

## MINUTES OF THE MASTER OF PUBLIC HEALTH COORDINATING COMMITTEE

**Date:** April 13, 2011

**Time/Location:** 12:30 PM; 112 Trotter Hall

**Members Present:** Cates, Choma, Heinrich, Kastner, Larson, McElroy, Montelone, Retzlaff, Stevenson

**Members Absent:** Fung, Kelly, Kidd, Procter

**Called to Order:** By director Dr. Cates at: 12:30 PM **Quorum:**  X  Yes   No **Adjourned:** 2:15 PM

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
CALL TO ORDER	Meeting was called to order by Dr. Cates	
APPROVAL OF MINUTES FROM LAST MEETING	It was moved and seconded that the minutes from the March 9, 2011 be approved as distributed.	
FACULTY ITEMS	None	
STUDENT ITEMS	Very few attended the MPH Q&A on March 14.	Use Public Health Club to disseminate information. Use an on-line discussion/chat to answer questions.
COURSE ITEMS	The Biostatistics course (STAT 701) was approved by Arts & Sciences. It will be on the Grad Council agenda for April 22 with the MPH curriculum change to require STAT 701 starting Fall 2011. Statistics added a \$70 DCE surcharge per credit hour for the course to pay the instructor. The provost will match funds in (.5 FTE faculty line) to pay for a statistics faculty member as a long-term support strategy in FY 2012 or 2013.	
PROGRAM RELATED ITEMS	See Accreditation Items.	

<p><b>ACCREDITATION ITEMS</b></p>	<p>Dr. Cates prepared a PowerPoint for discussion on the consultant's six major concerns and how they should be addressed. On May 25<sup>th</sup>, he will meet with the deans and department heads on the same topic and wanted input from the Coordinating Committee for that meeting. Five additional items were handed out to facilitate discussion:</p> <ul style="list-style-type: none"> <li>• Spread sheet data obtained from planning used to calculate FTEs and determine core faculty</li> <li>• Draft survey documents from OEIE <ul style="list-style-type: none"> <li>○ Capstone Oral Presentation Evaluation Form</li> <li>○ Graduate Student Mid-Program Survey</li> </ul> </li> <li>• Section 2.6 from the University of Connecticut Self-Study Report</li> <li>• MPH Advisor Summary update</li> </ul> <p>The committee spent the remainder of the meeting time to discuss the issues and the corresponding slides to present to the Deans and Department Heads.</p> <p><b>Accreditation Decision</b></p> <p>The members discussed various the advantages and disadvantages of accreditation and the self-study process. Overall, the group recommended that we not even have withdrawal of our application as a stated option.</p> <p><b>Course Capacity</b></p> <p>Dr. Cates stated the current needs of the students include core courses, each with 35-50 seats a year, preferably in more than one semester, with more than one format.</p> <p>The group discussed the size of sections and the need to be clear that the number of seats stated in the presentation is a total annual number.</p> <p><b>Core Faculty</b></p> <p>Dr. Cates reminded the group that CEPH requires all core faculty to be involved in teaching MPH courses. He suggested we re-evaluate which</p>	<p>Need to draft competencies for overall MPH program and each emphasis area. Need several competencies for each emphasis area.</p> <p>Need ambitious goals.</p> <p>Consider adding an external advisor to the Coordinating Committee or consider adding an external advisory committee.</p> <p>The discussion and will continue in May.</p>
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	<p>individuals are core, in each area of emphasis, without regard to college/department appointment.</p> <p>Suggestions included having core faculty specified in their contract and including them all in the coordinating committee activities.</p> <p><b>Competencies</b></p> <p>Dr. Cates asked the group to consider the options for core competencies and recommended that we look at the University of Connecticut's core competencies, as a good starting point. We can use the competencies from the Council on Linkages or the Schools of Public Health (see Tier 2) or develop our own, to replace the current one (information is posted to KSOL.)</p> <p>We must have five competencies for each emphasis area along with those we choose for the core.</p> <p><b>Governance</b></p> <p>Dr. Cates reminded the group of the three main aspects of governance, covered by the consultant: "proximate control by program administration, a feedback loop for student concerns, particularly related to course and curriculum issues; and capability to react promptly to necessary changes.</p> <p>Ideas included:</p> <ul style="list-style-type: none"> <li>○ For core faculty have MPH responsibility written into their contracts</li> <li>○ Have MPH program director be part of faculty evaluation for core faculty</li> <li>○ Provide TVALS for core and other required courses to program director, and when there is a trend noted for any one course, the program director could address with the department head</li> <li>○ Meet with department heads 4 times a year for update and to address concerns</li> </ul>	
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	<p>Overall, the committee felt that we can “fix” all the concerns of the consultant except for governance and resources, and we need support from the deans and department heads on those two major issues.</p> <p>Discussion will continue at May meeting.</p>	
<b>OTHER</b>	<p>The traveling public health exhibit from the Nation Library of Medicine, “Against All Odds: Making a Difference in Global Health”, is here. We will be moving it around to the locations on campus.</p>	
<b>FUTURE MEETING(S)</b>	<p>May 11, 2011 at 12:30 to 2 PM</p> <p>June 8, 2011 at 1:00 to 2:30 PM (Note 1 PM start time for summer meetings)</p> <p>July 13, 2011 at 1:00 to 2:30 PM</p> <p>August 10, 2011 at 1:00 to 2:30 PM</p>	<p>Union, Room 202</p> <p>Union, Room 202</p> <p>Union, Room 202</p> <p>Union, Room 202</p>



## PowerPoint Discussion Slides



### **Kansas State University** **Master of Public Health Program**

Discussion after CEPH Consultant Visit  
Coordinating Committee  
April 13, 2011

Mike Cates, DVM, MPH, DACVPM  
Director, MPH Program  
Nichols Professor of Veterinary Public Health

## **Accreditation Decision**

- Why accreditation?
  - Required for National Certification of graduates
  - Required by some employers
  - Helps extramural funding opportunities
  - Recruiting -required by some prospective students
- Options
  - Extend self-study for one year (can extend again for one more year after that)
  - Withdraw application and start over when ready
- Costs
  - \$2000 initial application fee
  - \$2000 per year for each self-study year
  - \$2700 for accreditation review



## **Resources - Core Faculty**

- At least 3 individuals per area of emphasis
  - Minimum of 0.5 FTE in public health
    - Teaching
    - Research
    - Service
    - Extension / Outreach
    - Administration
  - Each individual must teach MPH Courses
    - Core course(s)
    - Required course(s) for emphasis area
    - Other course(s) highly subscribed to by MPH Students
- Current Calculation methodology is OK



## **Consultant's Major Concerns**

- Resources – commitment and sustainability
- Program Evaluation – goals which “drive”
- Curricular Evaluation and Standardization – competencies for each area of emphasis
- Organization / Governance – “proximate control” by program administration and feedback loop
- Field Experience capacity and link to competencies
- Student Advising and Career Counseling – appropriate advising for prospective and current students



## **Resources - Course Capacity**

- Core Courses
  - Minimum of once a year, 35-50 seats
  - Preferably both in-class and on-line sections
  - Preferably available two different semesters, to include Summer
- Other Required Courses
  - Minimum of once every two years
  - Enough seats for all emphasis area students



## **Resources - Core Faculty**

- Ideas
  - Reassess which individuals are “core”
    - Focus on emphasis area
    - Not necessarily aligned with college/departments
  - Consider fewer areas of emphasis
  - Core faculty should be more involved
  - Link (somehow) to overall budget for program
  - Other?





## Resources - Other Ideas

- DCE-administered DMP 840
  - For all MPH Field Experience credit
  - Use \$\$ for Placement Coordinator
- Tracking of \$\$
  - Tuition
  - Public Health-related Grants
- Other?



## Competencies

- Choose main set of public health competencies
  - Schools of Public Health
  - Council on Linkages
  - Combination / Other
- Add at least five per area of emphasis
- Map required courses to competencies



## Field Experience

- Three main objectives
  - More capacity
  - Standardization of support
  - Link to required competencies
- Ideas
  - Field Experience Coordinator
  - Consolidate current materials and add more
  - Others?



## Evaluation of Program

- Goals and Objectives
  - Measurable
  - Need to be “stronger”
  - Must “drive” program
- Data must be easy to obtain
- Consistent surveys of stakeholders
  - Students (entrance, mid-point, and exit)
  - Faculty (once a year)
  - Graduates (after 1<sup>st</sup> year and every 3-5 years)
  - Employers / Potential Employers (once a year)



## Organization / Governance

- Three main objectives
  - “Proximate control” by program administration
  - Feedback loop for course/curriculum issues
  - Ability to react for necessary changes
- Ideas
  - Shared assessments (TEVALs, surveys, etc.)
  - Link to MPH faculty (hiring, evaluations, etc.)
  - Executive Advisory Council
  - Empowered Coordinating Committee
  - Other?



## Advising and Career Counseling

- Add Practitioners’ Insights
  - Coordinating Committee
  - Outside Advisory Council
- Facilitate student interactions with public health practitioners
- Incentivize MPH student advising
  - How?
- Other?





## ***CEPH Accreditation Timeline*** ***(Revised )***

Date	Activity
February 2009	Requested Board of Regents' approval to pursue accreditation; approved
April 2009	Submitted application to CEPH
June 2009	Approval of application by CEPH; Start of self-study period
July 2009 – July 2010	Initial research and data collection related to self-study
November 2010	1 <sup>st</sup> Draft of self-study document to MPH Coordinating Committee
February 2011	Coordinating Committee Revisions complete
March 8, 2011	CEPH Consultation Visit (Director or Deputy Director)
Mar 2011 – Mar 2012	Continue revisions and reviews with administrators, faculty and students
April 2012	Post close-to-final document posted for final stakeholder review
June, 2012	Initial Self-Study Document due to CEPH
June – October 2012	Respond to requests/rewrites from CEPH; plan CEPH site visit
October 2012	Conduct mock site visit
November, 2012	Site Visit (3 visitors)
June 2013	CEPH final decision on accreditation





## Handout Attachments

Name	Core?	Area	Duration of Appt		Appointment				Credit hours Teaching				Res	Svc	Admin	Adjusted					
			9 / 12	% Year	Teach	Res	Svc	Admin	MPH	Non-MPH	Total Hrs	% MPH	% PH	% PH	%PH	Ed	Res	Svc	Adm	FTE	
Galitzer, Steven		All	12	1	0.02	0.00	0.03	0.95	0.00	0.00	0.00	0%	0%	0%	0%	0.00	0.00	0.00	0.00	0.00	0
Gordon, Joye		All	9	0.75	0.50	0.40	0.10	0.00													<1
Harris, Brandonn		All	9	0.75	0.50	0.30	0.15	0.05	0.00	0.00	0.00	0%	40%	20%	0%	0.00	0.09	0.02	0.00	0.11	11.3
McDaniel, Brenda		All	9	0.75	0.50	0.45	0.05	0.00	3.00	0.00	12.00	25%	0%	0%	0%	0.09	0.00	0.00	0.00	0.09	9.4
Fung, Daniel	Core	FSB	12	1	0.40	0.60	0.00	0.00	10.00	0.00	31.00	32%	100%	0%	0%	0.13	0.60	0.00	0.00	0.73	0.73
Nutsch, Abbey	Core	FSB	12	1	0.50	0.50	0.00	0.00	10.00	0.00	18.00	100%	50%	0%	0%	0.50	0.25	0.00	0.00	0.75	0.75
Smith, J	Core	FSB	12	1	0.30	0.70	0.00	0.00	48.00	0.00	56.00	86%	50%	0%	0%	0.26	0.35	0.00	0.00	0.61	0.61
Kastner, Curtis		FSB	12	1	0.00	0.57	0.20	0.23	0.00	0.00	4.00	0%	70%	50%	40%	0.00	0.40	0.10	0.09	0.59	0.59
Marsden, James		FSB	12	1	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0%	100%	0%	0%	0.00	1.00	0.00	0.00	1.00	1.00
Phebus, Randall		FSB	12	1	0.30	0.70	0.00	0.00	0.00	0.00	12.00	0%	100%	0%	0%	0.00	0.70	0.00	0.00	0.70	0.70
Retzlaff, Deanna		FSB	12	1	0.50	0.00	0.25	0.25	0.00	0.00	9.00	0%	0%	100%	100%	0.00	0.00	0.10	0.10	0.20	0.20
Zurek, Ludek		FSB	12	1	0.20	0.50	0.30	0.00	0.00	0.00	6.00	0%	10%	0%	0%	0.00	0.05	0.00	0.00	0.05	0.05
Cates, Michael	Core	IDZ	12	1	0.25	0.00	0.00	0.75	3.00	0.00	3.00	100%	0%	0%	100%	0.25	0.00	0.00	0.75	1.00	1
Kastner, Justin	Core	IDZ	12	1	0.30	0.60	0.10	0.00	14.00	0.00	14.00	100%	50%	0%	0%	0.30	0.30	0.00	0.00	0.60	0.6
Renter, David	Core	IDZ	12	1	0.15	0.80	0.05	0.00	5.00	0.00	5.00	100%	100%	0%	0%	0.15	0.80	0.00	0.00	0.95	0.95
Van Der Merwe, Deon	Core	IDZ	12	1	0.30	0.70	0.00	0.00	2.00	0.00	2.00	100%	30%	0%	0%	0.30	0.21	0.00	0.00	0.51	0.51
Chapes, Stephen		IDZ	9	0.75	0.50	0.50	0.00	0.00	12.00	0.00	15.00	100%	100%	50%	0%	0.38	0.38	0.00	0.00	0.75	0.75
Chengappa, M		IDZ	12	1	0.10	0.10	0.10	0.70	18.00	0.00	43.00	42%	0%	0%	0%	0.04	0.00	0.00	0.00	0.04	0.04
Ganta, Roman		IDZ	12	1	0.15	0.80	0.05	0.00	3.00	0.00	6.00	50%	20%	0%	0%	0.08	0.16	0.00	0.00	0.24	0.24
Hanlon, Cathleen A		IDZ	12	0.5	0.00	0.60	0.00	0.40	0.00	0.00	0.00	0%	10%	0%	20%	0.00	0.03	0.00	0.04	0.07	0.07
Larson, Robert		IDZ	12	1	0.25	0.25	0.25	0.25	0.00	0.00	3.00	25%	15%	20%	30%	0.06	0.04	0.05	0.08	0.23	0.23
Montelone, Beth		IDZ	12	1	0.00	0.00	0.00	0.75	0.00	0.00	0.00	0%	0%	50%	5%	0.00	0.00	0.00	0.04	0.04	0.04
Mosier, Derek		IDZ	12	1	0.40	0.25	0.35	0.00	5.00	0.00	51.00	10%	0%	0%	0%	0.04	0.00	0.00	0.00	0.04	0.04
Nagaraja, Tiruvor		IDZ	12	1	0.30	0.60	0.10	0.00	4.00	0.00	14.00	29%	30%	0%	0%	0.09	0.18	0.00	0.00	0.27	0.27
Narayanan, Sanjeev		IDZ	12	1	0.5	0.35	0.15	0.00	3.00	5.00	14.00	21%	30%	0%	0%	0.11	0.11	0.00	0.00	0.21	0.21
Nguyen, Thu		IDZ	12	1	0.15	0.80	0.05	0.00	3.00	0.00	3.00	100%	0%	0%	0%	0.15	0.00	0.00	0.00	0.15	0.15
Oberst, Richard		IDZ	12	1	0.00	0.30	0.70	0.00	3.00	0.00	12.00	25%	0%	0%	0%	0.00	0.00	0.00	0.00	<1	<1
Payne, Patricia		IDZ	12	1	0.60	0.10	0.30	0.00	0.00	0.00	3.00	0%	10%	0%	0%	0.00	0.01	0.00	0.00	0.01	0.01
Powell, Douglas		IDZ	12	1	0.20	0.70	0.10	0.00	0.00	0.00	0.00	0%	50%	0%	0%	0.00	0.35	0.00	0.00	0.35	0.35
Renberg, Walter		IDZ	12	1	0.80	0.10	0.05	0.05													0.00



Sanderson, Michael		IDZ	12	1	0.30	0.50	0.10	0.10	0.00	0.00	0.00	50%	50%	0%	0%	0.15	0.25	0.00	0.00	0.40	0.40
Scott, H. Morgan		IDZ	12	1	0.20	0.70	0.10	0.00	3.00	0.00	3.00	100%	30%	0%	0%	0.20	0.21	0.00	0.00	0.41	0.41
Stenske, Katherine		IDZ	12	1	0.15	0.25	0.60	0.00	3.00	0.00	7.00	15%	25%	5%	0%	0.02	0.06	0.03	0.00	0.12	0.12
Wilkerson, Melinda		IDZ	12	1	0.35	0.25	0.30	0.10	3.00	2.00	5.00	60%				0.21	0.00	0.00	0.00	0.21	0.21
Kidd, Tandalayo	Core	PHN	12	1	0.00	0.20	0.80	0.00	0.00	0.00	0.00	0%	100%	100%	0%	0.00	0.20	0.80	0.00	1.00	1.00
Nielsen, Samara	Core	PHN	9	0.75	0.40	0.50	0.10	0.00	6.00	0.00	6.00	100%	100%	0%	0%	0.30	0.38	0.00	0.00	0.00	0.00
Procter, Sandra	Core	PHN	12	1	0.00	0.20	0.80	0.00	0.00	0.00	0.00	0%	20%	80%	0%	0.00	0.04	0.64	0.00	0.68	0.68
Barrett, Elizabeth		PHN	9	0.75	0.60	0.15	0.10	0.15	0.00	0.00	16.00	0%	0%	0%	0%	0.00	0.00	0.00	0.00	0.00	0.00
Canter, Deborah		PHN	12	1	0.20	0.20	0.00	0.60	6.00	0.00	15.00	40%	0%	0%	0%	0.08	0.00	0.00	0.00	0.08	0.08
Chambers IV, Edgar		PHN	9	0.75	0.20	0.70	0.10	0.00	3.00	0.00	14.00	21%	30%	0%	0%	0.03	0.16	0.00	0.00	0.19	0.19
Gould, Rebecca		PHN	12	1	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0%	0%	0%	0%	0.00	0.00	0.00	0.00	0.00	0.00
Grunewald, Katharine		PHN	9	0.75	0.90	0.00	0.10	0.00	0.00	0.00	17.00	0%	0%	0%	0%	0.00	0.00	0.00	0.00	<1	<1
Haub, Mark D		PHN	9	0.75	0.30	0.40	0.10	0.20	8.00	0.00	9.00	80%	100%	0%	0%	0.18	0.30	0.00	0.00	0.48	0.48
Higgins, Mary		PHN	12	1	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0%	0%	50%	0%	0.00	0.00	0.50	0.00	0.50	0.50
Lindsheild, Brian		PHN	12	1	0.40	0.50	0.10	0.00	1.00	10.00	11.00	9%	0%	5%	0%	0.04	0.00	0.01	0.00	0.04	0.04
Medeiros, Denis		PHN	12	1	0.14	0.12	0.20	0.54	15.00	0.00	29.00	52%	0%	0%	0%	0.07	0.00	0.00	0.00	0.07	0.07
Peters, Paula		PHN	12	1	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0%	0%	0%	0%	0.00	0.00	0.00	0.00	0.00	0.00
Wang, George		PHN	9	0.75	0.40	0.50	0.10	0.00	0.00	0.00	0.00	50%	50%	50%	0%	0.15	0.19	0.04	0.00	0.38	0.38
Fallon, Elizabeth	Core	PHPA	9	0.75	0.40	0.40	0.20	0.00	12.00	0.00	12.00	100%	100%	25%	0%	0.30	0.30	0.04	0.00	0.64	0.64
Kaczynski, Andrew	Core	PHPA	9	0.75	0.40	0.40	0.20	0.00	5.50	0.00	7.00	75%	100%	50%	0%	0.23	0.30	0.08	0.00	0.60	0.60
McElroy, Mary	Core	PHPA	9	0.75	0.45	0.35	0.20	0.00	6.00	0.00	6.00	100%	100%	25%	0%	0.34	0.26	0.04	0.00	0.64	0.64
Barstow, Thomas		PHPA	9	0.75	0.40	0.40	0.20	0.00	13.00	0.00	17.00	76%	0%	0%	0%	0.23	0.00	0.00	0.00	0.23	0.23
Dzewaltowski, David		PHPA	9	0.75	0.05	0.50	0.00	0.45	0.00	0.00	3.00	100%	100%	0%	0%	0.04	0.38	0.00	0.00	0.41	0.41
Harms, Craig		PHPA	9	0.75	0.40	0.35	0.25	0.00	6.00	0.00	44.00	14%	0%	0%	0%	0.04	0.00	0.00	0.00	0.04	0.04
Heinrich, Katie		PHPA	9	0.75	0.40	0.40	0.20	0.00	3.00	4.00	7.00	43%	75%	75%	50%	0.13	0.23	0.11	0.00	0.47	0.47
Musch, Timothy		PHPA	12	1	0.19	0.27	0.00	0.00	3.00	0.00	17.00	18%	0%	0%	0%	0.03	0.00	0.00	0.00	0.03	0.03
Poole, David		PHPA	12	1	0.19	0.27	0.00	0.00	6.00	0.00	7.00	25%	100%	20%	0%	0.05	0.27	0.00	0.00	0.32	0.32

## Graduate Student Mid-Program Survey

This survey will ask you questions about your educational needs as you complete your first year in the Public Health Program and the services provided to you as a graduate student at K-State. This information is very important to the program as we strive to improve our students' experience.

Your feedback is important as your reflections will help us enhance the program. This survey is completely anonymous. You are asked to provide your enrollment term and area of emphasis so that we may look at the data at an aggregate level by program. However, all individual identifiers will be removed before the MPH program staff receives the raw data.

The responses from all of the mid-program students this semester will be compiled and shared with K-State's MPH program stakeholders to help our program meet the needs of our students.

Thank you for taking the time to thoroughly complete this survey.

Michael Cates

MPH Program Director

1. In which term and year did you enroll:
  - a. Fall 2010
  - b. Spring 2011
  - c. Fall 2011
  - d. Spring 2012
  - e. Fall 2012
2. Please indicate your area of emphasis in the MPH program:
  - a. Food Safety/Biosecurity
  - b. Infectious Diseases/Zoonoses
  - c. Public Health Nutrition
  - d. Public Health Physical Activity
3. Please list your anticipated semester and year of graduation from the MPH program.
4. Please provide your overall rating of:

	Poor	Fair	Good	Excellent
a. Your first year in the program				
b. Your first year of advising				
c. Service provided by the Master of Public Health Office				

5. The MPH Program is dedicated to assessment of student learning and to appropriate changes in curriculum and courses whenever necessary. Our program's student learning outcomes are aligned with those of the Graduate School, and the curriculum is built toward meeting one or more of the Student Learning Outcomes of the program and of the graduate school. Please indicate your level of knowledge of the five MPH Learning Outcomes

	Not at all knowledgeable	Slightly knowledgeable	Somewhat knowledgeable	Knowledgeable	Very knowledgeable
Epidemiology					
Environmental Health Sciences					
Biostatistics					
Health Service Administration					
Social and Behavioral Sciences					

6. What aspect of the program has been the most positive in your first year?
7. What has been the most challenging part of the program for you this year?
8. Have you started researching options or possible placements for your field experience requirement?
9. Do you have a mentor-preceptor for the field experience requirement?
10. Please indicate if you have taken an MPH course online. If so, how did it compare with other public health courses you have taken?
11. What educational services or resources would be helpful to you as a graduate student in the MPH program?
12. Please share any final comments about your experience as a student in the MPH program at K-State.

This item requests that you create a 6 digit code to assist us in matching your responses on this survey to the responses you will provide on other participation surveys during course of the program. To create your code, first enter the day of the month you were born on, then enter the last four digits of your cell phone number (if you do not have a cell phone, please use the last four digits of your home phone number).

For example, if you were born on April 2, and your cell phone number is 313-5467, you should enter "025467" in the space below. Please enter your 6 digit code below.

\_\_\_\_\_

*Thank you for taking time to reflect on your experiences in the MPH program. Your feedback is important to us as we strive to improve our students' experience.*



**Capstone Oral Presentation Evaluation Form**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Capstone Project Title: \_\_\_\_\_

Please select the category that applies to the evaluation of the student's oral presentation	Inadequate (element needs major improvement)	Acceptable (element meets the minimum level of expectations)	Proficient (element meets the normal range of expectations)	Outstanding (element exceeds the normal range of expectations)
<b>Results:</b> presenter discussed recommendations, limitations and conclusions clearly; presenter explained how the project adds to the knowledge base for public health				
<b>Responsiveness:</b> presenter responded to the comments/questions posed by the audience				
<b>Objectives met:</b> presenter met the goal and objectives of the capstone project				
<b>Knowledge:</b> presenter describes and discusses the five core areas of knowledge that are basic to public health and biosafety				
<b>Skills:</b> presenter demonstrates acquisition of skills and experience in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems				
<b>Integration:</b> presenter demonstrates application of academic models, methodology, and evidence to project				
<b>Diversity:</b> presenter affirms the worth and personal dignity of everyone regardless of individual differences and contributes to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings				
<b>Professionalism Displayed:</b> presenter is self-directed, follows up on project obligations and displays professional behavior				

Comments (please use the back of this form for additional comments): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Criterion 2.6 Required Competencies.** *There shall be clearly stated competencies that guide the development of educational programs.*

*Required documentation:*

- Identification of core public health competencies that all students are expected to achieve through their courses of study.*
- A matrix that identifies the learning experiences by which the core public health competencies are met.*
- Identification of competencies for each specialty area identified in the instructional matrix.*
- Description of the manner in which competencies are developed, used and made available to students.*
- Description of the manner in which the program periodically assesses the changing needs of public health practice and uses this information to establish the competencies for its education programs.*
- Assessment of the extent to which this criterion is met.*

#### 2.6.a. Selected core public health competencies

The following 15 competencies were set forth by the program to evaluate capability of program graduates to function as public health practitioners. We believe that mastery of skills contained within our competency set is a cumulative experience that begins from the time of admission to the program and extends throughout a student's educational experience, encompassing coursework, individualized study, experiential fieldwork and the capstone experience.

Table 2.6.a.1 Selected Core Public Health Competencies

Competency	Core Courses						Examples of Relevant Public Health Electives	Practicum experience
	Epidemiology/Biostatistics I & II	Health Systems Administration	Social & Behavioral Foundations	Public Health Law	Public Health Research Methods	Environmental Health		
1 Describe the roles biostatistics and epidemiology play in informing scientific, ethical, economic and political discussion of health issues.	X	X	X	X	X		PUBH434-Intermediate Biostatistics PUBH437-Epi Research Appraisal PUBH438- Invest. of Disease Outbreaks PUBH452-Injury & Violence Prevention PUBH468-Occ/Enviro Epidemiology PUBH472-Disability & Public Health PUBH486-Infectious Disease Epid. PUBH497-Toxicology	X
2 Identify vital statistics and other key data sources for describing socioeconomic conditions and health states of communities.	X				X		PUBH430-Public Health Informatics PUBH438- Invest. of Disease Outbreaks PUBH465-Occupational Health PUBH467-Occ & Enviro Diseases PUBH468-Occ & Enviro Epidemiology	X
3 Use concepts of probability and random variation to draw appropriate inferences from data.	X				X		PUBH412-Health Regulation PUBH419-Public Health Agencies PUBH430-Public Health Informatics PUBH433-Comparative Health Systems	



4	Apply basic methods and terminology to calculate and report measures of rate and risk.	X		X				PUBH401-Principles of Epidemiology PUBH402-Intro to Biostatistics PUBH434-Intermediate Biostatistics PUBH435-Statistics in Epidemiology PUBH438-Disease Outbreak Investigation	X
5	Assess strengths and limitations of various research designs in interpreting results of public health studies.	X	X	X		X		PUBH433-Comparative Health Systems PUBH437-Epi Research Appraisal PUBH453-Chronic Disease Control PUBH454-Infectious Disease Control	X
6	Describe principles and limitations of population-based prevention efforts.	X		X	X	X		PUBH433-Comparative Health Systems PUBH451-MCH Services PUBH452-Injury & Violence Prevention PUBH455-Health Education	X
7	Describe the legal and ethical bases for public health systems and services.			X	X		X	PUBH412-Health Regulation PUBH419-Public Health Agencies PUBH461-Healthcare Law & Ethics PUBH465-Occupational Health PUBH467-Occ & Enviro Diseases PUBH472-Disability Health	X
8	Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.		X	X				PUBH414-Health Economics PUBH419-Public Health Agencies PUBH462-International Health PUBH465-Occupational Health PUBH467-Occ & Enviro Diseases PUBH463-Comparative Hlth Systems	
9	Explain methods of ensuring community health safety and preparedness.			X	X		X	PUBH438-Disease Outbreak Investigation PUBH452-Injury & Violence Prevention PUBH453-Chronic Disease Control PUBH454-Infectious Disease Control PUBH465-Occupational Health PUBH466-Industrial Hygiene	
10	Describe genetic, physiologic and psychosocial factors affecting susceptibility to adverse environmental health hazards.			X			X	PUBH453-Chronic Disease Control PUBH454-Infectious Disease Control PUBH466-Industrial Hygiene PUBH467-Occ & Enviro Diseases	
11	Describe mechanisms of toxicity to explain direct and indirect effects of environmental and occupational agents on humans and ecology.						X	PUBH453-Chronic Disease Control PUBH466-Industrial Hygiene PUBH467-Occ & Enviro Diseases PUBH468-Occ & Enviro Epidemiology	
12	Identify basic social and behavioral theories, concepts and models about the causes, consequences and remedies for public health concerns.			X				PUBH455-Health Education PUBH463-Comp. Health Systems	
13	Demonstrate leadership and team building in developing and advocating for effective policy and program change.		X	X			X	PUBH416-Quality Improvement PUBH419-Public Health Agencies	X
14	Apply evidence-based principles and scientific knowledge base to critical evaluation and decision-making in public health.	X		X			X	PUBH410-Strategic Planning PUBH430-Public Health Informatics PUBH433-Comparative Health Systems PUBH437-Epi Research Appraisal PUBH465-Occupational Health	X
15	Use appropriate modalities, channels and technology effectively to communicate public health information to lay and professional audiences.	X		X	X		X	PUBH 430-Public Health Informatics PUBH 455-Health Education	X



**2.6.b. Learning experiences by which core public health competencies are met**

Mastery of the program's competency set is to be accomplished through the core and elective course requirements, experiential learning opportunities and completion of a capstone project. Appendix 2.6.b.1 links each competency with course objectives specific to 7 core courses and our practicum. The table also lists those public health electives that pertain to each competency.

**2.6.c. Competencies for each specialty area identified in the instructional matrix**

This is not applicable to our program. We offer a generalist degree focusing on public health practice. Core competencies identified in 2.6.a. apply to all students matriculating within this program.

**2.6.d. Manner in which competencies were developed, used and made available to students**

Instructors of each of the 7 core courses were consulted to define the basic set of skills and abilities that are suitable for public health practitioners. The selected group of 15 competencies is based on language and principles contained within the ASPH's *Core Competency Development Project v2.3*. Content was reviewed by the Advisory and Curriculum committees for consistency with the program's mission, goals and objectives. Core course instructors were asked (a) to identify links between the competency set and their course learning objectives and (b) to indicate how objectives and competencies could be evaluated within their curriculum.

An evolution of program competencies is expected and will be the responsibility of the Curriculum Committee to consider and bring forward to the Advisory Committee for a decision. Students, faculty and community-based partners are aware of the competency development process through the program's newsletter and website. These groups are represented on all program committees and have participated in all discussions and decisions to this point.

**2.6.e. Manner of assessing needs of public health practice and relevance to establishing competencies for our educational program**

The program periodically surveys alumni to determine their employment status and to assess whether they believe the program has prepared them adequately for public health practice. The findings of the most recent alumni survey are described in section 2.7.f. In 2006, the program also undertook its first employer survey in which supervisors were asked to evaluate the graduates' competencies in public health practice (survey available upon request and in our on-site self-study resource file). The results of both surveys have been shared with the program's major committees and issues raised are addressed by the appropriate committee(s). The Community Partnership Subcommittee (formerly the Applied Practice Advisory Committee) has been helpful in reviewing the competencies for their relevance to applied public health practice.

**2.6.f. Assessment of the extent to which this criterion is met**

The program objectives pertaining to this criterion are:

Educational Objective 2: Assure graduates are competent practitioners of public health

Performance Target: All students complete courses in core areas of public health and electives addressing 3 core public health functions.



**Annual Assessment:**

2004-05	2005-06	2006-07
87% of graduates completed courses in 5 core areas of public health. Of the 7 students not completing courses in the 5 core areas of public health; 5 were MD's before entering the program.	86% of graduates completed courses in 5 core areas of public health. Of the 5 students not completing courses in the 5 core areas of public health; 2 were MD's before entering the program and 2 were MD/MPH students.	89% of graduates completed courses in 5 core areas of public health. Of the 5 students not completing courses in the 5 core areas of public health; 1 was an MD/MPH, and 1 was a Res/MPH. Advisory Committee set requirement (Beginning with 2007-08 class) that all graduates must complete 1 elective course addressing each of the 3 core public health functions.

We believe Criterion 2.6 is substantially met.

- A set of 15 competencies all students are expected to achieve has been selected and distributed to faculty and students.
- The competency set is consistent with the program's mission, goals and objectives.
- The relationships between competencies, core course learning objectives and evaluation criteria are explicit.
- Procedures for ongoing development and assessment of program competencies are in place.
- Students and faculty are aware of this developmental process.

**2.6.g. Future considerations regarding required competencies**

Over the coming year, all other instructors will be asked to demonstrate links between their course objectives, the program's mission goals and objectives and the above competency set. The Curriculum Committee is charged with initiating that process. A process for student self-assessment of competency is being established.



Manhattan, KS 66506-5612

#	Advisor	Area	Advisees
1	Galitzer, Steven J	??	
2	Gordon, Joye	??	
3	Grunewald, Katharine	??	
4	Harris Brandonn	??	
5	McDaniel, Brenda	??	
6	Fung, Daniel	FSB	1
7	Kastner, Curtis	FSB	
8	Marsden, James	FSB	
9	Phebus, Randall	FSB	
10	Retzlaff, Deanna	FSB	1
11	Smith, Scott	FSB	
12	Cates, Michael	IDZ	23
13	Chapes, Stephen	IDZ	
14	Chengappa, MM	IDZ	2
15	Ganta, Roman	IDZ	1
16	Hanlon, Cathleen	IDZ	3
17	Kastner, Justin	IDZ	4
18	KuKanich, Kate	IDZ	2
19	Larson, Robert	IDZ	11
20	Montelone, Beth	IDZ	2
21	Mosier, Derek	IDZ	2
22	Nagaraja, TG	IDZ	3
23	Narayanan, Sanjeev	IDZ	
24	Nguyen, Annelise	IDZ	2
25	Nutsch, Abbey	IDZ	1
26	Obrest, Richard	IDZ	1
27	Payne Patricia	IDZ	2
28	Powell, Douglas	IDZ	2
29	Renberg, Walter	IDZ	2
30	Renter, David	IDZ	3
31	Sanderson, Michael	IDZ	3
32	Scott, H. Morgan	IDZ	2
33	van der Merwe, Deon	IDZ	3
34	Wilkerson, Melinda	IDZ	
35	Zurek, Ludek	IDZ	
36	Barrett, Betsy	PHN	
37	Canter, Deborah	PHN	
38	Chambers, Edgar	PHN	
39	Gould, Rebecca	PHN	
40	Haub, Mark	PHN	1
41	Higgins, Mary	PHN	2
42	Kidd, Tanda	PHN	1
43	Lindshield, Brian	PHN	
44	Medeiros, Denis	PHN	
45	Peters, Paula	PHN	1
46	Procter, Sandra	PHN	2
47	Wang, George	PHN	1

#	Advisor	Area	Advisees
48	Barstow, Tom	PHPA	
49	Dzewaltowski, David	PHPA	3
50	Fallon, Elizabeth	PHPA	3
51	Harms, Craig	PHPA	
52	Heinrich, Katie	PHPA	1
53	Kaczynski, Andrew	PHPA	2
54	McElroy, Mary	PHPA	3
55	Musch, Tim	PHPA	
56	Poole, David	PHPA	
	Total current + future students		96
	Includes May 2011 Graduates		

Date: 4/12/2011

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