. We also should find a way to more closely tie the MPH club to the program and work on gaining more support and club and program activities planned. Or another option would be to develop an actual cohort of students coming into the program each year or semester and allow these kids to meet again once or twice throughout the program with events sponsored by the club or the program or joint efforts. It would be nice to know your peers better, which is lost with the current way the program is set up with so many initial core courses done online.
- Overall, my experience here has been great. Barta and Dr. Cates are always ready to answer any questions that I have asked.

**Master of Public Health Program
Kansas State University
Report to MPH Executive Council
Summer 2013**

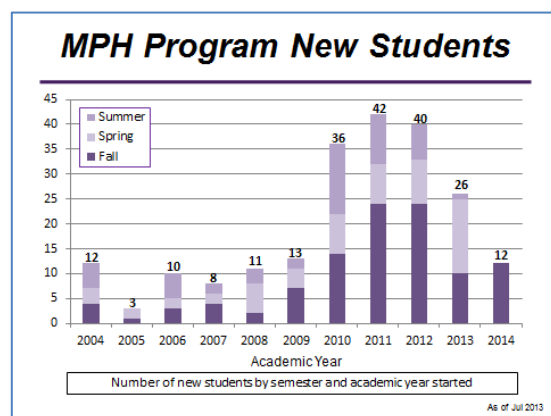
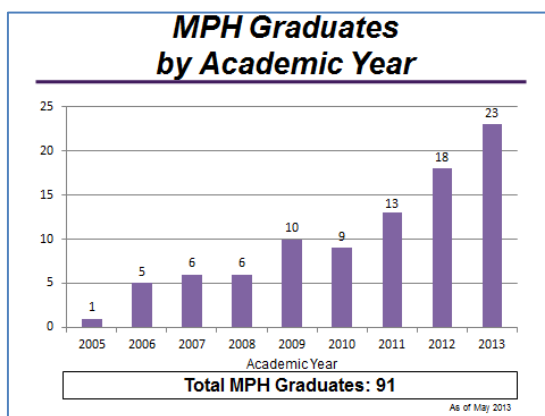
Background: The MPH Program was approved by the Kansas Board of Regents in early 2003, and the first students began in fall 2003. Although the Graduate School and the same four academic colleges (Agriculture, Arts & Sciences, Human Ecology, and Veterinary Medicine) have been partners in this endeavor since 2003, the program has had two different academic homes (Human Ecology 2003-2008 and Veterinary Medicine 2008-Present). The university hired the program's first full-time director, Brigadier General (Retired) Mike Cates, after his retirement as the Army's senior public health officer and veterinary officer, in December 2008. The first and only attempt toward accreditation was made in early 2009, after the Kansas Board of Regents approved the program's request to pursue it. The current partnership operates under the most recent version of the MPH Agreement of Support, signed by all members of the Executive Council and the Provost. It can be viewed via our website:

http://www.k-state.edu/mphealth/pdf/governance/MPH_Agreement_03-2013.pdf

MPH Faculty: There are 55 MPH faculty members from 12 different departments—14 primary faculty and 41 affiliated faculty.

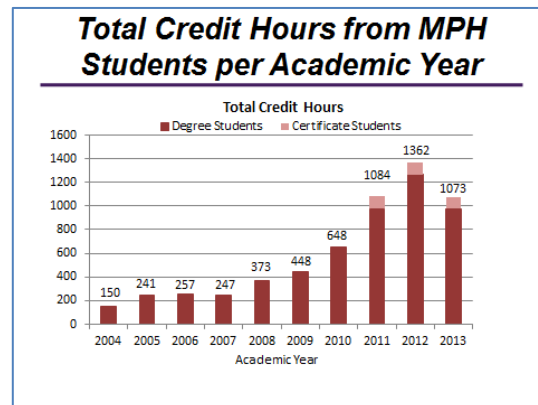
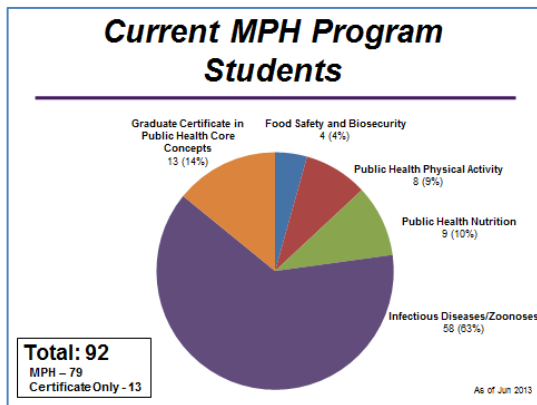
MPH Graduates: There were 16 graduates in spring 2013, bringing the number this academic year to 23, the largest number of graduates in the history of this program for one academic year. We anticipate 10 more graduates for summer 2013. The total number of MPH graduates for now stands at 91.

New Students: This academic year, there were 26 new students who began our program, after the first six years averaging less than 10 a year and then three straight years averaging over 39 a year. As a reminder, in February 2012, Provost Mason directed us to stop the growth in this program, and that has been accomplished. Currently, we have admitted 12 new students for fall 2013.



Current Students: There are 92 active students in the program, 79 pursuing the MPH degree and 13 others working toward the Graduate Certificate in Public Health Core Concepts.

Credit Hours from MPH Students: After peaking at 1362 last year, the total number of credit hours generated by this program are 1073, as of this month.



Field Experience Sites: We have greatly expanded our field experience site list, through the hard work of our students, faculty and staff, particularly with Dr. Choma, our new field experience facilitator (funded by the College of Veterinary Medicine). This is a partial list of past and present sites:

- Christian Veterinary Mission, Mongolia
- Colmery-O'Neil VA Medical Center (Topeka)
- Fort Riley Public Health
- Galveston County (TX) Health District
- Geary County (KS) Department of Health
- Harvesters, Inc., Topeka and Kansas City
- Hodgeman County (KS) Department of Health
- Jackson County (MO) Health Department
- Johnson County (KS) Health Department
- Kansas City (KS) Unified Public Health Department
- Kansas Department of Agriculture
- Kansas Department of Health and Environment
- Kansas Head Start Association
- Kansas Rabies Laboratory
- Lawrence-Douglas County (KS) Health Department
- Meadowlark Hills Retirement Community
- Naugatuck Valley (CT) Health District
- New Mexico Department of Health
- Project Hope, Armenia/Uzbekistan
- Riley County Extension Office
- Santa Rosa (CA) Department of Health
- South Sudan HIV/AIDS Commission
- United Nations Food and Agriculture Organization
- U.S. Army Public Health Command
- USDA Animal and Plant Health Inspection Services

Program Director – health-related activities. I have been active in activities on and off campus to network, raise awareness about our program and to collaborate toward better health in the county and state.

- Member, Mercy Regional Health Center Board of Directors, Manhattan, KS
- Member, Riley County Public Health Advisory Council
- Member, Flint Hills Wellness Coalition
- Member, Kansas Public Health Systems Group
- Member, Kansas Public Health Workforce Development Coordinating Council

Latest available financial figures for MPH Program:

Funding from university partners (2013):

Graduate School (partial program assistant salary, travel award): \$25,059
College of Agriculture (MPH faculty salaries/benefits): \$713,316
College of Arts & Sciences (MPH faculty salaries/benefits): \$642,212
College of Human Ecology (MPH faculty salaries/benefits): \$734,492
College of Veterinary Medicine (MPH faculty and staff salaries/benefits, operating expenses, student scholarships, travel awards): \$1,335,500
Vice President for Administration and Finance (MPH faculty salaries/benefits): \$32,128

Public Health-related Income to Kansas State University (2012):

Tuition and Fees: \$624,874
Grants and Contracts: \$5,915,333

Travel Awards and Scholarships: MPH students were awarded \$46,557 in AY 2013 travel awards and scholarships, \$250 from the Graduate School and \$46,307 from the College of Veterinary Medicine.

Accreditation: After review and concurrence by the faculty, students and administration, the university submitted the program's first self-study report to the Council on Education for Public Health (CEPH) reviewers in May 2013. Feedback is expected in July. The CEPH site visit is currently scheduled for October 27-29, 2013. The self-study report is posted on the website: <http://www.k-state.edu/mphealth/pdf/K-State%20MPH%20Self%20Study%20Report%20May%202013.pdf>

Assessment: The program has worked with the university's Office of Educational Innovation and Evaluation (OEIE) toward improved programmatic assessments. These include routine surveys of graduates, alumni, current students, faculty, field experience preceptors, and employers/potential employers. Reports are posted on the Executive council K-State Online site. Here are two examples of information gathered in that assessment:

MPH Graduates – Supervisory Committee Assessment

Public Health Core Competencies	Percentage of Responses = 3 or 4 (n=32)
Biostatistics 1	44
Biostatistics 2	59
Environmental Health 1	59
Environmental Health 2	65
Environmental Health 3	65
Epidemiology 1	56
Epidemiology 2	69
Epidemiology 3	72
Health Services Administration 1	88
Health Services Administration 2	78
Social and Behavioral Sciences 1	84
Social and Behavioral Sciences 2	84
Integration	81

Note: This assessment is for core competencies, rated by the supervisory committee of each graduate on scale of 1 (Did not meet expectations), 2 (Met expectations, with some weakness), 3 (Met with no weakness), or 4 (Exceeded expectations) at the time of the student's defense.

MPH Graduates – Exit Surveys

Survey Questions		AY'11 (n=10)	AY'12 (n=17)	AY'13 (n=16)	Overall 3 years (n=43)
1.1.	Satisfaction with quality of "core" courses	100%	87%	88%	90%
1.2.	Satisfaction with quality of required courses	100%	100%	100%	100%
1.3.	Satisfaction with quality of elective courses	80%	100%	100%	95%
2.1.	MPH instruction keeping pace	80%	100%	100%	95%
2.2.	High degree of intellectual challenge in program	80%	94%	88%	88%
2.3.	Academic standards are high	100%	94%	94%	95%
2.4.	Availability of courses	100%	94%	81%	91%
4.1.	Availability of research opportunities	83%	89%	77%	82%
4.2.	Quality of research experience	86%	100%	100%	96%
4.3.	Quality of advising for thesis research	71%	86%	70%	75%
4.4.	Value of research experience toward public health	86%	100%	100%	96%
6.1.	Availability of field experience	88%	77%	75%	78%
6.2.	Quality of field experience	86%	100%	100%	97%
6.3.	Quality of advising in field experience	71%	85%	88%	83%
6.4.	Value of field experience to career development	86%	100%	100%	97%
8.1.	Quality of academic advising	90%	94%	75%	86%
8.2.	Availability of academic advisor	80%	94%	100%	93%
8.3.	Degree to which academic advisor was helpful	70%	94%	69%	79%
8.4.	Availability of faculty members	100%	94%	100%	98%
8.5.	Approachability of faculty members	90%	100%	100%	98%
8.6.	Clarity of degree requirements	80%	100%	100%	95%
8.7.	Communication of deadlines	80%	100%	94%	93%
10.1.	Quality (Depth) of MPH Program	100%	94%	88%	93%
10.2.	Quality (Breadth) of MPH Program	80%	100%	100%	95%
10.3.	Integration of diverse perspectives in program	90%	100%	94%	95%
10.4.	Program provides adequate preparation for future	90%	94%	88%	91%

Each question was rated on scale of 1-4, and the percentage is for responses of "3" or "4" (positive and strongly positive) out of total responses.

Overall Areas of Concern / Common themes demonstrated by several forms of programmatic assessment:

- Core course content
- Course availability
- Course format (online versus in-class)
- Costs, especially for online and field experience
- Advising
- Availability of Field Experience

MPH Faculty - Major Professor / Committee Membership

Date: 7/8/2013

	Current MPH Faculty Name	Area	Dept	Graduates		Current Students + New Admits			Total	
				Major Prof	Committee Membership	Major Prof / Advisor	Fall 2013 Starts	Committee Membership	Major Prof	Committee Membership
1	Fung, Dan	FSB	ASI	4					4	
2	Kastner, Curtis	FSB	ASI							
3	Kastner, Justin	FSB	DMP	3	17	3		10	6	27
4	Marsden, James	FSB	ASI		1					1
5	Nutsch, Abbey	FSB	ASI	2	8	4		3	6	11
6	Phebus, Randy	FSB	ASI		1					1
7	Retzlaff, Deanna	FSB	ASI	1					1	
8	Smith, Scott	FSB	ASI		1					1
9	Cates, Mike	IDZ	DMP	7	3	11	7	8	25	11
10	Chapes, Keith	IDZ	BIOL	1		1			2	
11	Chengappa, M.M.	IDZ	DMP			3			3	
12	Ganta, Roman	IDZ	DMP		1	2			2	1
13	Hanlon, Cathy	IDZ	DMP	1	2	2		2	3	4
14	KuKanich, Kate	IDZ	CS	2		1		3	3	3
15	Larson, Bob	IDZ	CS	6	10	8		8	14	18
16	Montelone, Beth	IDZ	BIOL	2	1			1	2	2
17	Mosier, Derek	IDZ	DMP	7	5	1		5	8	10
18	Nagaraja, TG	IDZ	DMP	1	2	4		3	5	5
19	Naryanan, Sanjeev	IDZ	DMP		5	3		1	3	6
20	Nguyen, Annelise	IDZ	DMP	2	1			1	2	2
21	Oberst, Dick	IDZ	DMP		1	1			1	1
22	Payne, Pat	IDZ	DMP	5	7	1		3	6	10
23	Powell, Doug	IDZ	DMP		1	1			1	1
24	Renberg, Walter	IDZ	CS	2				1	2	1
25	Renter, Dave	IDZ	DMP	2	9	4		5	6	14
26	Sanderson, Mike	IDZ	DMP	4	8	4		2	8	10
27	Scott, Morgan	IDZ	DMP	1		1			2	
28	Tazi, Loubna	IDZ	BIOL							
29	van der Merwe, Deon	IDZ	DMP		5	5		1	5	6
30	Wilkerson, Melinda	IDZ	DMP		1	1		2	1	3
31	Zurek, Ludek	IDZ	ENTO							
32	Canter, Deb	PHN	HMD		2			3		5
33	Chamber, Edgar	PHN	HN							
34	Gould, Rebecca	PHN	HMD		1					1
35	Grunewald, Katharine	PHN	HN							
36	Haub, Mark	PHN	HN	3	7	2		1	5	8
37	Higgins, Mary	PHN	HN	2		1			3	
38	Kidd, Tanda	PHN	HN	2	3	1		1	3	4
39	Lindshield, Brian	PHN	HN					1		1
40	Peters, Paula	PHN	HN	1	3				1	3
41	Procter, Sandy	PHN	HN	4	5	2		1	6	6
42	Rosenkranz, Ric	PHN	HN	2	1	2	4	7	8	8
43	Rosenkranz, Sara	PHN	HN		1	1			1	1
44	Wang, George	PHN	HN		1		1	1	1	2
45	Dzewaltowski, David	PHPA	KIN	4	3	2	1	1	7	4
46	Heinrich, Katie	PHPA	KIN	5	3	2		3	7	6
47	Irwin, Brandon	PHPA	KIN							
48	Mailey, Emily	PHPA	KIN		1					1
49	McElroy, Mary	PHPA	KIN	2	7	4		1	6	8
50	Blair, Cliff		STAT							
51	Brannon, Laura		PSYCH							
52	Galitzer, Steven		SAFETY		1					1
53	Gordon, Joye		JOURN							
54	McDaniel, Brenda		PSYCH		1					1
55	Muturi, Nancy		JOURN		1					1

MPH Faculty - Major Professor / Committee Membership

Date: 7/8/2013

Other Faculty who have assisted MPH students at K-State

1	Ackleson, Jason	DMP		1			2		3
2	Anderson, Gary	VDL		1					1
3	Aramouni, Fadi	ASI		1					1
4	Bailey, Stanley	ASI		1					1
5	Barrett, Elizabeth	HMD		3					3
6	Beyer, Scott	ASI					1		1
7	Bopp, Melissa	KIN		9					9
8	Carabin, Helene	U of OK					1		1
9	Carpenter, James	CS		1					1
10	Davis, Elizabeth	CS				1		1	
11	Fallon, Beth	KIN	1	2				1	2
12	Freeman, Lisa	AP		2					2
13	Gyurcsik, Nancy	KIN		1					1
14	Hansen, Gail	DMP		2					2
15	Harms, Craig	KIN		1					1
16	Higgs, Stephen	BRI					1		1
17	Hodge, Sheryl	SpEd		1					1
18	Holcomb, Carol Ann	HN	1	1				1	1
19	Hollis, Larry	ASI		1					1
20	Hutchinson, James	GEOG					1		1
21	Hutchinson, Shawn	GEOG		1					1
22	Jaax, Jerry	Comp		1			1		2
23	Johannes, Elaine	FSHS		1					1
24	Kaczynski, Andrew	KIN	2	3				2	3
25	Moro, Manuel	DMP	6	2				6	2
26	Nielsen, Samara Joy	HN		1					1
27	Nietfeld, Jerome	VDL		1					1
28	Oehme, Fred	DMP		4					4
29	Peterson, Townshed	BIOL		1					1
30	Pickrell, John	DMP	2	1				2	1
31	Poole, David	KIN		1					1
32	Rintoul, David	BIOL		1					1
33	Safranek, Thomas	NE State Epi		1					1
34	Sauer, Kevin	HMD		1					1
35	Spire, Mark	CS		1					1
36	Stanis, Sonja	Univ of MO		2					2
37	Thomson, Dan	CS		2			1		3
38	Thurston, Linda	Assoc Dean of Ed					1		1
39	Troust, Stewart	KIN	1	1				1	1
40	Wyatt, Carol	DMP		3			1		4
41	Yarrow, Linda	HN					1		1

			Total	91	188	79	13	90	183	278
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CEPH Accreditation Timeline

1. Preliminary Self-Study Report
 - a. Draft Compiled ✓
 - b. Reviews / Revisions
 - i. MPH Faculty Advisory Council ✓
 - ii. MPH Executive Council ✓
 - iii. All MPH Faculty ✓
 - iv. Public ✓
 - c. Final Revisions ✓
 - d. Final Review
 - i. MPH Faculty Advisory Council ✓
 - ii. MPH Executive Council ✓
 - e. Review / Concurrence by Provost ✓
 - f. Submission to CEPH Reviewers ✓
2. Final Self-Study Report
 - a. Receipt of CEPH Feedback (most likely mid-July)
 - b. Revisions based on feedback
 - c. Submission to CEPH by their deadline (most likely before end of August)
3. Site Visit (Three visitors, October 27-29, 2013)

General guidance for site visitors: Questions to pursue with specific constituencies

This is intended as a *very general* guide and reference for generating ideas. Each site visit team must focus on those areas that the self-study and information gathered on-site reveals to be most relevant. Many questions should be pursued with multiple constituencies, and each program or school's unique structure may require addressing questions to different groups than those indicated below. For each question, the criterion to which the question is most generally related is indicated, but the list is not exhaustive.

Program/school officials (deans/directors)

- How were the mission, goals and objectives developed? (1.1)
- When were they revised, and what processes are in place for future revisions? (1.1)
- How often does strategic planning take place, and through what means? (1.2)
- How do you collect and analyze data? (1.2)
- How are evaluation data used in planning? Operationally, how are changes made? (1.2)
- How often are student course evaluations reviewed, by whom, and what happens to the information? (1.2)
- Who has authority over budget, and how does the budget process work? (1.4)
- Who has authority to authorize faculty searches? (1.4)
- Describe the governance system. For example, who advises program leaders in various areas and how? (1.5)
- How do program faculty get involved in governance at the program, department and/or university level? (1.5)
- What is your assessment of current resources? The immediate future resource outlook? (1.6)
- Clarify faculty resources—# of dedicated faculty per track. (1.7)
- How were the programmatic and track-specific competencies developed? (2.6)
- When were they revised, and what processes are in place for future revisions? (2.6)
- What specific resources do you dedicate to your distance education and executive degree programs (eg, technology, travel, student services)? (2.12 programs & 2.14 schools)
- Describe how the program has planned and organized its service activities. (3.2)
- How does a faculty search work from initiation to hire? (4.1)
- Who has promotion and tenure authority, and how does it work? (4.2)

- How are research, teaching, and CEPH-defined (not university committee) service examined/weighed? (4.2)
- Discuss efforts to achieve a diverse faculty. (1.8)
- Discuss efforts to achieve a diverse student body. (1.8)
- Describe student advising. (4.4)
- Describe career advising. (4.4)

Faculty (general)

- How do program faculty get involved in governance at the program, department and/or university level? (1.5)
- What is your assessment of current resources? The immediate future resource outlook? (1.6)
- Describe the process of supervising student practice placements.
 - How do students select a specific site? (2.4)
 - What are your interactions with the preceptor? (2.4)
- What, if any, ongoing supervision is there for the student while the placement is ongoing? (2.4)
- Describe the process of developing learning objectives for courses you teach. (2.6)
- Describe the process of supervising student culminating projects. (2.5)
- How do you assess students in your course? How does the program/track assess students? (2.7)
- How does evaluation of student practica work? (2.7)
- For those teaching in distance learning/executive degree formats: Describe how student advising works. Describe policies or procedures that support teaching and/or any technologies used in these programs. (2.12 programs & 2.14 schools)

- For those teaching in distance learning/executive degree formats: How do you assess student learning and attainment of the specified competencies in these programs? (2.12 programs & 2.14 schools)
- For those teaching in distance learning/executive degree formats: How do you evaluate the success of your curriculum for students pursuing the degree through distance education or executive formats? (2.12 programs & 2.14 schools)
- Talk about research: who are the funders, how does community-based research work, how do partnerships with other agencies/institutions work? (3.1)
- Describe the program's support for individual faculty research. (3.1)
- Describe student involvement in research. (3.1)
- Talk about service: what types of things do faculty do, how does the program support participation? (3.2)
- Describe the role of service/public health practice in the tenure and promotions process. (3.2)
- Talk about workforce development: what types of things do faculty do, how does the program support participation? (3.3)
- Describe the tenure and promotions process. (4.2)
- Describe faculty development tools: mentoring, startup incentives, ability to access skill development courses, support for travel to conferences, teaching skills development, etc. (4.2)
- Describe student advising. (4.4)
- Describe career advising for students. (4.4)

Faculty (general, contd. or committees, if applicable)

- How were the mission, goals and objectives developed? (1.1)
- When were they revised, and what processes are in place for future revisions? (1.1)
- How often does strategic planning take place, and through what means? (1.2)
- How are community members, students, and other constituencies involved in planning/evaluation? (1.2)
- How do you collect and analyze data? (1.2)
- How are evaluation data used in planning? Operationally, how are changes made? (1.2)

- How often are ongoing courses (eg, core courses) reviewed, and through what means? (1.2)
- How often are student course evaluations reviewed, and what happens to the information? (1.2)
- Is there a review process for course-level learning objectives, and how does it work? (2.6)
- Is there a process for tracking how courses support programmatic and track-specific competencies, and how does it work? (2.6)
- Is there a process to review/update competencies, and how does it work? (2.6)
- What mechanisms ensure that all academic degree students are versed in epidemiology and introduced to other public health topics? (2.9 programs & 2.11 schools)
- How does credit sharing work for joint/dual degrees? (2.11 programs & 2.13 schools)
- Are there special procedures or policies relating to development of curriculum for distance learning/executive degree coursework? (2.12 programs & 2.14 schools)

Students

- Why are you here today? (1.2)
- Are you familiar with the self-study? If so, what interactions have you had with the process? (1.2)
- How does the program/school respond to student feedback? (1.2)
- How do you give feedback? (1.5)
- Describe the practice placement.
 - How do you select a site? (2.4)
 - What is the role of your faculty advisor throughout the process? (2.4)
 - How are you assessed work? (2.4)
- Why did you choose this program? (4.4)
- Describe advisement. (4.4)
- Describe career advisement. (4.4)
- What are the program's/school's best points?
- What would you like to see changed/what could make the program/school stronger?

Alumni

- Why are you here today? (1.2)
- Are you familiar with the self-study? If so, what interactions have you had with the process? (1.2)
- What means are there for you to provide feedback now? (1.2)
- If applicable, how has the program/school responded to your feedback as an alum? (1.2)
- How well do you feel prepared by the program/school for what you're doing? (2.5)
- What are you currently doing? (2.6)
- What areas could the program strengthen that might strengthen your preparation for practice/further education? (2.6)
- Why did you choose this program? (4.4)
- Describe advisement. (4.4)
- Describe career advisement. (4.4)
- What are the program's/school's best points?
- What would you like to see changed/what could make the program/school stronger?

Employers of graduates/Student preceptors

- Are you familiar with the self-study? If so, what interactions have you had with the process? (1.2)
- Does the program/school solicit feedback from you? If so, describe. (1.2)
- If applicable, how has the program/school responded to your feedback? (1.2)
- For preceptors: describe the process.
 - How did you become involved as a preceptor? (2.4)
 - What contact do you have with students' faculty advisors? (2.4)
- What is your role in evaluation? (2.4)
- In what areas do you think that the program/school has room for growth to better serve workforce needs? (2.6)
- How is the program/school perceived in your field/in the community?
- What do you see as the program/school's specific strengths?

Community representatives

- Are you familiar with the self-study? If so, what interactions have you had with the process? (1.2)
- Does the program/school solicit feedback from you? If so, describe. (1.2)
- If applicable, how has the program/school responded to your feedback? (1.2)
- Describe the operations of the community advisory board, if applicable.
 - What did the program/school describe as your role? (1.5)
 - What do you see as your role? (1.5)
 - How often do you meet? (1.5)
 - Who sets the agenda? (1.5)
 - What goes on at meetings? (1.5)
- What is the nature of your relationship with the program/school? (3.2)
- Describe the frequency of your interactions with the program/school. (3.2)
- How is the program/school perceived in your field/in the community?
- What do you see as the program/school's specific strengths?
- In what areas do you think that the program/school has room for growth to better serve workforce needs?

University officials (presidents/provosts)

- Discuss vision/goals for the program/school. (1.1)
- Discuss public health's role/value in the broader institutional context. (1.4)
- Discuss resource issues (particularly specific areas of concern highlighted by other constituencies). (1.6)
- Discuss efforts to achieve a diverse faculty/staff. (1.8)
- Discuss efforts to achieve a diverse student body. (1.8)

**Kansas State University MPH Program
Council on Education for Public Health (CEPH) Site Visit
October 27-29, 2013**

Sunday, October 27, 2013

- Open Arrival of Site Visit Team to Hotel
*Holiday Inn Manhattan
Anderson Avenue, Manhattan, KS*
- 6:00 pm Executive Session of Site Visit Team
- 7:00 pm Site Visit Team Dinner
Houlihans

Monday, October 28, 2013

- 8:15 am Site Visit Team Hotel Pickup
Mike Cates will pick them up and deliver them to Anderson Hall
- 8:30 am Introductory Visit with University Provost
*Dr. April Mason
Anderson Hall
Mike Cates will transport them from Anderson Hall to College of Veterinary Medicine*
- 9:00 am Site Team Set-up and Request for Additional Documents
Mara Center, College of Veterinary Medicine
- 9:15 am Executive Session of Team
- 10:00 am Meet with MPH Program Board of Directors
*Mike Cates – Program Director
John Floros – Agriculture
Peter Dorhout – Arts & Sciences
John Buckwalter – Human Ecology
Ralph Richardson – Veterinary Medicine
Carol Shanklin – Graduate School*
- 10:45 am Break
- 11:00 am Meet with MPH Program Executive Council
*Mike Cates, DVM, MPH – Program Director
Ken Odde – Animal Sciences and Industry
M.M. Chengappa, PhD – Diagnostic Medicine/Pathobiology
Bonnie Rush – Clinical Sciences
Mark Haub – Human Nutrition
David Dzewaltowski – Kinesiology
Jeannie Sneed – Hospitality Management and Dietetics
Gary Gadbury – Statistics
Brian Spooner – Biology*

11:45 am Break

12:00 pm Lunch with MPH Students

12:45 pm Break

1:00 pm Meet with MPH Primary Faculty
Abbey Nutsch
Justin Kastner
Daniel Fung
Dave Renter
Deon van der Merwe
Stephen Chapes
Ric Rosenkranz
Mark Haub
George Wang
David Dzewaltowski
Mary McElroy
Katie Heinrich
Emily Mailey
Brandon Irwin

1:45 pm Break

2:00 pm Meet with other MPH Faculty
Bob Larson, Deb Canter, Mike Sanderson, Beth Montelone, Others

2:45 pm Break

3:00 pm Meet with Alumni and Community Representatives
Dr. Paul Benne, Ginny Barnard, Katy Vaughan, Others?

3:45 pm Break

4:00 pm Resource File Review and Executive Session

5:00 pm Adjourn and Return to Hotel

Tuesday, October 29, 2013

8:00 am Executive Session at Hotel

9:15 am Hotel pickup and transportation to Anderson Hall

9:30 am Meet with University President and Provost

10:00 am Return to College of Veterinary Medicine and Break

10:30 am Executive Session and Report Preparation

11:30 am	Working Lunch
12:30 pm	Exit Interview with Program Director and Board of Directors <i>Cates, Buckwalter, Floros, Dorhout, Richardson, Shanklin</i>
1:30 pm	Team Departs

DRAFT