

**Master of Public Health
Kansas State University
2016 Annual Summary Report**

Office of Educational Innovation and Evaluation
Kansas State University, College of Education
2323 Anderson Avenue, Suite 220
Manhattan, Kansas 66502
Phone: (785) 532-5930
Email: oeie@k-state.edu



Kansas State University Master of Public Health Program
2016 Feedback
Summary Highlights

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

Student Feedback

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

Preceptor Feedback

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

Employer Feedback

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

Alumni Feedback

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

Master of Public Health 2016 Annual Survey Summary

Introduction

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

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

Data Collected

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

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

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

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

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

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

Analysis

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

Summary of Responses

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

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

Survey Results

The survey results presented below summarize the responses of students and preceptors involved with the MPH program in 2016. Specifically, responses are from students who entered the program in 2016 and students who graduated in 2016. Additionally, responses from preceptors include those

who supervised an MPH student in 2016. The alumni responses are from recently graduated MPH students, and employer responses are those that were collected from employers in 2016.

Students Feedback:

Expectations for the Program

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

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

Rigor of Program and Courses

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

- When asked what the most important factors for choosing an MPH program were, students endorsed the following most frequently: curriculum, accreditation status of the program, and class schedule/flexibility.
- At mid-point and end of the program, students indicated, overall, that they were satisfied with the courses they took in the MPH program. They also stated that their courses were useful in their field experiences, especially those related to their emphasis area. In particular, all students who took the exit survey ($N = 9$) indicated that they were either satisfied or very satisfied with the elective courses and the required core courses. While most of the students were satisfied or very satisfied with the core courses in their area of interest, two were dissatisfied. Additionally, qualitative responses illustrate a mixed perspective on student satisfaction with the program's courses, curriculum, and class availability. A few comments include:
 - *[One aspect of the program that has been positive for me is] the variety in the classes available that apply toward the degree.*

- *Environmental health was great.*
- *The concentration choices were limiting. I chose the one most appealing to me, but found myself lacking the background knowledge/training to really excel and benefit from the concentration required courses and electives. Again, I think a health policy concentration would suit and appeal to many people interested in public health.*
- *There are very rigorous courses and then there are the courses that feel worthless...It would be nice to have more higher-level courses to choose from.*
- Students also indicated that they generally agreed that instruction in the MPH program is appropriately rigorous. Specifically, students indicated that the program is keeping pace with developments in the public health field, is intellectually challenging, and has high academic standards set by the faculty. Additionally the students favorably rated the program's depth (i.e., ability to examine key concepts in detail), integration of diverse perspectives (i.e., ability to examine various viewpoints), breadth (i.e., ability to examine a variety of key concepts), and preparation of students for future employment.
- Students agreed less strongly that courses were offered at the time that they needed them. Some of the comments provided by students included:
 - *[The most challenging part of the program has been] scheduling and lack of real direction.*
 - *A course I needed for graduating (Biol Parasitolog) was dropped the semester it was supposed to be offered, and I had a hard time finding a course to replace it.*
 - *Fitting all the courses I want to take into the time I will be in the program [has been a challenge].*

Field and Research Experiences

- According to the students' responses, the field experience was one of the highlights of the program. Students felt that they were able to apply their public health knowledge and skills, that they benefitted the organization with which they worked, and that the MPH program had adequately prepared them for the experience. Similarly, students stated that they neither lacked appropriate amounts of responsibilities, nor were they given responsibilities for which they were unprepared. A couple of students commented:
 - *Having the opportunity to put into use academic knowledge was instrumental in my development as a student and in better preparing me for professional experiences.*
 - *The field experience was most helpful in building my workplace skills. Because I had primarily been a student I had never worked in a 'professional' setting before. This experience helped me learn how the state health department works as well as learning about their importance as a resource in the state.*
- Students also reported that their major professor and/or committee and their preceptor answered their questions adequately and provided appropriate support. They also indicated that the quality of the advising for the field experience was good. The qualitative evidence

supporting students experiences with their major professor, committee and preceptors include:

- *My faculty advisor was very helpful in finding field experience placements and other committee members that aligned with my personal interests. My advisor was also very good at encouraging me to take everything to the next level and accomplish goals that I never even imagined myself accomplishing.*
- *My preceptor was very helpful in finding me a project in the department that aligned with my interests but was also of use to [the organization]. My preceptor was also very good at helping me make connections in the workplace and giving me resources to learn on my own.*
- Additionally, students were generally happy with the value of the field experience to the overall educational experience, the quality of the field experience, and the availability of the field experience. Students' open-ended responses to the surveys state:
 - *I enjoyed my field experience and it provided me with a good foundation for my future career in Public Health.*
 - *I got to learn what it was like to work in a health department setting. I got to see many aspects of all the different programs they have to offer.*
 - *My experience at the Riley County Extension Office was wonderful and it taught me so many ways to apply my class knowledge to real life!*
- Related to the research experience through the MPH program, students responded favorably. Specifically, students were generally happy with the value of the research experience to the overall educational experience, the quality of the research experience, the quality of the advising for the research experience, and the availability of the research experience. However, some of the qualitative feedback received on research experience are inconsistent:
 - *[Concerning public health research at Kansas State University, there should be] better communication between the program and it students.*
 - *The program should be more research focused. I really wish I had chosen the thesis option.*

Academic Advising

- Students also gave favorable ratings to their academic advisors and faculty. They indicated that they were satisfied with the approachability of their faculty members and the availability of their faculty members and academic advisor. The students were also pleased with the quality of the academic advising they received and the assistance provided by their academic advisor, as well as the way in which degree requirements were explained and administrative deadlines and requirements were communicated. Students provided favorable feedback about their faculty and advisors particularly by stating:
 - *I had fantastic advisors that were always available to answer questions.*

- *My faculty advisor was very helpful in finding field experience placements and other committee members that aligned with my personal interests. My advisor was also very good encouraging me to take everything to the next level and accomplish goals that I never even imagined myself accomplishing.*
- *My faculty was extremely helpful and so was my committee.*
- *The faculty were helpful, invested and wise.*

Challenges

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

- *[I had] a lot of deadlines come up too quickly and I was not adequately notified about them in time to prepare for them all.*
- *Finding time to take the courses.*
- *Fitting in classes around my DVM program.*
- *Grasping a good understanding of epidemiology and biostatistics through the online course. Both of these courses were the most challenging although I think they are presented well in the current online versions.*
- *Having to change my major professor and to decide between thesis and non- thesis.*

Impact

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

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

Preceptor Feedback:

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

Preceptor Assessment of Students' Performance

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

Preceptor Assessment of Students' Preparedness

- The responses of the preceptors was less positive regarding the students' preparation. In fact, the lowest scoring attribute was the students' preparedness to meet the objectives of the field experience, though this was still rated highly. Feedback in this area focus on courses not equipping students with necessary skills and the need for communication of field experience expectations. Some of the qualitative responses provided by the preceptors include:
 - *[Student] is a great person. The student had the courage to take this experience even though it was a first. I think some very practical skills were not encouraged by KSU. Weekly progress updates to both advisors at site and school, documentation of activity, and outcome of experience would be educational for all involved. The negative feedback I provided is not necessarily an assessment of the student but the preparation of the student by the department to undertake real program direction.*
 - *[Student] was an outstanding MPH student intern. She was well organized and able to complete a large project, take her Veterinary Preventive Medicine Boards, and*

plan a move to her new base. I am grateful to work with an MPH student of her caliber and I am excited to see the progression of her career.

- *It would be extremely helpful, as a preceptor, to be able to connect with the students at least a couple of months in advance in order to tailor a Field Experience program that will meet their interests and expose them to public health.*
- *The advisor should meet with the point person of the field experience before the experience begins and at mid-point. This would help clarify the expectations placed on the student from both parties.*
- *Through our own observation and feedback from interviewers at TDH, [Student] was not as analytically prepared as some others.*

Importance of Field Experience for MPH Students

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

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

MPH Employers:

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

- Though all appear to be important, when asked about the relative importance of different program topics, employers stated that the most important areas are epidemiology, writing skills for professionals, and program evaluation skills, with social and behavioral sciences

receiving the lowest score for importance. Additional topics of importance employers shared through qualitative responses included financial knowledge and business management skills as well as more experience working with different government agencies and other general skills needed in the public health field.

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

Alumni Career Accomplishments:

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

Alumni Accomplishments

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

Alumni Evaluation of MPH Program

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

students to those organizations that could help, whether it is through internships or class projects.

Alumni Suggestions

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

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

Observations

Core Courses:

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

Field Experience:

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

Additional Themes Identified in the Data:

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

Recommendations

Recommendations are based on the responses provided in the surveys.

Students:

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

Preceptors:

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

Employers:

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

Alumni:

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