

MASTER OF PUBLIC HEALTH DEGREE PROGRAM

KBOR Detailed Assessment of Student Learning Report

KSU COLLEGE OF VETERINARY MEDICINE

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Authored by: Dr. Michael M. Cates, MPH Program Director

Table of Contents

MASTER OF PUBLIC HEALTH DEGREE PROGRAM.....	3
KBOR DETAILED ASSESSMENT OF STUDENT LEARNING REPORT	3
I. Introduction	3
A. College, Program and Date	3
B. Person(s) Responsible for Preparing Report	3
II. Overview of Assessment	4
A. Summary of ORIGINAL Approved Assessment Plan	4
B. Summary of Modifications Made to Assessment Plan	4
C. List of Current SLOs for the Department/Program.....	4
D. Program Assessment Alignment Matrix (Current)	4
E. Website where the Program SLOs, Assessment Summary, and Alignment Matrix are Located	4
III. Assessment Strategies	6
SLO: 1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety, i.e. biostatistics, epidemiology, environmental health, public health administration, and the social/behavioral aspects of public health.	6
A. Measures Used.....	6
B. Timetable for Assessment Strategies	6
C. Description of Method(s) for Measurement.....	7
SLO: 2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.	7
A. Measures Used.....	7
B. Timetable for Assessment Strategies	7
C. Description of Method(s) for Measurement.....	8
SLO: 3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	8
A. Measures Used.....	8
B. Timetable for Assessment Strategies	8
C. Description of Method(s) for Measurement.....	9
SLO: 4. Diversity: Affirm the worth and personal dignities of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.	9
A. Measures Used.....	9
B. Timetable for Assessment Strategies	9
C. Description of Method(s) for Measurement.....	10
SLO: 5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.	10
A. Measures Used.....	10
B. Timetable for Assessment Strategies	10
C. Description of Method(s) for Measurement.....	11

IV. Assessment Results	12
A. Quantitative and Qualitative Data Collected	12
B. Sample of Students from Whom Data were Collected	12
V. Review of Assessment Results: Describe Process by which Program Faculty Reviewed Results and Decided on Actions.....	12
VI. Actions and Revisions Implemented	13
A. Actions and/or Revisions Implemented in Response to Assessment Results and Review by Faculty	13
VII. Effects on Student Learning and Future Plans	13
A. Effect on Student Learning due to Revisions that Occurred during Review Cycle	13
B. Plans for Next ASL Cycle	13
Appendix A: Original Approved Assessment Plan	14
Appendix B: Assessment Alignment Matrix	20
Appendix C: Field Experience Surveys	21
A. Student Evaluation of Field Experience Placement Questions.....	21
B. Preceptor Evaluation of Field Experience Student	22
Appendix D: MPH Student Survey at Entrance to the Program	23
Appendix E: MPH Student Survey at Mid-Program	27
Appendix F: MPH Graduate Student Exit Survey Results	30
Appendix G: Alumni Survey	34

MASTER OF PUBLIC HEALTH DEGREE PROGRAM

KBOR Detailed Assessment of Student Learning Report

I. Introduction

A. College, Program and Date

College: College of Veterinary Medicine (academic home). Colleges participating in the interdisciplinary program include: Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine.

Program: Master of Public Health (interdisciplinary)

Date: 2011 KBOR Graduate Program Review

B. Person(s) Responsible for Preparing Report

Program Director: Dr. Michael Cates

Program Assistant: Ms. Barta Stevenson

II. Overview of Assessment

A. Summary of ORIGINAL Approved Assessment Plan

The original assessment plan was submitted by the program's first director, Dr. Carol Ann Holcomb, on October 24, 2004, and revised May 4, 2005; the revised version was the first one approved by the university (See Appendix A). It included five student learning outcomes for the Master of Public Health (MPH) degree: (1) Knowledge, (2) Skills, (3) Integration, (4) Diversity, and (5) Professional Development. All related to the three university-wide graduate student learning outcomes.

B. Summary of Modifications Made to Assessment Plan

There have been no major modifications to this assessment plan.

C. List of Current SLOs for the Department/Program

Students seeking an MPH degree will be able to:

1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety, i.e. biostatistics, epidemiology, environmental health, public health administration, and the social/behavioral aspects of public health.
2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge form an area of emphasis to the solution of regional, national, and international public health problems.
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.
4. Diversity: Affirm the worth and personal dignities of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.
5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.

D. Program Assessment Alignment Matrix (Current)

See Appendix B.

E. Website where the Program SLOs, Assessment Summary, and Alignment Matrix are Located

Website link: <http://www.k-state.edu/mphealth/>

SLOs may be found one click from the Home Page, on the left hand side under the "Learning Outcomes" section. A picture of the webpage is below:

- Overview of Program
- Areas of Emphasis
 - Food Safety & Biosecurity
 - Infectious Diseases & Zoonoses
 - Public Health Nutrition
 - Public Health Physical Activity
- Admissions Requirements
 - MPH Degree Program
 - Certificate in Public Health
- BS/MPH Program
- MPH Courses
- Learning Outcomes
- MPH Faculty and Staff
- MPH Coordinating Committee
- Field Experience
- Gifts & Feedback
- Career Opportunities
- Links

ASSESSMENT OF STUDENT LEARNING

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. The links below provide current information regarding student learning outcomes and assessment for our program.

[Graduate School Learning Outcomes](#)

MPH Degree

- [Master of Public Health Learning Outcomes](#)
- [Approved Assessment Plan for MPH Student Learning Outcomes \(2005\)](#)
- [Alignment Matrix](#)
- [Summary of Progress on Assessment of Student Learning](#)

Graduate Certificate in Public Health Core Concepts

- [Graduate Certificate in Public Health Core Concepts Learning Outcomes](#)
- [Approved Assessment Plan for Graduate Certificate in Public Health Core Concepts \(2008\)](#)
- [Alignment Matrix \(Certificate\)](#)
- [Summary of Progress on Assessment of Student Learning \(Certificate\)](#)

III. Assessment Strategies

SLO: 1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety, i.e. biostatistics, epidemiology, environmental health, public health administration, and the social/behavioral aspects of public health.

A. Measures Used

Core competencies are measured by the instructors of the required courses in each of the five core areas of public health. Measures used include assignments and evaluations developed by the course instructor and/or coordinator and the final grades posted for each student.

The main direct assessment for this SLO is performed by the supervisory committee during the student's culminating experience, during and after completion of their field experience and/or thesis presentation.

Recently, comprehensive indirect measures of the program was begun to enhance existing measures. These include an updated field experience on-line evaluation (Appendix C) and student surveys at entrance (Appendix D), mid-program (Appendix E), exit (Appendix F), and alumni (Appendix G). These surveys provide assessment from the student as their move through the program. The preceptor field experience survey provides an indirect measure from an outside source about the quality of instruction provided to the student. All surveys provide an indication of changes in knowledge, from the student perspective and on a programmatic level.

B. Timetable for Assessment Strategies

Students may take core courses during any semester offered, and the instructors may use one or more exams or other tools to assess knowledge of competencies in the course. The program and graduate school monitor all course grades as the student progresses through their curriculum.

The assessment of the student's knowledge by the supervisory committee, during the culminating experience, almost always occurs just before graduation.

Indirect measures are conducted at appropriate times for each student:

1. Field Experience evaluations: immediately following completion of the actual experience, by both the student and preceptor (Appendix C).
2. Surveys: Entrance (during first two weeks of first semester); Mid-Program: at approximately the mid-point of their curriculum; and Exit Surveys: just prior to or just after graduation.
3. Follow-up Graduate Surveys: approximately one year after graduation and 3-5 years thereafter.

C. Description of Method(s) for Measurement

At the current time, instructors use their own methods for assessment for learning in the classroom, such as assignments, examinations, and final course grades, while each supervisory committee uses a combination of oral and written assessments of the culminating experience. There is currently no program-wide standardized assessment tool, accepted and used by all faculty members.

The MPH Program administration conducts surveys, with assistance from the Kansas State University Office of Education Innovation and Evaluation (OEIE), either face-to-face or through AXIO on-line technology. These survey analyses and findings are used for programmatic assessments of student learning and improvements in courses and curriculum.

SLO: 2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.

A. Measures Used

The main direct assessment for this SLO is performed by the supervisory committee during the student's culminating experience, during and after completion of their field experience and/or thesis presentation. Students are expected to apply knowledge gained from core and other courses during their capstone projects and culminating experiences.

Recently, comprehensive indirect measures of the program was begun to enhance existing measures. These include an updated field experience on-line evaluation (Appendix C) and student surveys at entrance (Appendix D), mid-program (Appendix E), exit (Appendix F), and alumni (Appendix G). These surveys provide assessment from the student as their move through the program. The preceptor field experience survey provides an indirect measure from an outside source about the quality of instruction provided to the student. All surveys provide an indication of changes in knowledge, from the student perspective and on a programmatic level.

B. Timetable for Assessment Strategies

The assessment of the student's skills and application of knowledge by the supervisory committee, during the culminating experience, almost always occurs just before graduation.

Indirect measures are conducted at appropriate times for each student:

1. Field Experience evaluations: immediately following completion of the actual experience, by both the student and preceptor.
2. Surveys: Entrance (during first two weeks of first semester); Mid-Program: at approximately the mid-point of their curriculum; and Exit Surveys: just prior to or just after graduation.

3. Follow-up Graduate Surveys: approximately one year after graduation and 3-5 years thereafter.

C. Description of Method(s) for Measurement

The supervisory committee members use a combination of oral and written assessments of the culminating experience to evaluate this SLO. There is currently no program-wide standardized assessment tool accepted and used by all faculty members.

The MPH Program administration conducts surveys, with assistance from the Kansas State University Office of Education Innovation and Evaluation (OEIE), either face-to-face or through AXIO on-line technology. These survey analyses and findings are used for programmatic assessments of student learning and improvements in courses and curriculum.

SLO: 3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.

A. Measures Used

The main direct assessment for this SLO is performed by the supervisory committee during the student's culminating experience, during and after completion of their field experience and/or thesis presentation.

Recently, comprehensive indirect measures of the program was begun to enhance existing measures. These include an updated field experience on-line evaluation (Appendix C) and student surveys at entrance (Appendix D), mid-program (Appendix E), exit (Appendix F), and alumni (Appendix F). These surveys provide assessment from the student as their move through the program. The preceptor field experience survey provides an indirect measure from an outside source about the quality of instruction provided to the student. All surveys provide an indication of changes in knowledge, from the student perspective and on a programmatic level.

B. Timetable for Assessment Strategies

The assessment of the student's integration of knowledge and skills by the supervisory committee, occurs during the culminating experience, almost always occurs just before graduation.

Indirect measures are conducted at appropriate times for each student:

1. Field Experience evaluations: immediately following completion of the actual experience, by both the student and preceptor.
2. Surveys: Entrance (during first two weeks of first semester); Mid-Program: at approximately the mid-point of their curriculum; and Exit Surveys: just prior to or just after graduation.

3. Follow-up Graduate Surveys: approximately one year after graduation and 3-5 years thereafter.

C. Description of Method(s) for Measurement

Each supervisory committee uses a combination of oral and written assessments of the culminating experience. There is currently no program-wide standardized assessment tool accepted and used by all faculty members.

The MPH Program administration conducts surveys, with assistance from the Kansas State University Office of Education Innovation and Evaluation (OEIE), either face-to-face or through AXIO on-line technology. These survey analyses and findings are used for programmatic assessments of student learning and improvements in courses and curriculum.

SLO: 4. Diversity: Affirm the worth and personal dignities of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.

A. Measures Used

The main direct assessment for this SLO is performed by the supervisory committee during the student's culminating experience, during and after completion of their field experience and/or thesis presentation.

Recently, comprehensive indirect measures of the program was begun to enhance existing measures. These include an updated field experience on-line evaluation (Appendix C) and student surveys at entrance (Appendix D), mid-program (Appendix E), exit (Appendix F), and alumni (Appendix G). These surveys provide assessment from the student as their move through the program. The preceptor field experience survey provides an indirect measure from an outside source about the quality of instruction provided to the student. All surveys provide an indication of changes in knowledge, from the student perspective and on a programmatic level.

B. Timetable for Assessment Strategies

The assessment of the student's abilities toward this SLO by the supervisory committee occurs during the culminating experience, almost always occurs just before graduation.

Indirect measures are conducted at appropriate times for each student:

1. Field Experience evaluations: immediately following completion of the actual experience, by both the student and preceptor.

2. Surveys: Entrance (during first two weeks of first semester); Mid-Program: at approximately the mid-point of their curriculum; and Exit Surveys: just prior to or just after graduation.
3. Follow-up Graduate Surveys: approximately one year after graduation and 3-5 years thereafter.

C. Description of Method(s) for Measurement

At the current time, instructors use their own methods for assessment for learning in the classroom, such as assignments and examination, while each supervisory committee uses a combination of oral and written assessments of the culminating experience. There is currently no program-wide standardized assessment tool, accepted and used by all faculty members.

The MPH Program administration conducts surveys, with assistance from the Kansas State University Office of Education Innovation and Evaluation (OEIE), either face-to-face or through AXIO on-line technology. These survey analyses and findings are used for programmatic assessments of student learning and improvements in courses and curriculum.

SLO: 5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.

A. Measures Used

The main direct assessment for this SLO is performed by the supervisory committee during the student's culminating experience, during and after completion of their field experience and/or thesis presentation.

Recently, comprehensive indirect measures of the program was begun to enhance existing measures. These include an updated field experience on-line evaluation (Appendix C) and student surveys at entrance (Appendix D), mid-program (Appendix E), exit (Appendix F), and alumni (Appendix G). These surveys provide assessment from the student as their move through the program. The preceptor field experience survey provides an indirect measure from an outside source about the quality of instruction provided to the student. All surveys provide an indication of changes in knowledge, from the student perspective and on a programmatic level.

B. Timetable for Assessment Strategies

The assessment of the student's professional development by the supervisory committee, during the culminating experience, almost always occurs just before graduation.

Indirect measures are conducted at appropriate times for each student:

1. Field Experience evaluations: immediately following completion of the actual experience, by both the student and preceptor.
2. Surveys: Entrance (during first two weeks of first semester); Mid-Program: at approximately the mid-point of their curriculum; and Exit Surveys: just prior to or just after graduation.
3. Follow-up Graduate Surveys: approximately one year after graduation and 3-5 years thereafter.

C. Description of Method(s) for Measurement

Each supervisory committee uses a combination of oral and written assessments of the culminating experience. There is currently no program-wide standardized assessment tool accepted and used by all faculty members.

The MPH Program administration conducts surveys, with assistance from the Kansas State University Office of Education Innovation and Evaluation (OEIE), either face-to-face or through AXIO on-line technology. These survey analyses and findings are used for programmatic assessments of student learning and improvements in courses and curriculum.

IV. Assessment Results

A. Quantitative and Qualitative Data Collected

Of the 50 students who completed all course requirements, the supervisory committees approved all during their culminating experience assessment. There is no data provided from the supervisory committee to the program office.

The average GPA of all graduates was 3.80, with 96.9% of all their grades in the five core areas of public health being an A or B. At the present time, with a target of 100%, grades of A or B received by all MPH students in core public health courses are at 97.5%.

Each graduate was given the opportunity to complete an exit survey, and the results provided feedback on core courses, other required or elective courses, field experience or research, advising, and overall communication and support. Much of the data collected was very qualitative, most of it positive toward individual courses and faculty and staff support. Some comments were geared toward some courses being “veterinary” focused, particularly in epidemiology, and the faculty responded with a new option for a broader audience.

Additionally, 13 alumni completed a recent follow-up survey; 50% rated the curriculum very good or excellent and 64% rated the instructions as very good or excellent.

B. Sample of Students from Whom Data were Collected

Each graduate was given the opportunity to complete a survey immediately prior to or after completing degree requirements. Additionally, all alumni were provided an opportunity to complete a follow-up survey in 2010.

V. Review of Assessment Results: Describe Process by which Program Faculty Reviewed Results and Decided on Actions

The MPH Program Coordinating Committee meets monthly, representing the interdisciplinary faculty and students, and addresses student progress, course and curriculum issues, as well as other topics related to the degree program. During the past two years, the administration, faculty and students have been involved in a program self-study for accreditation by the Council on Education for Public Health (CEPH). This self-study included assistance from the CEPH staff, and we have asked for assistance from OEIE.

VI. Actions and Revisions Implemented

A. Actions and/or Revisions Implemented in Response to Assessment Results and Review by Faculty

Most of the actions taken so far related to CEPH requirements and the survey results, and have included several curriculum revisions:

1. Addition of six semester credit hours, changing from 36 to 42 total required hours for the degree, beginning with students admitted in Fall 2008;
2. Addition of a new introductory course in Epidemiology (DMP 754) in Fall 2010, allowing students to choose between two options to attain core knowledge in Epidemiology;
3. Addition of a requirement for at least 3 credit hours of Field Experience, beginning with students admitted in Spring 2011.
4. Addition of new introductory course in Biostatistics (STAT 701) in Fall 2011 as a new core course requirement for newly admitted students.

VII. Effects on Student Learning and Future Plans

A. Effect on Student Learning due to Revisions that Occurred during Review Cycle

The addition of the six additional hours for the degree and the requirement for field experience enhances student learning, through breadth and depth of knowledge and an application of that knowledge in a professional, non-academic setting. The additional courses in epidemiology and biostatistics will improve student learning in those core areas of public health.

B. Plans for Next ASL Cycle

Through the continuation of the self-study process for accreditation, and with the help of OEIE, we plan to improve our assessment tools, in order to better align each core and other required courses with K-State student learning outcomes as well as CEPH-required competencies for each area of emphasis. We already are aware of a required change in our core course for biostatistics, and are working with the Department of Statistics to make that change. We also plan to better quantify survey results as well as provide the program administration a feedback mechanism from the course instructors and supervisory committees. New surveys will be conducted routinely on current students (entrance, mid-program, and exit), employers, faculty and graduates/alumni. Development of these surveys has already begun and being tested, used and refined.

Appendix A: Original Approved Assessment Plan

Revised Plan: May 2, 2005

**Master of Public Health
(Interdepartmental Program)
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, Date

Colleges: Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine
Departments: Animal Sciences and Industry, Kinesiology, Human Nutrition, and Diagnostic Medicine/Pathobiology
Date: October 25, 2004

B. Contact Person for the Assessment Plan

Carol Ann Holcomb, PhD, CHES
Professor and Director of the MPH Program

C. Degree Program

Master of Public Health (MPH)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

The Master of Public Health (MPH) degree at Kansas State University is a campus wide, interdepartmental program requiring a core of courses in general public health, an area of emphasis, and a culminating experience. The four approved areas of emphasis are 1) food safety, 2) infectious diseases and zoonoses, 3) nutrition, and 4) physical activity. A student with the appropriate background may elect a combined area of emphasis in nutrition and physical activity.

Students seeking an MPH degree will be able to:

1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety, i.e. biostatistics, epidemiology, environmental health, public health administration, and the social/behavioral aspects of public health.

2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.

3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.

4. Diversity: Affirm the worth and personal dignity of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.

5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.

(Special rationale for selecting these learning outcomes—optional): If applicable, provide a brief rationale for the learning outcomes that were selected.

Learning outcomes 1 and 3 were selected because these are unique and specific to the MPH degree compared to other master's level degrees offered at Kansas State University. Student learning outcome number 2 will be assessed by the department responsible for the area of emphasis in which the student is enrolled and the MPH Program will only be indirectly involved. During the first three years of the assessment plan, the MPH Coordinating Committee will be developing and pilot testing a measure or tool for assessing SLO numbers 4 and 5.

Relationship to the University-wide Graduate Student Learning Outcomes:

MPH Program Student Learning Outcomes	University-wide Graduate Student Learning Outcomes			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	X		X	
2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.	X	X		
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	X	X	X	
4. Diversity: Affirm the worth and personal dignity of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.	X	X	X	
5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.			X	

Student learning outcomes that are shaded have been selected for assessment in the three year plan from 2004 to 2007.

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

MPH Program Student Learning Outcomes	Measures used in the assessment of SLO	Direct measure	Indirect measure	Who will be assessed
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	Core Competencies for Public Health Professionals Domain #6 from the Council on Linkages between Academia and Public Health Practice, 2004. (See attached list)	Two to three competencies in each of the five core courses will be evaluated by the faculty on the final exams for each course.	Exit Interview with the program director and completion of a self assessment scale.	All MPH students
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	Completion of a thesis (dept-based 899), report (dept-based 898) and/or field experience in public health (dept-based 850)	Each student's supervisory committee will evaluate the scholarly products developed by the student.	75% of the MPH students will present work (oral or poster) at a regional or national meeting	All MPH students

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

MPH Program Student Learning Outcomes	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Discussion group(s)
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	X	X	X	Course instructors, students, and members of the MPH Coordinating Committee
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.		X	X	Major advisor and masters thesis or report supervisory committee OR field experience faculty mentor and agency preceptor

4. What is your program's process for using assessment results to improve student learning?

Assessment data for Student Learning Outcome No. 1: Knowledge of public health core areas

- Each faculty member in the core courses taught at KSU will identify two to three of the core public health competencies specified in the 2004 document approved by the Council on Linkages Between Academia and Public Health Practice and evaluate these via a written examination at the end of each course. A summary report of each year's assessment data will be discussed with members of the MPH Coordinating Committee at the end of each academic year.
- Develop and administer a self-assessment scale for feedback from students on their learning experiences in the core courses

Assessment data for Student Learning Outcome No. 3: Integration of knowledge and skills

- Develop and distribute an annual progress report to be completed by the student and the major advisor and/or supervisory committee to evaluate the student's academic preparation, progress, and quality of the scholarly work produced. The model to be used for this assessment is from Michigan State University (see attached form).
- Document the dissemination of the student's scholarly work through presentations at professional meetings, workshops, seminars, or the production and use of program materials for use in public health agencies
- Review the student and agency mentor comments from the final report for students who complete the field experience

Domain #6: Basic Public Health Sciences Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
1. Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions	Knowledgeable	Proficient	Proficient
2. Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services	Knowledgeable	Proficient	Proficient
3. Understands the historical development, structure, and interaction of public health and health care systems	Aware	Knowledgeable	Proficient
4. Identifies and applies basic research methods used in public health	Aware	Proficient	Proficient
5. Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries	Knowledgeable	Proficient	Proficient
6. Identifies and retrieves current relevant scientific evidence	Knowledgeable	Proficient	Proficient
7. Identifies the limitations of research and the importance of observations and interrelationships	Knowledgeable	Proficient	Proficient
Attitudes			
1. Develops a lifelong commitment to rigorous critical thinking	Knowledgeable to Proficient	Proficient	Proficient

A Project of the Council on Linkages Between Academia and Public Health Practice
 Funded by the Health Resources and Services Administration

Appendix B: Assessment Alignment Matrix

Master of Public Health Program

Alignment Matrix for Graduate Programs – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

SLO/Required Courses/Experiences	STAT 702, STAT 703, DMP 754, DMP 708, DMP 854	DMP 806	HMD 720	KIN 818	Other Courses	Field Experience / Research	Report or Thesis
MPH Degree Program SLOs							
Knowledge	X	X	X	X	X	X	A
Skills	X			X	X	X	A
Integration						X	A
Diversity	X	X	X	X	X	X	A
Professional Development	X	X	X	X	X	X	A
University SLOs (Graduate Programs)							
Knowledge	X	X	X	X	X	X	A
Skills	X			X	X	X	A
Attitudes and Professional Conduct			X	X	X	X	A

- Place an “X” for courses or experiences in which students has the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome. (assignments in courses, evaluation of final thesis, report, dissertation)

Appendix C: Field Experience Surveys

An on-line survey has been created for both the student and preceptor to fill out at completion of the field experience. The link for the evaluation surveys for both the student and preceptor is on the MPH website. The MPH office reminds the student and forwards the link to them at the completion of their field experience. Students are asked to forward the link onto their preceptor, insuring completion of the form.

A. Student Evaluation of Field Experience Placement Questions

Students are asked to respond to the following questions using the evaluation criteria below:

1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree | 6=N/A

1. My experience allowed me to apply public health knowledge and skills.
2. My coursework at KSU adequately prepared me.
3. My agency preceptor answered my questions adequately and provided appropriate support.
4. My faculty advisor answered my questions adequately and provided appropriate support.
5. My field of placement experience will be useful in the area in which I plan to seek employment.
6. I was given responsibility for which I was not adequately prepared.
7. I was not given enough responsibility.
8. I benefitted from my experiences in the field placement.
9. I would recommend placing other students with this agency for a field experience.
10. I would recommend placing other students with this preceptor in a field experience.

Students are also asked the following questions for which a response is requested.

1. To what degree did you accomplish your objectives for the MPH field placement?
2. What was your most significant learning experience during the Field Experience?
3. In what area do you feel that the Field Experience was most helpful to you?
4. In what areas would more experience be helpful and what should the experience(s) be?
5. To what degree did your faculty advisor meet your needs and expectations regarding the Field Experience?
6. To what degree did the preceptor meet your needs and expectations regarding the Field Experience?
7. What suggestions did you have for the MPHP program that would improve the Field Experience for other students?

B. Preceptor Evaluation of Field Experience Student

Preceptors are asked to respond to the following questions using the evaluation criteria below:

1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree | 6=N/A

1. The student was adequately prepared to meet the objectives of the field experience.
2. The student successfully completed assigned tasks.
3. The student accepted guidance and asked appropriate questions.
4. The student worked cooperatively and positively with the agency staff.
5. The student made efficient and productive use of time and resources.
6. The student kept the preceptor informed of his/her progress.
7. The student completed any necessary progress reports in an adequate and timely manner.
8. The placement agency benefited from hosting an MPH student in a field placement.
9. I would be willing to accept another student for a field experience placement.

Preceptors are also asked the following questions for which a response is requested.

1. Please share any other comments you may have about your feedback on the previous items.
2. Please describe what you feel is the most valuable aspect of the MPH Field Experience and why it is important to the program.
3. Are there any aspects of the Field Experience that you feel do not contribute to the overall MPH program?
4. In regard to coordination and communication with the K-State MPH program, how well did the program staff meet your needs and expectations? Please explain.
5. What suggestions do you have for the K-State MPH program that would improve the Field Experience?
6. Are there other activities that you might suggest for future Field Experience placements?
7. Please share any other comments you may have about the Field Experience and/or the K-State MPH program overall.

Appendix D: MPH Student Survey at Entrance to the Program

Graduate Student Entrance Survey

This survey will ask you questions about your educational needs as you begin 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 MPH program staff receives the raw data.

The responses from all of the new 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.

Dr. Michael Cates

MPH Program Director

1. In which term and year are beginning in our program:
 - Summer 2011
 - Fall 2011
 - Spring 2012
 - Summer 2012
 - Fall 2012
2. Which course of study do you plan to pursue?
 - Masters of Public Health Degree
 - Graduate Certificate in Public Health
3. If you are completing the MPH degree please indicate your area of emphasis in the MPH program:
 - Food Safety/Biosecurity
 - Infectious Diseases/Zoonoses
 - Public Health Nutrition
 - Public Health Physical Activity
4. Please list your anticipated semester and year of graduation from the MPH program.
5. In what year did you obtain your last degree?
6. What was your undergraduate degree?

7. Are you working now?
8. If so, what is your current position?
9. How many hours per week do you anticipate working during the program?
10. How did you hear about the Kansas State MPH program?
11. How important were the following factors when choosing the MHP program in which you are enrolling?

	Not at all Important	Slightly Important	Quite Important	Very Important	Not Applicable
University reputation					
Tuition (cost of program)					
Financial assistance					
Scholarship availability					
Assistance in obtaining loans					
Availability of graduate assistantships					
Alumni network					
Curriculum					
Training for work with diverse communities					
Class schedule/flexibility					
Class size					
Program reputation					
Accreditation status of program					
Instructional use of technology					
Length of program					
Quality of campus setting					
Convenience of classroom location					
Career services					
Quality of faculty					

12. What do you expect to gain from the MPH program?

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. The curriculum is built toward meeting one or more of the Student Learning Outcomes of the program and of the graduate school. As you begin the MPH program, please indicate your current level of knowledge of the following core competencies.

Using the scale below, please indicate your knowledge in the following public health areas:

1=None | 2=Slightly | 3=Somewhat | 4=Knowledgeable | 5=Very Knowledgeable

13. Biostatistics
Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale
Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs
14. Environmental Health Sciences
Describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards
Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures
Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety
15. Epidemiology
Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment
Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations
Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data
16. Health Services Administration
Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare
Describe the demographic trends which impact healthcare, and in turn, public health in the United States
17. Social and Behavioral Sciences
Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies
Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations

18. What is your career objective?

19. What educational services or resources would be helpful to you as a graduate student in the MPH program?

20. Please share any final comments about your expectations 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.

Appendix E: MPH Student Survey at Mid-Program

Survey Name: MPH Graduate Student Mid-Program Survey

Offering Name: Student Mid-Program Survey

Offering Date: 4/29/11 to 5/20/11

Question 1 In which term and year did you begin in our program:

Fall 2009 14 (31.82%)

Spring 2010 8 (18.18%)

Summer 2010 3 (6.82%)

Fall 2010 19 (43.18%)

Question 2 Please indicate your area of emphasis in the MPH program:

Food Safety/Biosecurity 1 (2.27%)

Infectious Diseases/Zoonoses 31 (70.45%)

Public Health Nutrition 5 (11.36%)

Public Health Physical Activity 7 (15.91%)

Question 3 Please list your anticipated semester and year of graduation from the MPH program.

Question 4 Please provide your overall rating of:

4.1 Your first year in the program

Poor 0 (0%)

Fair 5 (11.36%)

Good 17 (38.64%)

Excellent 22 (50%)

4.2 Your first year of advising

Poor 3 (6.82%)

Fair 7 (15.91%)

Good 12 (27.27%)

Excellent 22 (50%)

4.3 Service provided by the Master of Public Health Office

Poor 0 (0%)

Fair 2 (4.55%)

Good 10 (22.73%)

Excellent 32 (72.73%)

Question 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

5.1 Epidemiology

Not at all knowledgeable 0 (0%)
Slightly knowledgeable 1 (2.27%)
Somewhat knowledgeable 8 (18.18%)
Knowledgeable 22 (50%)
Very knowledgeable 13 (29.55%)

5.2 Environmental Health Sciences

Not at all knowledgeable 3 (6.82%)
Slightly knowledgeable 5 (11.36%)
Somewhat knowledgeable 14 (31.82%)
Knowledgeable 13 (29.55%)
Very knowledgeable 9 (20.45%)

5.3 Biostatistics

Not at all knowledgeable 3 (6.82%)
Slightly knowledgeable 10 (22.73%)
Somewhat knowledgeable 16 (36.36%)
Knowledgeable 11 (25%)
Very knowledgeable 4 (9.09%)

5.4 Health Service Administration

Not at all knowledgeable 4 (9.09%)
Slightly knowledgeable 6 (13.64%)
Somewhat knowledgeable 10 (22.73%)
Knowledgeable 17 (38.64%)
Very knowledgeable 6 (13.64%)

5.5 Social and Behavioral Sciences

Not at all knowledgeable 6 (13.64%)
Slightly knowledgeable 2 (4.55%)
Somewhat knowledgeable 7 (15.91%)
Knowledgeable 16 (36.36%)
Very knowledgeable 13 (29.55%)

Question 6 What aspect of the program has been the most positive in your first year?

Question 7 What has been the most challenging part of the program for you this year?

Question 8 Have you started researching options or possible placements for your field experience requirement?

Question 9 Do you have a mentor-preceptor for the field experience requirement?

Question 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?

Question 11 What educational services or resources would be helpful to you as a graduate student in the MPH program?

Question 12 Please share any final comments about your experience as a student in the MPH program at K-State.

Question 13 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.

Appendix F: MPH Graduate Student Exit Survey Results

MPH Graduate Student Survey

Cumulative Results – Fall 2010 - Spring 2011

Students graduating from Kansas State University's Master of Public Health (MPH) program responded to the *MPH Graduate Student Exit Survey*. The following tables present the cumulative results from the *Exit Survey* administered from Fall 2010 to Spring 2011.

Please indicate the semester you are graduating from the K-State MPH program.	Survey Responses	
	Frequency	Percent
Fall 2010	3	50%
Spring 2011	3	50%
Summer 2011	0	0%
No Response	0	0%

Please indicate your area of emphasis in the MPH program.	Survey Responses	
	Frequency	Percent
Food Safety/Biosecurity	0	0%
Infectious Diseases/Zoonoses	4	66.67%
Public Health Nutrition	2	33.33%
Public Health Physical Activity	0	0%

Q1. Overall, how satisfied were you with the quality of the following:	2010-2011 (N=6)				
	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)	--	--	4	2	--
Other required courses for your area of emphasis	--	--	3	3	--
Elective courses	--	--	5	1	--

Q2. Please indicate your level of agreement with the following statements.	2010-2011 (N=6)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
Instruction in the MPH program keeps pace with recent developments in the public health field	--	1	2	3	--
There is a high degree of intellectual challenge in the MPH program	--	1	3	2	--
The academic standards of the faculty in the MPH program are high	--	--	2	4	--
The courses I needed to take were available when I needed to take them	--	--	3	3	--

Question 3 (Q3) of the survey asked the students to make comments regarding courses in the MPH program. The responses were analyzed for common themes and are listed below (please note these results are from the initial administration of the exit survey to students graduating from the MPH program. As such, common themes or trends are not yet evident; however, as further data is collected this report can be used to document additional observations):

- Extend availability of courses with focus on public health issues
- [Intentionally left blank]

Q4. Please rate the following:	2010-2011 (N=6)				
	Poor	Fair	Good	Excellent	No Response
Availability of research opportunities	--	1	1	1	3
Quality of research experience	--	1	1	1	3
Quality of advising for your thesis research	1	1	--	1	3
How valuable was your thesis experience in your overall training in public health?	--	1	--	2	3

Question 5 (Q5) of the survey asked the students to make comments regarding research in the MPH program. The responses were analyzed for common themes and are listed below:

- Provide additional guidance regarding approaches to plan and report results of research project.
- [Intentionally left blank]

Q6. Please rate the following:	2010-2011 (N=6)				
	Poor	Fair	Good	Excellent	No Response
Availability of field experience (practicum)	--	1	1	1	--
Quality of field experience	--	--	1	2	--
Quality of advising in your field experience	--	1	2	--	--
How valuable was your field experience in your career development in public health?	--	--	--	3	--

Question 7 (Q7) of the survey asked the students to make comments regarding field experience in the MPH program. The responses were analyzed for common themes and are listed below:

- Establish internship programs with public health organizations/agencies.
- [Intentionally left blank]

Q8. Overall, how satisfied were you with:	2010-2011 (N=6)				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	No Response
Quality of academic advising that you received	--	1	3	2	--
Availability of your academic advisor	--	2	1	3	--
Degree to which your academic advisor was helpful	--	3	1	2	--
Availability of faculty members	--	--	3	3	--
Approachability of faculty members	--	1	1	4	--
The way in which degree requirements (policies and procedures) were explained	--	2	2	2	--
Degree to which administrative deadlines and requirements were communicated to you	--	2	2	2	--

Question 9 (Q9) of the survey asked the students to make comments regarding academic advising in the MPH program. The responses were analyzed for common themes and are listed below:

- Easy to approach advisors and faculty
- Improved explanation of degree requirements and deadlines
- [Intentionally left blank]

Q10. Based on your experience, how would you rate the quality of the following aspects of the MPH program?	2010-2011 (N=6)				
	Poor	Fair	Good	Excellent	No Response
Depth (i.e., ability to examine key concepts in detail)	--	--	2	4	--
Breadth (i.e., ability to examine a variety of key concepts)	--	1	3	2	--
Integration of diverse perspectives (i.e., ability to examine various viewpoints)	--	--	4	2	--
Ability to prepare me for my future employment	--	1	3	2	--

Question 11 (Q11) of the survey asked the students to list the main strengths of the MPH program. The responses were analyzed for common themes and are listed below:

- Highly proficient and approachable academic staff and program administrators
- Choice of Area of Emphasis
- Flexibility to choose research thesis or field experience
- Online courses
- Flexible enrollment
- Guest lectures
- Public Health Club
- [Intentionally left blank]

Question 12 (Q12) of the survey asked the students what specific suggestions they have for ways the MPH program could better serve its students. The responses were analyzed for common themes and are listed below:

- Extend availability of courses with focus on public health issues
- Require field experience or community service projects
- Social gatherings for students
- Offer course to apply principles learned in Statistics 702/703
- Update outline of courses offered related to the nutrition/public health options
- [Intentionally left blank]

Question 13 (Q13) of the survey asked the students to share any final comments or recommendations about their experience as a student in the MPH program at Kansas State University. The responses were analyzed for common themes and are listed below:

- Thanks to all involved with MPH program at K-State
- [Intentionally left blank]

Appendix G: Alumni Survey

MPH Alumni Survey Results

Spring 2011

The online *MPH Alumni Survey* was sent on June 7, 2011, to forty-one individuals who graduated from the Kansas State University's Master of Public Health (MPH) prior to Spring of 2011. There were a total of twenty-five responses to the survey. This document provides a summary of those responses.

The *MPH Alumni Survey* contained twenty-two (22) items, including eight (8) Likert-style scaled, nine (9) multiple choice, and five (5) open-ended items. The scaled item asked the alumni to rate, on four-point scales, their satisfaction with various aspects of the MPH program. The multiple choice items asked the alumni to indicate their graduation year, area of emphasis, their current work situation and status, and how well K-State prepared them for their employment. The open-ended items asked the former students to share any strengths of the program, suggestions to better serve students, and final comments about their experiences in the MPH program.

Results

Twenty-five graduates submitted responses to the *MPH Alumni Survey*. This represents 60.98% of potential respondents. Question 1 (Q1) of the survey asked the alumni to indicate the year they graduated from K-State's MPH program. Responses are presented in the table below.

Q1. Please indicate the year you graduated from Kansas State University's MPH program.	Survey Responses	
	Frequency	Percent
2005	0	0%
2006	4	16%
2007	2	8%
2008	6	24%
2009	6	24%
2010	6	24%
2011	0	0%
No Response	1	4%

Former students indicated their area of emphasis in the MPH program by selecting one of five options including Food Safety/Biosecurity, Infectious Diseases/Zoonoses, Public Health Nutrition, Public Health Physical Activity or Combined Emphasis Areas. Responses are presented in the table below.

Q2. Please indicate your area(s) of emphasis in the MPH program at Kansas State University. (Select all that apply)	Survey Responses	
	Frequency	Percent
Food Safety/Biosecurity	4	14.81%
Infectious Diseases/Zoonoses	13	48.15%
Public Health Nutrition	5	18.52%
Public Health Physical Activity	4	14.81%
Combined Emphasis Areas	1	3.7%
No Response	0	0%
Further Comment about your response:		
<ul style="list-style-type: none"> I felt and still feel that this was an excellent choice, given my current clinical teaching position. 		

Question 3 (Q3) of the survey asked the former students to indicate whether they currently work in public health or in a related field. Students could select one of three options including “yes”, “no” or “I am not currently employed”. Responses are presented in the table below.

Q3. Do you currently work in public health or a related field?	Survey Responses	
	Frequency	Percent
Yes, I work in public health or a related field.	21	84%
No, I do not work in public health or a related field.	3	12%
I am not currently employed.	1	4%
No Response	0	0%

Alumni that indicated they are working then responded to a series of follow-up questions about this employment.

Q4. In which type of organization is your principal employment?	Survey Responses	
	Frequency	Percent
Government (state or federal)*	11	44%
Non-Profit Organization	1	4%
Proprietary Organization	0	0%
Health Care Facility	3	12%
Private Practice	2	8%
University/Research	5	20%
Non-Health Related	0	0%
Not Employed	0	0%
Sought further education after MPH	1	4%
No Response	2	8%
Further Comment about your response:		
<ul style="list-style-type: none"> Extension I work in a corporate health setting through health care organization Local Government Public Health Veterinary clinical medicine in a university teaching setting. 		

- Veterinary biologics.
- US Army - Veterinary Corps Officer
- I work for an INDEPENDENT consulting firm for international development. However, most of our funding comes from USAID and the government. I work on international health projects.
- Health Educator/ Tobacco Use Prevention

*Please note an option for “Government (local)” was not included in the Spring 2011 Alumni Survey and, therefore, it is unclear in which type of organization local public health employees identified themselves.

Alumni reported whether their position was full-time or part-time.

Q5. What is your status in this job?	Survey Responses	
	Frequency	Percent
Full-time	17	68%
Part-time	6	24%
No Response	2	8%

Alumni reported the following position titles.

Q6. What is your position title?
<ul style="list-style-type: none"> • Veterinary Corps Officer • IPT QA Coordinator • Director of Health Promotion/Nutrition Counseling • Animal Health and Technical Consultant • Biological Research Technician • Community Health Analyst • Medical Technologist • GRADUATE RESEARCH ASSISTANT • Graduate Research Assistant (GRA) • FoodNet Surveillance Officer • Nutrition and Health Education Specialist • County Extension Agent • associate veterinarian • Program Associate • Public Health Veterinarian • Registered Dietitian/Health Coach • Graduate Research Assistant • Site Veterinarian • Enforcement Investigations and Analysis Officer • Assistant Clinical Professor • Enforcement, Investigative, and Analysis Officer • Health Educator/Physical Activity Coordinator • Extension Agent

Alumni reported the following salary ranges for their current positions.

Q7. Please indicate the range of your annual salary.	Survey Responses	
	Frequency	Percent
\$0 to \$25,000	5	20%
\$26,000 to \$50,000	10	40%
\$51,000 to \$75,000	4	16%
\$76,000 to \$100,000	4	16%
Above \$100,000	0	0%
Prefer not to answer	0	0%
No Response	2	8%

The survey asked the Alumni how long after graduation from the MPH program it took them to start a job in public health or a related field. Responses are presented in the table below.

Q8. Following graduation from the MPH program at Kansas State University, how long was it until you started work in public health or a related field?	Survey Responses	
	Frequency	Percent
Immediately following graduation	7	28%
Less than a month	3	12%
Between 1 and 6 months	6	24%
Between 6 and 12 months	2	8%
Over a year	0	0%
Other:	5	20%
No Response	2	8%

Further Comment about your response:
 working in same as before graduation
 No Response
 was currently in public health field
 Started working in PBH 5 years prior
 remained in same job
 I was lucky and knew someone in the "inside." If it weren't for that, I think I would have been unemployed for a while
 Already employed by federal government prior to entry into MPH program.
 I worked for about 4 months at Target before taking a job w/ the State of Kansas in public health.
 Planned to keep same position after graduation.
 Before moving to Washington, DC to work in my current position, I worked as a consultant with the Public Health Institute in California.
 I started working for Riley County Manhattan Health Department after my internship with them.

The former students indicated how well the MPH program at Kansas State University prepared them for their current career. Responses are presented in the table below.

Q9. How well did the K-State MPH program prepare you for your current career?	Survey Responses	
	Frequency	Percent
Very well	3	12%
More than Adequately	6	24%
Adequately	9	36%
Less than Adequately	2	8%
Very Poor	0	0%
Not applicable	4	16%
No Response	1	4%
Further Comment about your response: The general curriculum is too basic to give a person a solid ability to go out and land a job. It needs more focus. Gave me more awareness and teaching opportunities in my current clinical position. I chose to work in my 'back-up' career field because we are only living in the area for a short period of time and I still have small children. Based on changes to the program since I graduated, I would likely score this question differently if the current requirements were in place in 2004/2005. The epidemiology and zoonoses was very important; however, I don't use a lot of the human directed coursework experience directly much. I feel that K-State was heavy on zoonoses and weak in epidemiology and nutritional science as a component of public health. Unemployed		

The next question asked about their satisfaction with various components of the MPH program.

Q10. Thinking about to your K-State MPH experience, how satisfied were you with:	Frequency					Mean (SD)
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	No Response	
Core curriculum courses	1	1	18	4	1	3.04 (0.62)
Quality of instruction by faculty	--	1	17	6	1	3.21 (0.51)
Accessibility of faculty	--	1	13	10	1	3.38 (0.58)
Quality of academic advising in the program	1	3	9	11	1	3.25 (0.85)
Quality of relationships with faculty	--	2	9	13	1	3.46 (0.66)
Quality of relationships with other students	--	3	12	9	1	3.25 (0.68)
Quality of research opportunities in the program	--	3	14	7	1	3.17 (0.64)
Overall academic experience in the K-State MPH program	--	2	14	8	1	3.25 (0.61)

The average rating was above 3.00 for each of the items relating to the former students' satisfaction with various elements of the MPH program, with the *quality of relationships with faculty* obtaining the highest mean of the eight items.

The final multiple choice item asked if alumni would recommend the MPH program to a friend. Responses are presented in the table below.

Q11. Would you recommend the K-State MPH program to a friend considering a graduate program in public health?	Survey Responses	
	Frequency	Percent
Yes, with no reservations	11	44%
Yes, with some reservations	11	44%
Yes, with major reservations	1	4%
No, probably not	1	4%
No, under no circumstances	0	0%
No Response	1	4%

The last four questions were open ended, and asked the alumni to share their perceptions of the program, suggestions to better serve students, and final comments about their experiences in the MPH program. Responses are presented in the tables below.

Q12. What did you like best about the MPH program while you were a student in the program?
<p>I appreciated the proximity to the Veterinary Hospital and the opportunities that the vet school allowed with respect to course material and research opportunities.</p> <p>The faculty worked with me to fulfill all of my personal objectives even if it was not a requirement of their position. The easy access to faculty and the course work itself.</p> <p>K-State is just a really nice university. It is practical, very student friendly and accommodating. The diversity on campus is really great.</p> <p>The opportunity to select a MPH specialty focus. The dedication some faculty showed to making the MPH program work. The younger professors who were slowly being brought into the Kinesiology program. The staff from Vet Med were outstanding: Dr. Sanderson, Oehme, Pickrell, Nguyen (assistant at the time).</p> <p>Dr Justin Kastner and Dr Abby Neutsch's classes</p> <p>I like the interdisciplinary nature of the program. There are many options for choosing the coursework and shaping your degree to the best of my interest.</p> <p>The fact that I was already a student at KSU and was familiar with the campus, faculty and students.</p> <p>Taking classes in a variety of programs-nutrition, kinesiology, vet med, etc.</p> <p>I had great relationships with my advisor and the core faculty. I was able to cater my research precisely, to meet my needs and career/academic goals. It would have been nice to have a little more guidance re: research design prior to beginning my thesis. The course I took in disease epidemiology was fantastic. I was also able to take several courses at KU med (such as cultural competency in health and international health). These enriched my degree program significantly.</p> <p>The ability to take some of the courses by distance learning.</p> <p>I was able to tailor the program to fit my needs and desires for area of emphasis and select classes outside of the core classes that would further support my direction of education.</p> <p>Advisor (Mike Sanderson) was an excellent teacher and mentor. Close-knit group that cares about the individuals. Veterinary related courses are excellent.</p> <p>The ability to structure my classes while maintaining full time work status.</p> <p>Flexibility in course schedules with my work schedule. Application to my current position. Quality of education.</p> <p>Interdisciplinary nature...learning from a variety of aspects.</p>

Interacting with the faculty and working as a Research Assistant for David Dzewaltowski and Elaine Johannes at the Community Health Institute. They helped me expand my educational experience. Some faculty members were highly approachable and able to answer my questions and concerns, especially when I was have doubts about the MPH program and my future in the public health field. Getting to connect with faculty and students from other departments. Learning about their view/side of public health issues; building and maintaining those relationships have been important to my success as a professional

The responses to Question 12 were analyzed for common themes and are listed below:

- Interdisciplinary
- Flexible – able to tailor program to meet individual needs
- Faculty excellent

Q13. What did you like least about the MPH program while you were a student in the program?

I did not like some of the generic core courses required for the MPH program. Some of the coursework was less than educational, specifically, the courses in the kinesiology and human nutrition departments. The courses were not very rigorous and uncharacteristic of graduate level coursework. They did not provide very relevant information towards an MPH with an emphasis in infectious disease and zoonoses. I am referring only to the core courses as that was my only experience with those departments. Furthermore, there was an online course regarding hospital administration that I believe was ineffective and also lacked a certain level of quality requisite of a graduate level course.

It was in the developing stages of the accreditation process so the program had not gained proper recognition. It was simply growing pains of a new program but the faculty did an exceptional job to accommodate the students. Some of the courses were difficult.

I was disappointed to find out after enrolling that this program is not accredited. I was told that "when it happens, you will be grandfathered in and won't have any problem applying for jobs that stipulated that applicants have an accredited degree." It would seem to me that you should have had your ducks in a row ahead of time. That would have been of greater benefit to the students (like me) who are competing for jobs now. honesty regarding job prospects. I was told that there would be all these jobs opening up in the next 10-15 years in the government and tons of opportunity in the public sector. Well, I can tell you as a government employee, that's not the case. I hope you are being honest with your students that the job outlook in the government is very grim right now, and is likely to be that way for a long time. And I hope you are honest in telling them that a masters degree doesn't guarantee employment. I think that the MPH program does a good job at giving students to a very basic introduction to public health. However, when I look at how qualified I felt I was to go out and compete for jobs against people from Minnesota, or Emory, or John Hopkins -- there is a lot more that KSU needs to do to prepare its graduates. There needs to be more epidemiology -- not just rehash of Disease Epidemiology in 2 classes. Epi courses need to be offered that will benefit specific focuses. There needs to be some plan regarding helping students find projects

I was led to believe by the leadership that KSU MPH would be accredited by CEPH before I graduated (though I was offered no guarantee).

COURSE OFFERINGS 1. Enrolling in courses that were listed as offered but that prof would say they were not. I had enrolled in two different courses in two separate semesters that both said that the class date and time were TBA. I waited until the week of classes to ask the prof when and where the class was going to be held and on both occasions I was told that they were not teaching the course that semester, not because there were enough enrolled either, because it was a registrar mistake that the class was on the course offering list. This was frustrating because was changing my POS and taking classes that I didn't really want to take because of this and the fact that I needed to take a certain amount of credits to use my full military benefits (they are paid by months of use, not dollar amount) and the other benefits pays based on 1/4, 1/2, 3/4 and full time status.

There was no interaction among MPH students

The range in levels of education provided. Some classes were very up to date and well planned while others were not Unavailability of public health classes outside of my area of emphasis.

Public health nutrition was redundant because I was already working in the field.

I strong disliked the separation between MPH students who were in the vet program and "the rest of us." The lack of

secured funding for MPH students was also frustrating. The MPH in nutrition emphasis actually required very few nutrition courses. I would suggest requiring a biochemistry/nutritional science course to this option. Some of the classes in the Kinesiology section were extremely boring. Having some of the core classes taught through the Vet Med department caused some of the application of the concepts being taught to not relate to my field of study. Epidemiology and Toxicology are the ones that stand out in my mind. However, I feel that the faculty in charge of those classes understood that they were instructing students in a wide variety of field and were able to work with those of us who were not in Vet Med. This is one of the draw backs to having an interdepartmental degree program and I feel that, in this case, the benefits of having the interdepartmental program very heavily outweigh the negatives. Program accreditation would have been nice. More stats driven course work really teaching how to use the software programs usually utilized in public health jobs. The lack of guidance while constructing my final report. Lack of diversity and lack of representation by a variety of SES and modes of living. At the time I graduated there were a few courses that were not "available" due to it being a new program and they had not hired all of the staff required yet. I had one class that was not available at that time and I was not allowed to take that course elsewhere, so I had to work with my lead professor and the MPH program director to work it out. I was dissatisfied with the electives related to nutrition. I believe they were extremely limited. Some courses listed on the elective course list, like Nutrition and Aging, are not offered to MPH students unless there are seats remaining after enrollment closes. There needs to be more courses offered that relate to nutrition. At the time I was in school (this may have changed)... - limited class options; would have liked a history of public health or intro to public health class; more epi classes; - would have liked more opportunities to meet students/faculty outside of class -

Q14. What specific suggestions do you have for ways the MPH program could better prepare students for work in the field?

Tailor core courses more for the variety of emphases that are available. Some of the core courses for the Infectious Disease and Zoonoses emphasis are irrelevant and non-educational for students. I would like to see more courses pertaining to infectious diseases offered at KSU. When I went through the program, there was really only one zoonoses course available. When you emphasis is infectious disease and zoonoses, there should be more course material available to pursue. This does not prepare students with DVMS for the ACVPM boards very well. Guest lecturers from a variety of fields and locations (industry, government, research, health care, etc) so that students understand the multiple opportunities available to them. more practical courses especially for individuals working toward an MPH with an emphasis in nutrition/exercise science. more epidemiology. more applied statistics the veterinary MPH students need to be required to take some classes that show them how public health crosses over into food safety and human health, and how they are all intertwined. Public health is not all about E. coli, and salmonella. disease modeling should be taught. None Offer a course on MPH career options that would explore all the different industries that hire MPH. I have found that I look in places/businesses that are not gov't or even health care that have positions for public health backgrounds this could tie in with the course offered by Deb Canter, Emerging PH related something or another (great course by the way, hate that I could only do it during the summer) A more accessibility to the MPH field work would be better. I'm keeping this view from a perspective of an international student. I had a kind of confusion to find a field experience position within united states. Have a class that provides guest speakers from all different public health entities to give an overview of their positions so students can see how an MPH degree can work for them. Incorporate classes in all areas of public health for all public health students--i.e. classes on public health nutrition for public health students in other areas, etc. I had a board that was willing to let me attend classes whenever they were scheduled. But other working students may not have this option so include more distance ed and evening classes. It would be nice to take a "practicum" course, even if one is doing a thesis. I would have benefited from that opportunity. Additionally, a lab of some sort would be useful (such as a lab for all MPH students in disease identification or something). Need to have basic course on human diseases. Offer more application courses like the Program Planning and Evaluation and the Behavior Change courses available in

the Kinesiology department. I have found these courses more applicable in the corporate and community education field that I am working in. A course on program management that deals with how to manage funding, resources, time, marketing and results would be very interesting and helpful as well.

See previous question. Both items were important for government PH positions I looked at when looking for a job.

More flexible opportunities for field experience; I couldn't do a field experience and take that much time off work in a single absence.

More real-life field work would have deepened my understanding.

I think you prepared me fully, just can't wait until the MPH program is accredited, that will greatly help the students that graduate from the program.

I constantly asked my adviser and other faculty members, "What do you do with an MPH in Nutrition?" Most answers included more school work (like a PhD). I still have no idea what to do with this degree. I think a field experience should be mandatory for all students.

For nutrition/kinesiology students - a class on social marketing, using technology to improve public health, working with/organizing community coalitions, public health leadership skills

Q15. Please share any final comments you may have about your experiences in the MPH program and/or its effectiveness at preparing you for work in the field.

I feel ill-prepared regarding infectious diseases and epidemiology. I would suggest focusing more on these topics for students with that emphasis as it is essential they have a sound knowledge of these subjects to study for boards or even work effectively in that arena.

Great program, great people, great experience!!!

none

I don't really know what I don't know. I left the area within days of my presentation. I would have like to been contacted by the career center for offers to help find a job, resume help etc... instead of by the athletic department for alumni ticket purchases

I really like the fact that the MPH program is putting forth effort to become the best it can be.

The capstone project was very helpful for my job search and current job.

The people at K-State are great! As the program grows, I am sure it will become more cohesive. I would also recommend a course catered toward taking the MPH certification exam (even if K-State is not yet accredited).

I am very pleased with the experience and knowledge that I gained through the MPH program at Kansas State. I believe that this program has the potential to grow to be one of the best in the country. I feel the KSU MPH program offers a unique program that is hard to find anywhere else!

Again, I feel the MPH program gave me greater awareness for zoonotic disease to provide more complete care for my patients and clients and more education for my students.

Overall my MPH experience at K-State was very positive. I often recommend the program other people. I hope the program works at building more opportunities for students and faculty to connect with each other and build relationships. A good solid program is important to a successful program, but knowledge and skills can be gained through a variety of means – professional relationships will build the program and offer something you can't get at other schools.