

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
MISSOURI STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at Missouri State University. The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation and a visit in October 2017 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

Missouri State University was founded in 1905 as the Fourth District Normal School with the purpose of preparing teachers for public-school systems in the southwest region of Missouri. The school was renamed Southwest Missouri State College in 1945 to reflect its expansion to the liberal arts and sciences and then, again, in 1972 to Southwest Missouri State University to recognize its undergraduate programs and the development of graduate programs. In 2005, the institution became Missouri State University.

The university is located in Springfield, Mo., with three satellite campuses in Mountain Grove, Mo.; West Plains, Mo.; and Dalian, China. The university employs approximately 4,000 faculty and staff members. Approximately 23,000 students are enrolled at the university. The university offers baccalaureate degrees in 93 disciplines and master's degrees in 44 disciplines. The university offers doctoral degrees in audiology, nursing practice, nurse anesthesia practice and physical therapy; however, there are no PhD programs. There are seven academic colleges within the university: College of Arts and Letters, College of Business, College of Education, College of Health and Human Services, College of Humanities and Public Affairs, College of Agriculture and the College of Natural and Applied Sciences.

The MPH program's development began in 1998, and the first students enrolled in 2000. The program was initially accredited by CEPH in 2012 for a term of five years. The program submitted interim reports in 2013 and 2017 on faculty diversity and faculty resources. The Council accepted the interim reports. The program has evolved significantly over the last five years. The program has added faculty resources, received greater fiscal allocations and increased student enrollment.

Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the public health program at Missouri State University. The program encourages the development of public health values through instruction, research and service opportunities and emphasizes the importance of public affairs. Interdisciplinary coordination, cooperation and collaboration are encouraged and supported throughout the program. The program's faculty are trained in a variety of disciplines, and faculty ensure that the environment supports interdisciplinary collaboration. Resources are sufficient for the program to fulfill its mission, goals and objectives. The program has developed goals and objectives that allow for consistent planning and evaluation of its instructional, research and service activities and assure sensitivity to the perceptions and needs of program constituents.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The program has a clearly stated mission with supporting goals, objectives and values. The program's mission is to prevent disease, promote health, and protect the well-being of the public through education, research, and service. The mission supports the program's vision: A better world through public health.

The program's goals and objectives align with the mission of the College of Health and Human Services and Missouri State University, and the program defines a set of 12 values that include educational excellence, collaboration, effective communication, systems thinking, policy, effective leadership, evidence-based decision making, professionalism, ethical practice, equity, community service and responsibility and cultural competence. There are three to four measurable objectives for each of the programmatic goals pertaining to instruction, research and service.

The current mission, goals and objectives were developed collaboratively prior to the program's initial accreditation in 2012, with input from faculty, students, alumni and public health professionals. The faculty and MPH Advisory Council review the mission, goals and objectives through ongoing program assessment and evaluation activities, with communication of compliance and associated relevance at regular intervals. The mission, goals and objectives are readily available to the public via the program's website, the MPH student handbook, the MPH faculty handbook and a program newsletter.

1.2 Evaluation and Planning.

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

This criterion is met with commentary. The MPH program uses a variety of procedures to monitor its effectiveness in meeting the program's mission, goals and objectives. Evaluation activities include alumni surveys, student surveys, employer surveys, faculty evaluation of student performance and attainment of program competencies, preceptor evaluations of student interns, course evaluations, annual review of faculty performance and annual reports.

During the preparation for the program's first self-study, the Evaluation Committee met at least once a month, identifying outcome measures, establishing targets for each, establishing the overall evaluation

and assessment procedures, developing the Evaluation and Assessment Plan and developing surveys and other assessment tools.

There have been no recent changes to the planned schedule of data collection except for conducting the student survey every other year instead of annually and using an alternative form of the employer survey because students do not routinely provide employer contact information.

The program director and faculty regularly review data by examining trends, outliers and comments provided from the program's constituents. The program uses results to improve the program's quality. For example, based on feedback from the alumni survey, the program recruited a public health practitioner from the county health department to teach content regarding the development of a budget in the Principles and Skills of Public Health Administration course. The program has also added a grant writing elective, created graduate assistantship positions to create more opportunity for research and implemented a database for job openings to improve career counseling.

The MPH Advisory Council provides ongoing consultation and advisement to the MPH director regarding program effectiveness toward its goals. Faculty members and students also have the opportunity to review the report, provide feedback and address any deficiencies identified by the evaluation process.

The commentary relates to the program's challenges in meeting some key benchmarks. While many of the outcome measures have been met during the past three years, there are some that have fallen short of the targets. Examples include measures for student collaboration with public health practitioners in research activities, student self-reports for presenting at a conference/meeting and participation in collaborative community service activities. During the site visit, program faculty provided insight into plans to remedy these shortcomings and offered potential solutions to facilitate more student involvement. Program administrators noted that student engagement in research has increased recently partly because of a vector-borne epidemiology contract with the state. Students who met with the site visit team described their involvement in this project and provided positive feedback about the experience; preceptors who met with site visitors also recognized students' contributions to this project. Projects such as this give students the opportunity to present and publish more often. One faculty member also described activities in the introductory research methods class in which all students are required to create a poster using secondary data.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. The program is an integral part of Missouri State University, which is accredited by the Higher Learning Commission. In addition to public health, the university responds to 31 specialized accreditors in disciplines such as nursing, music, theatre, physical therapy and industrial technology.

The MPH program is housed in the College of Health and Human Services and functions as a department, with the program director reporting directly to the dean. The Dean's Administrative Council, on which the program director serves, meets weekly to make recommendations to the dean regarding college matters. The dean sits on the Provost's Academic Leadership Council, which meets weekly to discuss administrative matters. The president and provost also hold forums with faculty members to ensure direct access to top administration.

The program director is responsible for the program's budget and allocation of resources. The program director meets annually with the college's dean and budget analyst to assess the adequacy of the budget, to re-allocate expected expenses and to discuss major purchases.

The program director manages the recruitment, selection and advancement of all program faculty. The program director initiates the hiring process of primary faculty. The program submits a request to hire to the dean. The dean negotiates with the provost for centrally funded positions.

The program director and primary faculty are responsible for setting and monitoring program-specific academic standards and policies in accordance with the university's academic standards and policies. Proposals for curricular changes originate in the program and move forward for approval from the college's Curriculum Committee, the Graduate Council, the Faculty Senate and, finally, the provost and president. The Graduate College establishes minimum standards for admission, matriculation and graduation for all graduate programs.

1.4 Organization and Administration.

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

This criterion is met. The program facilitates interdisciplinary collaboration while promoting public health learning, research and service. The MPH program's internal organization is simple, with the program director overseeing program functioning with input from program faculty and an administrative assistant.

The program engages in interdisciplinary communication, cooperation and collaboration through a number of mechanisms. In terms of instruction, the program offers courses to nursing and MHA students and allows MPH students to take elective courses in the social work and kinesiology departments. Additional opportunities for educational collaboration include a dual MPH/MHA degree and graduate certificates in public health administration and in public health and homeland security that involve faculty from other academic units. Additionally, MPH faculty collaborate with other department and college

faculty in research and service. The self-study details faculty and graduate assistants' collaborations with the biology and social work departments and the Ozark Public Health Institute.

1.5 Governance.

The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

This criterion is met. The program has seven standing committees that contribute to the program's governance. Faculty, staff, students, alumni and community partners are involved in the program's operations.

The program director, in conjunction with the MPH Evaluation Committee, oversees general program policy development and program planning and evaluation. All committees and faculty members have the opportunity to make policy recommendations, which are approved by a majority vote of all faculty members. If required, proposed policy changes are forwarded to either the Faculty Senate or the Graduate Council.

To fill vacancies, the program establishes a search committee that oversees the development of a recruitment plan, which must be approved by the university's Office for Institutional Equity and Compliance. Membership on the search committee may include MPH faculty (including the program director), MPH staff and students, program alumni or other outside constituents. The search committee chair provides a summary and recommendation of the search to the dean, who is responsible for negotiating salary and other hiring terms.

Faculty retention, promotion and tenure follow the MPH Program Guidelines for Promotion and Tenure, which align with the university's promotion and tenure guidelines as presented in the university's faculty handbook. The Personnel Committee forwards its evaluation and recommendation to the program director, who then forwards an evaluation and recommendation (along with the Personnel Committee's evaluation and recommendation) to the dean. The dean forwards recommendations to the university's Personnel Committee, then to the provost. The provost makes the final recommendation to the president and Board of Governors.

The MPH Admissions, Progression and Graduate Committee is responsible for ensuring that the program maintains high-quality academic standards that align with policies of the university. The committee includes the program director and all MPH primary faculty members. The committee monitors, reviews and votes on changes to the program's academic standards and policies. This committee also makes

recommendations regarding recruitment practices and makes decisions regarding student admissions and retention.

The MPH Advisory Council consists of the program director, the dean (ex-officio), one additional MPH faculty member and, at a minimum, four public health professionals, two MPH alumni and two MPH students. The MPH Advisory Council provides ongoing consultation and advisement to the program director regarding program effectiveness toward its stated mission, goals and objectives. The Advisory Council meets at least once each academic year and communicates by phone and email as needed. The director also meets with individual Advisory Council members occasionally, seeking input regarding their areas of expertise. Council members have an opportunity to interact with current students, staff and faculty during an annual social event at the beginning of the fall semester, which the program hosts.

All MPH committees have opportunities to generate ideas or requests regarding resource needs.

Students play additional role in program planning and evaluation through the completion of student evaluations and the exit survey and through their own, autonomous organization, Future Public Health Professionals. Through this organization, students conduct meetings, bring in guest speakers and participate in fundraising and community service activities. Students who met with the site visit team noted that the program director and other faculty members strives to make improvements in the program by regularly soliciting their input on the competencies and curriculum. Students also talked about opportunities to speak with the dean of graduate studies and the program director about any concerns they may have.

Faculty members hold leadership positions and are members of university-level committees including the Graduate Council, the Tobacco Policy Education Campaign and the Academic Affairs Budget Committee.

1.6 Fiscal Resources.

The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. At the beginning of the fiscal year, the president's Administrative Council prepares the budget for the next fiscal year and then submits the budget to the Board of Governors and the Missouri Coordinating Board of Higher Education for review and recommendation. The final state budget, with allocations to higher education, is announced just prior to the new fiscal year.

As a public university, a portion of the university's fiscal resources are subject to financial policies of the state of Missouri. The source of funds for the university's operating budget is a combination of state-appropriated money and student tuition and fees, as illustrated in Table 1. Tuition and fees are not paid directly to the program. Funds are allocated to the college and then further allocated to departments and

programs. Additional funds beyond the baseline budget are allocated to the college by the provost and distributed at the dean's discretion with input from department chairs and the college's Budget Committee.

	2013	2014	2015	2016	2017
Sources of Funds					
University Funds	\$388,088	\$365,100	\$372,727	\$378,770	\$367,470
Grants/Contracts ¹	\$3,994	\$0	\$356	\$0	\$0
Indirect Cost Recovery	\$1,547	\$0	\$262	\$0	\$0
CHHS funding	\$14,325	\$22,180	\$7,274	\$39,429	\$43,091
Total	\$407,953	\$387,280	\$380,619	\$418,199	\$410,561
Carry forward	\$26,967	\$37,277	\$55,295	\$57,618	\$52,673
Expenditures					
Faculty Salaries & Benefits	\$313,992	\$297,178	\$300,964	\$325,227	\$271,359 ²
Staff Salaries & Benefits	\$9,688	\$7,586	\$9,240	\$17,507	\$17,169
Operations	\$13,129	\$8,656	\$11,592	\$15,374	\$17,726
Travel	\$3,998	\$2,021	\$947 ³	\$2,194	\$4,599
Student Support (GA)	\$12,668	\$8,324	\$16,900	\$17,200	\$17,544
Total	\$353,474	\$323,765	\$339,644	\$377,502	\$328,397

¹ Grants and contracts for Dr. Duitsman (Ozark Public Health Institute) not included here as they are not program or college funds.

² Reduction in salary expenses was due to military leave by one faculty member in the Army reserves for 10 months. His absence was covered by three per-course instructors whose pay was less than that of the full-time appointment.

³ Travel expenditures were reduced in 2015 because most travel was paid for by professional associations.

The MPH program receives additional revenue from the college for domestic faculty travel and computer equipment. The Provost's Office also has discretionary money that is available per request by the colleges for major equipment and classroom renovations, for example. These funds are limited and available on a competitive basis, and the college is required to match the funded amount. In 2017, the provost purchased a microscope, camera and support computer for the program. Funds that are not spent in a given fiscal year are carried forward by the college. The college typically redistributes these funds to the program's subsequent fiscal year operating budget.

The program director and other faculty manage extramural funds that are used for specific research and other contracted public health activities. These resources may be used to buy out a portion of faculty salaries. Thirty-five percent of indirect cost recoveries from grants and contracts are distributed to the vice president for research and economic development; 25% is distributed to the college or center; 15% is distributed to the department; 10% to the principal investigator(s); 5% to Financial Services; 5% to the Office of Sponsored Research and Programs; and 5% to the Office of Research Compliance.

The program has identified nine outcome measures to assess the adequacy of its fiscal resources. The program has met the majority of its targets, but has not achieved greater than \$37,000 spent per student (currently spent \$21,677).

1.7 Faculty and Other Resources.

The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The program currently has three primary faculty members who contribute a total of 2.0 FTE and four other faculty who contribute a total of 1.0 FTE. The program has maintained a steady headcount of primary faculty over the past three years and has increased the total headcount of other faculty from two to four in the past year.

Student headcount has slightly increased from 39 students in 2014-2015 to 42 students in 2016-2017. The student-faculty ratio (SFR) by primary faculty was 15.4, and the SFR by total faculty was 12.9 in 2014-2015. At the time of the site visit, the SFR by primary faculty was 20.6, and the SFR by total faculty was 13.9. Students who met with site visitors expressed their satisfaction with the small class sizes and also noted that faculty members are readily available. Students also expressed their satisfaction with the fact that courses function more like discussions than lectures. At the time of the site visit, the program was in the process of filling an open faculty line. During the site visit, the team learned that the program has access to other university faculty to maintain consistent course offerings if a faculty member resigns or leaves for active duty as is the case currently.

The program has one administrative secretarial staff (0.5 FTE) who provides support to the MPH director with payment requisitions, purchasing, financial statements, course schedule building, accreditation and other duties as necessary and appropriate. Graduate assistants provide additional administrative support. The college also provides three full-time technology support personnel.

The program has allocated space in both the McQueary Family Health Sciences Hall and the Professional Building. The program office suite is located in McQueary Hall and consists of a reception area, faculty offices, a copy room, storage and kitchen area. The office of one MPH faculty member is in the Park Central Office Building, as he is also director of the Ozark Public Health Institute. The program uses two main classrooms in McQueary Hall. These classrooms have dry erase boards and a full array of computer visuals with a projector for presentations and digital videos. Students have a designated study space in McQueary Hall. The student computer lab is located in the Professional Building and is equipped with 30 Windows-based PCs, one Mac computer, two network printers and a scanner. An additional computer lab located on the second floor is used for the program's course "Software and Databases for Public Health." The college's computer staff have ensured that each computer has the EpiInfo and SPSS software, which are the packages emphasized in MPH courses. Additional software, such as SAS, is

available on personal computers upon request. The dean's conference room is available to reserve for meetings, workshops and student presentations.

The college's laboratory space is approximately 400 square feet on the third floor of the Professional Building. The lab is equipped to demonstrate water quality testing for students in the environmental health class taught in the MPH program. The laboratory is available at all times and is used extensively by two of the three faculty members and by several students.

The Meyer Library carries an extensive and relevant online database that is accessible to faculty and students. The library contains more than 20 electronic resources relevant to public health and more than 868,000 volumes of public health books.

To date, the MPH program has met its outcome measures for faculty resources, with the exception of its outcomes relating to SFR and the number of practitioners serving on committees. In addition, the program has met its outcome measures relative to the number of practitioners serving as guest speakers; the quality of classrooms, lab space for environmental health and student satisfaction with resources.

During the site visit, students were asked about their level of satisfaction with campus resources such as computer labs and library facilities. They were extremely complimentary of the educational resources on campus, describing numerous examples of resource availability. One student commented that "the library is awesome." Students noted that there were plenty of computer labs, and they were taught how to use the library for research. They described using regular "drop-in times" hosted by the library to receive feedback on their work, as well as tutoring services for subjects including math and science.

1.8 Diversity.

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

This criterion is met. The MPH program values diversity in its faculty, staff and student body. The program adheres to the university's strategic plan for 2016-2021, which emphasizes diversity and inclusion, and has also developed a program-specific diversity plan. The MPH program also adheres to the university's Equal Opportunity/Affirmative Action (EO/AA) policies. The EO/AA statement is included in the MPH student handbook and the MPH program brochure, both of which are accessible via a link on the university's webpage.

The MPH program welcomes applications from a diverse pool of candidates and has identified its underrepresented populations as South Asian, Hispanic, South American, African American, East Asian and female, based on the state's demographic data. The program aims to have 50% of the student population be female, 40% be international, 11% be African American and 3% be Hispanic. The program

aims to have 40% of their faculty complement be first-generation graduates and 15% be African American. The student population is very diverse with 67% female, 56% international and 5% Hispanic. No African American students were enrolled at the time of the site visit. Among faculty, 33% were first-generation graduates, and 16% were African American.

Student recruitment efforts include routinely participating in the Campus Showcase, a recruiting venue for high school students, and collaborating with the Graduate Recruiting Office, which specifically visits regional campuses with a focus on historically underrepresented groups. The director of recruiting shares the contact information of students who are interested in the public health program with the program director. The program director then contacts each interested student. Through this initiative, the program recruited its first graduate assistant associated with the McNair Scholars program, a program with the stated mission of helping students from underrepresented groups obtain graduate and doctoral degrees. Through this program, additional contacts have become available, and the program has maintained contact with other students in the McNair Scholars program.

Consistent with the university's hiring policy, the program makes every effort to ensure that at least 20% of faculty and staff new hires include individuals from underrepresented populations. The program is currently in the process of recruiting a fourth faculty member who is African American; if this hire is successful, it will mean that the last three faculty hires by the department have brought individuals from underrepresented populations to the program. It was apparent to site visitors that the university and the program promote diversity in the faculty hiring process.

In addition to its commitment to support diversity, the program commits to maintaining an environment that is safe and free from sexual violence, sexual harassment and sexual assault including domestic or dating violence and stalking. Students, faculty and staff have access to information and resources regarding these policies via a link on the institution's webpage, as well as in the faculty and student handbooks. The MPH director has received training on recognizing and reporting harassment and discrimination and is required by policy to report such acts if observed.

The program director, faculty, students and alumni who met with the site visit team described how the program addresses diversity in courses using topics such as international health and infectious diseases. Alumni further commented on the value of diversity in the classroom during their academic experience, noting that it enriched class discussions.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

This criterion is met. The program offers instructional programs reflecting its stated mission and goals leading to an MPH degree and one dual degree in health administration, as shown in Table 2.

Table 2. Instructional Matrix		
	Academic	Professional
Master's Degrees		
Generalist		MPH
Dual Degrees		
Master of Health Administration		MHA/MPH

Site visitors' reviews of MPH syllabi showed appropriate breadth and depth of content. In addition to coursework in the five core public health knowledge areas, the program requires coursework in areas such internal health and infectious disease and data sources in public health.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. The MPH degree requires 42 semester hours, which consists of five core courses (15 semester hours), five concentration-specific courses (15 semester hours), two electives (six semester hours) a practical experience course (three semester hours) and a capstone course (three semester hours) for their culminating experience.

As defined by the university, the number of credit hours awarded for courses is based on the instructional time and the type (lecture or lab). Lecture courses meet for 50 minutes per week for 15 weeks (or 750 minutes total) for one semester hour of credit. This equates to 12.5 contact hours per credit hour.

2.3 Public Health Core Knowledge.

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

This criterion is met. All MPH students are required to complete the core courses displayed in Table 3. The learning objectives for these required courses contribute to the program's core competencies and

provide students with a strong foundation of public health core knowledge. Site visitors' review of core course syllabi indicated that the core courses contain an appropriate breadth and depth of content.

Core Knowledge Area	Course Number & Title	Semester Hours
Biostatistics	PBH 730: Biostatistics of Health Sciences	3
Epidemiology	PBH 720: Epidemiology	3
Environmental Health Sciences	PBH 745: Environmental Health	3
Social & Behavioral Sciences	PBH 740: Health Behavior	3
Health Services Administration	PBH 775: Principles and Skills of Public Health Administration	3

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All MPH students must complete a field experience in an approved public health setting, mentored by an MPH faculty member and supervised by an on-site public health professional. Students may begin their field experiences after they have completed 33 credit hours, including all core and required courses, and passed the core course exam.

Prior to beginning the field experience, the field experience supervisor and MPH program director approve the field site and the clinical agreement form. This form highlights the competencies that the student will attain and details the responsibilities of the site preceptor. After the field experience supervisor and MPH program director approve the form, the preceptor and student must also sign the form. Approved field experience sites that have been used multiple times are reviewed again after five years to assure that they remain acceptable sites for field experiences. The field experience supervisor assists students in finding relevant placements, if necessary.

On-site preceptors must have an MPH or related master's degree and at least three years of public health experience or a bachelor's degree and five years of full-time public health experience. Each new preceptor receives a field experience manual that explains the role and responsibilities.

The typical field experience is six credit hours and 400 contact hours. However, the program has an option for three credit hours (200 hours of field experience) plus a three-credit external capstone course, generating a mini-thesis. At the site visit, reviewers learned that students rarely register for the "3+3" option.

The faculty supervisor reviews the materials generated from the field placement and assigns a letter grade to the work. The on-site supervisor completes an interim progress report after five weeks and a final performance evaluation of the intern's strengths and weaknesses at the conclusion of the placement.

Most students complete their field experiences at the state or county health departments or health centers throughout Missouri.

During the site visit, students who were in the planning phases or currently participating in their field experiences expressed great satisfaction with the assistance they received in identifying potential field sites. At the meeting with alumni, some commented that they would have liked greater diversity in placement sites beyond health departments. When the site visitors met with community representatives, there was universal enthusiasm for the way the program organizes the field experience, the preparation on-site preceptors receive, the preparation of students for the field experience and the work the students perform while on site. Preceptors were positive regarding the structured nature of the field experience, which emphasizes the expectations for students, sites and preceptors. Community representatives commented on the quality of the work performed as presented in local and state public health poster sessions.

2.5 Culminating Experience.

All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. All MPH students must complete a capstone project as the culminating experience, demonstrating proficiency with core and other program competencies. The project provides students with the opportunity to integrate knowledge and skills gained in the classroom with real-world problems through completion of a research project or practice-based project involving planning, policy development, management, service delivery or evaluation.

Students complete the capstone project in consultation with a faculty supervisor during their last semester. During proposal development, students identify the core and concentration competencies that they will address.

For the capstone project, students must submit and receive approval for the project, register for the capstone course, establish a capstone project committee, obtain IRB approval, establish a schedule of meetings with the faculty supervisor, complete the project independently, write and submit a final capstone project report and provide an oral presentation of the project to an audience of faculty, students and invited practitioners.

Students receive details about the capstone requirements during each new student orientation, as well as in the MPH student handbook.

Site visitors reviewed samples of students' capstone projects and found that they reflected integration and synthesis of competencies and demonstrated an appropriate level of rigor.

2.6 Required Competencies.

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

This criterion is met with commentary. The program has identified five core competencies and six concentration competencies that guide the degree program. The program-specific competencies address the skill sets of professionalism, communication and informatics, diversity and culture, leadership, research and problem solving.

The program has developed competency matrices for the core and concentration competencies. The matrix identifies the relationship between courses, competencies and learning experiences used throughout the duration of the program.

The commentary relates to the low skill level of some concentration competencies. Four of the six concentration competencies appear to be at an undergraduate level rather than a master's level. For example, one concentration competency states that students will understand the evolving history, mission and goal of public health and can discuss the roles of values and ethics in everyday practice; whereas one of the more advanced competencies states that students will collect, manage and present data in a way that maximizes effective communication between public health workers, policy makers, the media and other components of a varied target audience. During the site visit, program leaders noted that the MPH Advisory Council and students have had the opportunity to provide feedback, but there have not been any recommendations to change the competencies.

The MPH Curriculum Committee oversaw the competency development process that began in spring 2010 and continued through 2012. Prior to the first meeting, the chair of the committee compiled a list of possible competencies and learning objectives using materials from the MPH Program Visioning Retreat, information from other MPH programs and ASPPH source materials. The chair compiled a revised list and provided it to the committee for feedback and further revisions. The committee completed all major revisions by March 2011, then sent them to instructors of all required courses. Instructors reviewed the list of competencies and identified which were covered in their courses, rating each competency and

objective with a 3 (covered in-depth), 2 (covered moderately), 1 (covered minimally) or not covered at all. Based on the instructors' evaluations, the committee then revisited the objectives during fall 2011 meetings to re-evaluate the importance of each one in light of the coverage by instructors. The instructors adjusted course content to ensure adequate coverage and to include the list of all objectives and competencies rated with a two or three in the syllabus. The program director reviewed the competencies and discussed them with faculty at the MPH faculty meeting in spring 2016. The competencies remain unchanged from the original competencies approved in 2011.

Since the development of the competencies, the program has relied on input from public health practitioners via the MPH Advisory Council, students via the alumni survey and employers through the employer survey to assess the relevancy of the competencies. The competencies are also reviewed during faculty meetings. Examples of program-wide changes include replacing the PBH 775 Principles and Skills of Public Health Administration course with the MGT 701 Health Service Organizations course to better align with the competencies.

Program competencies are outlined on the program's website, in all course syllabi and in the student handbook. Students are also exposed to MPH competencies during the student self-assessments for the capstone and field experience.

2.7 Assessment Procedures.

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

This criterion is met. The program has established procedures beyond course grades to assess students' mastery of competencies. The program has also identified outcome measures to evaluate student achievement in the program.

The program assesses each student's progress through the successful completion of each course. Students are graded based on the individual course requirements, which include exams, papers, projects and participation. Students are expected to maintain a minimum GPA of 3.0.

After successful completion of all core courses, students must take a written exam that assesses knowledge and skills associated with the program's core competencies. This exam is administered each fall and spring semester and graded by a committee of faculty members. Students must earn a minimum score of two (on a scale of zero to five) on each individual question and earn a score of three or better overall to pass the exam. Students who fail a question, as demonstrated by a score of zero or one, are counseled by faculty in the core area addressed in the question, and a remediation plan is established. The remediation plan may involve a research paper, assigned readings and writings, an oral exam and/or

additional coursework. Students who fail the overall exam, as demonstrated by an average score below three, may retake the exam once. Failure to pass the exam on the second attempt results in dismissal from the program.

Students are also assessed through the field placement and capstone. The faculty supervisor evaluates each student's performance of competencies during the field placement by reviewing students' field placement portfolios and the completed evaluations. Competency attainment is also part of the grading rubric for the capstone project. The faculty supervisor, with input from other committee members, evaluates the written report, and all MPH faculty members in attendance evaluate the oral presentation. Students who met with the site visit team noted that there is a clear connection between the competencies they learn in class and the application of them in the field placement opportunity.

The program has identified six outcome measures related to students passing the core and required courses with a B grade; students passing the written core course examination on the first attempt; students completing the capstone on the first attempt; students completing the field experience with a B grade; and maintaining 90% job placement rates. For the most recent academic year, the program has met all of its targets, with the exception of the outcome measure related to 100% of students passing the written core course examination on their first attempt; 93% of students passed the exam on their first attempt.

MPH students have a maximum allowable time of eight years to graduate. The graduation rate for the 2009-2010 cohort was 88%. Eight students entered that cohort; one student withdrew, and the remaining seven students graduated. Since the 2009-2010 cohort, the program has had graduation rates ranging from 67% to 86%. For the most recent academic year (2016-2017), 16 students are continuing, and one student has withdrawn.

The program director maintains a database of graduates to collect job placement data via email. A total of 19 students graduated in academic year 2015-2016: 17 students responded to email, 15 were employed, and two students were continuing their education. For 2016-2017, a total of 17 students graduated. So far, nine students have responded to the program director; all nine students are employed.

The program conducts assessments of its graduates' ability to perform competencies through feedback from employers and alumni. The last standardized employer survey was conducted in 2013 but yielded a low response rate. To address this issue, starting in 2015, the director initiated verbal surveys with county health directors who currently employed multiple program alumni or had done so in the recent past. Employers were asked about the skills they desired from employees and how well graduates from the program met those expected skills. The program director conducted the most recent interviews in 2016;

five employers participated. Employers said that they were satisfied overall with graduates' performance. Some employers noted the need to incorporate more grant writing into the curriculum. During the site visit, the program director noted that while this new method of data collection had not been in place for very long, its qualitative approach was yielding more useful results pertaining to employer feedback on alumni performance. The program has used this feedback to revise the PBH 775 course and the PBH 760 research course to include grant writing opportunities and content.

The most recent alumni survey administered in 2016 indicated that alumni felt prepared for their work experience at least at the "adequate" level. One person (out of nine respondents) felt unprepared to interact with diverse populations to affect a desired outcome. One area in which none of the students felt extremely well prepared was the application of principles of leadership, policy development, budgeting and program management in the planning, implementation and evaluation of health programs. None of the students gave low ratings on this issue, but none gave outstanding ratings. As a result, the program added content on budgeting to the introductory course and to the public health administration course. Alumni provided a similar response regarding the ability to communicate a shared vision and overcome organizational challenges. To address this issue, the program now requires an exercise on risk communication in the environmental health course.

2.8 Bachelor's Degrees in Public Health.

If the program offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.9 Academic Degrees.

If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.10 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.11 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The program offers a dual degree with health administration. Students are required to complete all of the requirements of the standalone MPH program. Three courses are shared between the MPH and MHA degrees: PBH 720 Epidemiology (MPH requirement); MGT 701 Health Services Organization (MPH requirement); and PLS 754 Seminar in Health Policy (MPH elective).

Students complete the dual degree in 66 semester hours. Students completing the dual degree complete PBH 799 (capstone) with the MHA program director serving on the capstone committee.

At the site visit, students indicated that completion of the two degrees was straightforward, as there was excellent collaboration between the two programs to assure that the necessary coursework is available and that there are no course conflicts.

There is also an accelerated option for Missouri State University undergraduates, where undergraduates may take four graduate-level MPH courses as part of their undergraduate degrees and can then count those courses toward MPH degree requirements.

2.12 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program

improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. Missouri State University is known as a teaching institution; however, tenure-track and tenured faculty are expected to participate in research. Research-active faculty have a decreased teaching load, carrying nine hours per semester instead of 12 hours. The university, the college and the MPH program all have well-established policies, procedures and practices supporting faculty research.

While research productivity is an essential component of the tenure and promotion criteria for faculty, the program defines scholarly activity as more than producing peer-reviewed publications for research projects. Various internal opportunities are available for research funding; one example is the Summer Fellowships offered by the Graduate College, which provide a \$6,000 stipend for faculty to carry out a summer research project.

The university encourages and assists faculty in seeking and obtaining external funding for research projects. Faculty have participated in community-based research projects that stemmed from community interest, such as the Missouri Department of Health, to conduct research projects like the current work focused on surveillance of potential Zika vectors in the state. These opportunities enable faculty to conduct meaningful research, while allowing students to be involved in meaningful projects with the potential for significant community impact. The program plans to fund student memberships in the Missouri Public Health Association to encourage more research presentations in the future. Other research projects include those focusing on the emergency preparedness of college students in Missouri, a project done in collaboration with a doctoral candidate at A.T. Still University; the Mental Health Trauma Intervention Program for Children, a project completed in collaboration with the Faith Community Health free clinic in Branson; and the GROW Healthy: Childhood Obesity Intervention Program, done in collaboration with Forsyth and Crane school systems.

The program recognizes the need to increase opportunities for students to be involved in public health research, based on feedback from students and alumni.

The program has identified 16 outcome measures to assess its research activities. The program has met most of its targets, except for outcomes relating to 75% of primary faculty maintaining research funding (67% currently have research funding); 50% of primary faculty collaborating with public health practitioners in research activities (33% currently collaborate with health practitioners); 25% of students participating in research outside of course requirements (7% currently participate in research); and four other outcomes relating to students submitting and presenting at conferences or professional meetings.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The MPH program, the college and the university all have policies and procedures supporting faculty service. Service is a component of the promotion and tenure criteria. Faculty service time is negotiated with the program director and presently ranges between 5% to 20%.

Faculty members participate in funded and unfunded community-based service activities including the following: facilitating the Survey of Existing Capacity and Challenges for Emergency Zika Vector Control, working with the Taney County Health Department on the Drug Free Communities initiative and providing opioid abuse education jointly with the American Medical Association Alliance. At the site visit, faculty made a point to emphasize the public affairs mission of the university and the program's focus on service to the local and state public health community. They also highlighted service activities with the University of Missouri Extension Services relating to emergency preparedness.

Community partners who met with the site visit team noted that program faculty made important contributions in a variety of service activities and projects including a community health center survey and an indoor air quality project. Many community members commented on the importance of the Zika project, a mosquito surveillance study, and faculty and students' enthusiasm about being able to actively participate in the field.

The student organization, Future Public Health Professionals, also provides service opportunities such as the Food Recovery Project, in which unserved but usable food is distributed to food kitchens and retirement communities, and Cooking Matters, an effort to promote the cooking of locally sourced food.

The program has identified 13 outcome measures to assess its service activities. The program has met most of its targets, except for targets relating to primary faculty serving as a member on public health-related committees and boards (target is 75%; 67% meet this target); students maintaining active membership in professional public health associations (target is 75%; 9% are currently members); students serving as members on public health-related committees and boards (target is 25%;

4% currently participate); and students participating in collaborative public health initiatives (target is 25%; 4% currently participate).

3.3 Workforce Development.

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

This criterion is met. For the assessment of the community's continuing education needs, the program relies primarily on feedback from the MPH Advisory Council and data from the State Interagency Task Force for Workforce Development.

In 2014, the Missouri Department of Health and Senior Services established a Workforce Development Task Group. Recent efforts of the task group include a survey of alumni of public health programs in the state of Missouri. One of the main purposes of the survey is to investigate the factors that influence retention of public health graduates in Missouri. This survey has been sent to numerous administrators and other public health professionals around the state. The findings of this survey will be used to address workforce training and education needs of public health professionals throughout Missouri by using the strengths of each organization, and the program plans to use the report to develop future efforts.

Also, a program faculty member serves as the education chair for the Missouri Public Health Association. The role of the education chair is to coordinate at least two statewide workshops on timely public health issues for public health professionals. Serving in this role contributes to workforce development not only for the state of Missouri, but also for the region. In addition, program faculty have offered a total of four professional development activities in the last year with 15 to 40 participants each.

The program has developed three certificate programs (Public Health Core; Public Health and Healthcare Administration; Public Health and Homeland Security) based on recommendations from the Advisory Council. Since implementation in 2015, a total of three students have been awarded a certificate. During the site visit, the team learned of recent efforts to promote these certificate programs, including promoting these with students in the university's dietetics program.

During the site visit, the team learned about planned training for local health departments in vector surveillance and control and webinars with local health departments to assist them with accreditation.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

This criterion is met. The MPH program is supported by two tenured and one tenure-track faculty members, all of whom teach and conduct research in areas of knowledge with which they are familiar and qualified by education and experience. At the time of the site visit, the program was recruiting a fourth faculty member and was in the final hiring stages. Faculty expertise includes, but is not limited to, epidemiology, biostatistics, environmental health, health education and health administration. Research interests are diverse, ranging from disaster preparedness to substance abuse and vector-borne disease epidemiology. Faculty are active in community-based applied research and service activities, as well as in professional organizations.

The program also has four other faculty used to support teaching programs. Two of the faculty members have terminal degrees in public health, and the other two faculty members have MPH degrees. The part-time faculty members' teaching areas include biostatistics, epidemiology and health service organization.

The MPH faculty complement integrates perspectives from the field of practice through past career experiences in the field and through their ongoing communication and collaboration with public health practitioners from around the state of Missouri. Beyond the faculty complement, the program depends on the expert advice of community-based public health practitioners through their service on program committees, particularly the Advisory Council, and as guest speakers in the classroom.

The program has identified seven outcome measures to assess the qualifications of its faculty complement. The program has met all of its targets for the most recent academic year.

Students who met with the site visit team noted that the faculty are knowledgeable and have first-hand experience in public health.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. The program adheres to the Missouri State University faculty handbook, which clearly and thoroughly outlines rules and regulations for all Missouri State University faculty; it is available to all faculty via an electronic link on the university's website.

The Faculty Center for Teaching and Learning provides numerous programs and services for all faculty in a variety of venues. The Faculty Center for Teaching and Learning serves faculty by providing consultation with faculty to create engaging, interactive and instructionally sound programs and providing instructional technology and media solutions in support of teaching, learning and research. The Faculty Center for Teaching and Learning also offers various funding opportunities for faculty, including public affairs curriculum innovation, technology curriculum innovation and general curriculum innovation funds and travel funds to support faculty attending or presenting at scholarship of teaching and learning conferences. In addition to various faculty development programs and services offered by the Faculty Center for Teaching and Learning, all primary faculty are allocated \$650 annually from the MPH program for professional development. Faculty use these funds to help cover expenses for activities such as conference registration, travel, professional memberships, software purchases and subscriptions.

Full-time faculty must participate in regularly scheduled performance reviews, with evaluation of teaching, research and service. Annual reviews of tenure-track faculty and promotion reviews follow a series of formal evaluations and recommendations. The MPH program has one tenure-track professor who discussed the various forms of guidance he receives on a regular basis to prepare him for tenure and promotion.

MPH faculty are evaluated on a regular basis by student course evaluations, which use the Student Assessment of Learning Gains (SALGains) instrument. In addition, faculty are also evaluated on teaching effectiveness through alumni and student surveys. The MPH program director visits the classes of all non-tenured instructors and does a peer-evaluation of the instructor at least once per year.

4.3 Student Recruitment and Admissions.

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The program has a competitive admissions process with a focus on admitting students capable of completing the MPH degree and committing to a public health profession. Admission requirements include the following: 1) completion of a baccalaureate degree from a regionally accredited college or university with a minimum GPA of 3.0 on a four-point scale; 2) a minimum combined score of 290 in the verbal and quantitative sections of the GRE; 3) a letter of application and a 300- to 400-word personal statement of professional goals; 4) three letters of recommendation from employers or professors who can speak to the abilities of the student to succeed in graduate education; 5) voluntary or salaried post-baccalaureate work experience (equivalent to one year full-time); and 6) international

applicants for whom English is not the native language are required to submit TOEFL or the International English Language Tests (IELTS) scores equivalent to 6.5.

The MPH Admissions Committee accepts applications twice throughout the academic year and meets approximately three weeks after each application deadline to review applications for admission. In 2014-2015, 76 students applied to the program, 36 were accepted, and 22 students enrolled. In 2015-2016, 79 students applied, 52 were accepted, and 32 enrolled. In 2016-2017, 39 students applied, 27 were accepted, and 16 enrolled. Currently, there are a total of 47 students (45 FTE) enrolled in the program.

The program has identified four outcome measures relating to GPA and GRE scores. The program has met its target for each outcome in the last three years.

During the site visit meeting with alumni, the site visit team heard very positive comments regarding the program's ability to recruit a student body with a diversity of personal and professional backgrounds.

4.4 Advising and Career Counseling.

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

This criterion is met. The program has established a clear and accessible system for academic advising and career placement advice. Advising begins with new student orientation. At orientation, students meet with faculty and review the MPH student handbook to discuss program requirements and milestones. Students are encouraged to join the Future Public Health Professionals student organization and the Missouri Public Health Association.

The program director assigns each student to a faculty advisor, with the program director advising all dual degree candidates. Students meet with their faculty advisors at least once per semester to review program progress and address any concerns. Students may register for courses only after they have met with their advisors and have received a registration release.

Faculty members provide career counseling. Since 2015, the MPH program director has actively contacted alumni and current students to provide information on job opportunities. Students also have access to the university's Career Development and Placement Office.

In the 2015 alumni survey, three of nine respondents indicated that career counseling was poor. The program director has made an effort to provide more information regarding job opportunities and has advertised the opportunities that the university's Career Center offers. In the 2016 alumni survey, six of nine respondents said that advising was excellent.

During the site visit, recent graduates were extremely positive in their views of both academic advising and career counseling. Recent graduates commented on the positive interactions with faculty related to finding internships. There were also positive comments related to faculty career counseling and one-on-one interactions with students, even post-graduation. Many students indicated that career counseling by their advisor began early and continued during their academic program.

Standard procedures are in place to deal with student concerns. If the concern relates to coursework, students are encouraged to work with the instructor first. However, the MPH program director is available to facilitate discussions. Issues with the program or program director are addressed by the dean of the College of Health and Human Services. Policies and procedures are discussed during student orientation. There have been no grievances in the past three years.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Missouri State University Public Health Program

October 16-17, 2017

Monday, October 16, 2017

- 8:30 am Site Visit Team Request for Additional Documents
David Claborn
- 8:45 am Executive Session
- 9:45 am Meeting with Faculty Regarding Program Leadership
David Claborn
Dalen Duitsman
- 10:45 am Break
- 11:00 am Meeting with Faculty Regarding Instructional Programs
Dalen Duitsman, HSD, Professor
Kip Thompson, PhD, Assistant Professor
Dana Sherman, MPH, Per Course, Instructor
- 12:00 am Break
- 12:15 pm Lunch with Students
Meghan Meyers
Hniying Bian
Olubusayo Daniel Famubimi
Avaneendra Reddy Gurram
Ashley McDonnell
James Francis
Lilly Drbshire
Davidai Zhevy
Zach Kram
Coral Johnson
Selina West
Yashica
Sakinya Palakurthi
Sudhisa
Victor Okwo
Adeniran Esther
Kamela Simkhada
Sapana Subadi Chowi
Zoya Ansari
Matt Flint
- 1:15 pm Break
- 1:30 pm Meeting with Faculty Regarding Research, Service, Workforce Development and Faculty Issues
Dalen Duitsman, HSD, Professor, Director of Ozark Public Health Institute (OPHI)
Kip Thompson, PhD, MPH, MS, Assistant Professor
David Claborn, DrPH, Interim Director, MPH Program
- 2:30 pm Executive Session
- 3:30 pm Meeting with Institutional Academic Leadership and University Officials
Cliff Smart, JD, President of Missouri State University
Chris Craig, Ed.D, Deputy Provost, MSU
Helen Reid, Dean, College of Health and Human Services, MSU.
- 4:15 pm Adjourn

Tuesday, October 17, 2017

8:15 am Meeting with Alumni, Community Representatives and Preceptors
Bert Malone
Kendra Findley
Sandy Hong
John Bass
Jo Anderson
Robert Niczgodá
Clay Goddard
Jay Guffey
Doul Neillh
Tara Stulce
Heather Zoromski
Trisha Duering
Tim Shryack
Karishna Agarwal
Thilola Labizi
Emily Ogden
Shamim Jaleel
Srita Chundru
Madison Poiny
Travis Fisher
Laura Fabro
Lisa Ramirez
Miguel Ramirez

9:15 am Break

9:30 am Executive Session and Report Preparation

12:30 pm Exit Briefing