Missouri State
UNIVERSITY

Master of Public Health Program

Self Study Report

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Council on Education for Public Health

Submitted by the
Master of Public Health Program

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List of abbreviations and acronyms:

MPH	Master of Public Health
MHA	Master of Health Administration
CHHS	College of Health and Human Services
OPHI	Ozark Public Health Institute
FCTL	Faculty Center for Teaching and Learning
SFR	Student: faculty ratio
FTE	Full-time equivalent
CEPH	Council on Education in Public Health

Criterion 1: The Public Health Program

1.1. Mission

1.1.a. A clear and concise mission statement for the program as a whole

The mission statement of the Master of Public Health Program at Missouri State University is as follows:

"*A better world through public health*"

This mission statement was written by the advisory council and all faculty members in 2011 and remains unchanged from the original mission statement submitted during the previous self-study. It is consistent with those of Missouri State University and the College of Health and Human Services (CHHS). All three missions focus on educating students with an emphasis on public affairs. Of course, the program and college missions place special emphasis on the public's health and well-being. Consistency is apparent upon review of the program mission and the College and University mission statements. *The College of Health and Human Services* focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service. CHHS values multidisciplinary approaches, instills the public affairs mission, and encourages students and faculty to develop lifelong learning skills. *Missouri State University* is a public, comprehensive university system with a mission in public affairs, whose purpose is to develop educated persons. The university's public affairs mission is described as focusing on three pillars: ethical leadership, cultural competence, and community engagement.

1.1.b. Statement of values that guide the program.

The Missouri State University MPH Program embraces the following core values:

Educational Excellence

Foster individual student learning and professional development in an environment of high academic standards.

Collaboration

Cultivate the understanding that mutually-supportive relationships are necessary to achieve common goals.

Effective Communication

Cultivate knowledge and skills to apply appropriate communication strategies in order to promote public health.

Systems Thinking

Address public health issues with a realization of the way those issues are connected with each other in cyclical systems that are beyond simple cause-and-effect relationships.

Policy

Develop and implement public health policy through assessment of community needs and readiness, persistence in education, and collaborative synergy.

Effective Leadership

Develop and hone leadership skills for implementation in academics and throughout the community.

Evidence-Based Decision-Making

Use critical analysis of valid research and appropriately-obtained data to guide the formulation of public health policies and programs.

Professionalism

Display a high standard of respect, honesty, fairness, dedication and competence.

Ethical practice

Demonstrate justice, beneficence and respect for persons in the delivery of public health education and services.

Equity

Demonstrate compassion, equity, and social justice in defining and addressing public health issues.

Community Service and Responsibility

Serve the community so as to elevate the standard of health.

Cultural Competence

Embrace diversity and pursue cultural competence in conducting research and providing public health education and services.

Key components for most of the above value statements were drafted at the visioning retreat in November 2009. The Self-Study Steering Committee (SSC) used these components and developed specific values statements during the fall 2010 semester, further refining and approving the current values in early spring 2011. The MPH Advisory Council reviewed and endorsed the value statements later that semester. The values have been reviewed in subsequent meetings of the faculty and of the MPH Advisory Council and remain unchanged from those originally approved.

1.1.c. One or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research and research.

The MPH Program's **instructional goal** is to develop students as exemplary professionals who are able to integrate and apply the basic knowledge of public health and perform its core functions through the effective delivery of the ten essential services as listed below:

a. Monitor and evaluate the health status of populations to identify community health problems.
b. Diagnose and investigate community health problems and hazards
c. Inform, educate and empower people to address health issues
d. Mobilize community partnerships to identify and solve health problems
e. Develop policies and plans to support health efforts
f. Enforce laws and regulations that protect public health and safety
g. Link people to needed personal health services (and assure provision of health care when services are otherwise unavailable)
h. Assure a competent public and personal health care workforce
i. Evaluate the effectiveness, accessibility and quality of personal and population-based health services
j. Provide research concerning new insights and solutions to health problems.

The MPH Program's **research goal** is to engage in research and evidence-based applications that advance public health knowledge and community practice.

The MPH Program's **service goal** is to improve local and global public health through collaborative community service.

1.1.d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

The program goals identified above are associated with measurable objectives related to each major function (instruction, research and service). These objectives are as follows:

Instructional Goal Objectives

Objective 1.1: Offer a curriculum that supports the development of core and cross-cutting competencies for public health;

Objective 1.2: Allow for elective courses that enhance and expand the learning experiences in relation to student interests in public;

Objective 1.3: Provide students with opportunities for integration and practical application of the learned competencies through a field experience, capstone project, and other educational, research and service activities;

Objective 1.4: Endorse cultural competence and promote diversity of thought, culture, gender, and ethnicity;

Research Goal Objectives

Objective 2.1: MPH faculty participate in research activities that advance public health knowledge and practice

Objective 2.2: MPH students participate in research activities that advance public health knowledge and practice

Objective 2.3: MPH faculty and students collaborate with public health practitioners in research activities that advance public health knowledge and practice

Service Goal Objectives

Objective 3.1: MPH faculty participate in collaborative community service activities

Objective 3.2: MPH students participate in collaborative community service activities

Objective 3.3: MPH faculty and students work together in collaborative community service activities

1.1.e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

The current mission, goals, and objectives of the MPH Program were developed and refined collaboratively over an eighteen-month period prior to the program's initial accreditation in November of 2012. The process began at a visioning retreat with a multidisciplinary group of 27 faculty, students, alumni, public health professionals, and representatives of university leadership. Meeting participants drafted the program's vision, mission and goals and established the foundation of the program's current objectives.

Various committees were formed shortly after the visioning retreat and a self-study steering committee (SSC) and the MPH Evaluation Committee were presented an initial charge to review and refine the mission and goals and the program's objectives, respectively. These committees were made up of MPH faculty, students and alumni, as well as public health professionals. Others not directly involved with the SSC or Evaluation Committees contributed to the process through meetings or discussions with the program director and other opportunities to review and comment on drafts of this self-study report. The current organization of the program continues to be based on the structure determined by these original committees, though committee structure has been simplified to reflect the small size of the faculty.

The SSC refined and ultimately approved the program's current mission and goals early in the fall 2010 semester. The Evaluation Committee developed the program objectives in the late fall 2010 and early spring 2011 meetings and then forwarded such to the SSC for final review and endorsement.

The program mission, goals and objectives have been monitored throughout the self-study and will continue to be monitored through ongoing program assessment and evaluation activities. As an aid in monitoring these goals and objectives, the current director started a "program resumé" in 2013. This document is updated twice annually during faculty meetings and helps to monitor ongoing developments and projects within the program. Through the activities listed in the program resumé, data related to the program's instruction, research and service outcome measures are collected, then presented to the faculty and to the advisory council for consideration.

1.1.f Description of how the mission, values, goals and objectives are made available to the program's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

Each year, the director summarizes data collected from program activities and presents them to the faculty at a faculty meeting which has subsumed many of the smaller committees. This is provided to the faculty during the first faculty meeting of the academic year and is included in the minutes for that meeting. The information is also provided to the MPH Advisory Council and is reported in the minutes for that meeting during the annual meeting. Review and discussion of this information forms the basis of possible revisions to the mission, goals and objectives.

The program vision, mission, goals and objectives are available to the public via our MPH website (http://www.missouristate.edu/mph) and are published in the *MPH Student Handbook* (http://www.missouristate.edu/assets/mph/MPH_student_HB_for_Sp13__1_.pdf). The Program vision, mission and the instructional goal and objectives are included in the MPH faculty handbook (see link on this site http://www.missouristate.edu/mph/facultystaff.aspx). Current happenings in the program are provided in a program newsletter which is available at

http://www.missouristate.edu/mph/recent-news.htm under the tab “Recent News.” This newsletter is published annually.

1.1.g. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The Program has a clearly stated mission with supporting goals and objectives.

The MPH mission, goals and objectives were developed and are monitored collaboratively, and are made available to the public.

The Program fosters the development of professional public health values.

Plans

The Advisory Council will review the mission, goals and objectives during the 2018 meeting.

1.2. Evaluation

1.2.a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

The MPH Program has a variety of evaluation and assessment procedures in place to monitor its effectiveness in meeting the program mission, goals and objectives. A brief description of these activities and the constituent groups involved follow:

Alumni and Student Surveys (Current and Exit surveys)

These surveys assess graduates' and current students' perceived ability to effectively perform the program competencies as well as their satisfaction with various aspects of the MPH program. The student surveys also assess the level of student involvement in research and survey activities. In 2013-2014, the current student survey was modified to gather information on the students' needs for changes to the modality of how courses are taught as well as student interest subjects for seminars. Subsequent surveys have returned to a standard format for purposes of comparison. The alumni survey is administered by the chair of the assessment committee; the exit survey is administered by the director at the time of each students' capstone presentation.

Employer Survey

The original employer survey was designed to obtain feedback from supervisors on program graduates in regard to the graduates' ability to effectively perform the competencies in the practice setting and the extent to which graduates are prepared to work in public health. It was agreed early on that an employer would be contacted only with the permission of the graduate. Unfortunately, students usually did not permit such contacts despite numerous requests. Therefore, in 2015, the Director started a new procedure of doing informal interviews with the directors of county health departments who had employed graduates. This was continued in 2016.

Faculty Evaluation of Student Performance and Attainment of Program Competencies

Student performance and attainment of program competencies are evaluated by faculty not only through monitoring of course grades, but through evaluation of performance on the core exam, the capstone project and the field experience. All faculty members are responsible for evaluating student performance.

Preceptor Evaluations of Student Interns

Students evaluate the field placement site, experiences, and preceptor at the conclusion of the student's placement. This is accomplished through a site-evaluation tool included in the *MPH Field Experience Manual* which is available on the electronic resource file. All preceptors are required to submit an evaluation at the end of all students' field experiences.

Course Evaluations

Through course evaluations, students provide feedback regarding course content, learning resources, teaching methods, instructor knowledge and teaching effectiveness. All students have an opportunity to take part either through a SALGAINS instrument or through the MissouriState Online evaluation system. Faculty members respond with a written analysis of the student responses and how they will change their courses if they choose to do so.

Annual Review of Faculty Performance

Through annual review of progress toward tenure and promotion and annual merit-performance reviews, faculty are evaluated in terms of teaching effectiveness as well as research and service productivity and performance. Such review is based on a combination of faculty self-evaluation, peer evaluation, student evaluation, and other documentation in support of effectiveness in teaching, research and service. The review process (described more thoroughly in Criterion 1.5.a. and 4.2.c.) begins with the MPH Personnel Committee and moves forward through the MPH Director, the Dean, and to the Provost.

Annual Reports

Each spring semester, an *Annual Program Report* is submitted to the CHHS Dean by the program director providing information on program progress and success in terms of major achievements, contributions toward College goals, student recruitment, admissions retention, and graduation, credit hour production, student and faculty awards, and faculty research productivity, and other data specified as of interest by the Dean or the Provost. A separate report to the MPH Advisory Council is also prepared by the Director that includes some information from the spring report to the Dean along with additional data specific to outcome measures related to the program's instruction, research and service goals and objectives. This report is provided to the Advisory Council.

The evaluation and assessment procedures remain unchanged from those originally reported in the program's self-study for initial accreditation except for the change to conducting of the current student survey every other year rather than annually and the use of an alternative form of employer survey..

Throughout the initial self-study period, the Evaluation Committee met face-to face at least once monthly. The committee 1) identified program outcome measures and established targets for such; 2) identified and established evaluation and assessment procedures used by the program; 3) developed the program's Evaluation and Assessment Plan, presented in Table 1.2.a. and 4) developed surveys and other evaluation and assessment tools. These tools are used by the director to evaluate the status of the program and are presented to the faculty during regular faculty meetings and to the advisory council during an annual meeting.

The faculty review each of these sources of data, looking for outliers from course means and for trends in scores or in comments. Online course evaluations can be compared to mean scores of other online courses at the college and university levels. Particular attention is given to individual comments. The is particularly useful for the exit survey and the current student survey. For the core exam, the faculty follow overall pass rates and the frequency of students who need remediation in any of the given core fields. Finally, the employer survey is more subjective, but provides the employers with an opportunity to identify areas in which a graduate's education could be improved. The individual comments are compared with those of other employers to identify consistent recommendations and potential need for change.

Table 1.2.a. MPH Evaluation and Assessment Plan

Procedure/Activity	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by
Student Course Evaluations	Each semester/ Spr 2017	Program Director	Faculty (through student proctor)	Students	Faculty member evaluated; Personnel Committee; Program Director; Dean;
Core Exam Evaluations	Fall & Spring & Summer as required. Sum 2017	Program Director	Program Director	Faculty of core courses	Faculty; Program Director; Summary to Graduate College
Capstone Project Evaluations	Fall & Spring and Summer as required Spr 2017	Faculty Supervisor and Program Director	Faculty Supervisor	MPH Faculty; Students; Practitioners	Faculty; Program Director; Summary in Annual Report to MPH Constituents;
Preceptor Evaluations of Student Field Experience Performance	Each semester/ Sum 2017	Student (submits form to preceptor)	Preceptors	Preceptors	Student; Faculty supervisor; Program Director;
Student Self-Evaluations of Field Experience	Each semester/ Sum 2017	Faculty supervisor	Students	Students	Preceptor; Faculty supervisor; Program Director;
Student Evaluation of Preceptor and Field Placement Site	Each semester/ Sum, 2017	Faculty supervisor	Students	Students	Faculty supervisor; Program Director;

Table 1.2.a. MPH Evaluation and Assessment Plan (con't)

Current Student Survey	Biennially/ Fall 2016	MPH Evaluation Committee	Program Director	Students	Program Director; Summary in Annual Report to Advisory Council
Exit Survey	Each semester/ Sum 2017	MPH Evaluation Committee	Program Director	MPH students graduating	Program Director; Summary in Annual Report Advisory Council;
Alumni Survey	Biennially/ Spring 2016	MPH Evaluation Committee	Program Director	MPH graduates	Program Director; Summary in Annual Report to Advisory council;
Employer Survey	Biennaually Fall 2016	MPH Evaluation Committee	Program Director	Supervisors of MPH graduates	Program Director; Summary in Annual Report to council;
Monitoring Student Course Grades	Each semester/ Sum, 2017	Faculty Advisors; Program Director Graduate college	Faculty Advisors; Program Director	Faculty	Faculty Advisors; Program Director; Summary in Annual Report to Council;
Faculty Annual Review (for tenure and promotion)	Annually/ Spring, 2017	Provost	Chair, Faculty Personnel Committee	Faculty Personnel Cmttee; Program Director; Dean	Faculty member evaluated; Program Director; Dean; Provost
Faculty Merit/ Performance Review (dependent on funding)	Annually/ Spring 2012	Provost	Chair, Faculty Personnel Committee	Faculty Personnel Cmttee; Program Director; Dean	Faculty member evaluated; Program Director; Dean; Provost
Annual Program Report	Annually/ Spring 2017	Provost	Program Director	various data sources	MPH Faculty; Dean; Provost;
Annual Report to MPH Program Constituents	Annually/ Spring, 2017	Program Director	Program Director	various data sources	MPH Advisory council (including Dean)

1.2.b. Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

The program uses data collected from its evaluation and assessment activities to improve program quality. Each semester, the MPH Director summarizes these data and presents such to the faculty for review at the first faculty meeting of the academic year. The faculty then make recommendations for relevant changes to curriculum, other program requirements, policy, or to evaluation/assessment processes or tools.. As changes are made and data are collected, the cycle continues.

The following is a list of changes that have been made based on various assessments:

a. A consistent recommendation noticed in the exit and alumni surveys is the interest of students in having increased instruction in creation and utilization of a budget. After discussing this within the faculty and curriculum meeting, Dr. Duitsman found an outside instructor with experience in budgeting for a county health department in Missouri. She

provides three hours of instruction for the *Principles and Skills of Public Health Administration* course each year. This is consistent with Objective 1.1 of 1.1.d.

b. The students were also interested in finding an elective that would be suitable for expanding knowledge about budgeting and grantsmanship. The Director found a course in the English department, ENG 672 "Writing Grant Proposals" and examined the syllabus. The course was approved for one student in Fall of 2016 and based on her assessment, the faculty has approved this course as an elective for the MPH program.

c. Another recommendation seen in current student as well as exit surveys was the recommendation to publish a recommended course sequence. This was also recommended in the initial accreditation report. The faculty did not want to make the sequence mandatory because many of the program's students attend part time and cannot always take courses in the recommended sequence. Nevertheless, a recommended sequence of courses was added to the MPH Student Handbook (p. 15). An additional course sequence was added for part-time students. Advisors use these to advise students on course sequences, but they are not mandatory as the MPH program is not necessarily a full-time, cohort program. On a related subject, the faculty and curriculum committees have agreed that advisors should advise students to take either epidemiology (PBH 720) or biostatistics (PBH 730) before taking the software & databases course (PBH 735). They were, however, reluctant to post these specific courses are prerequisites given that several students show up well-prepared to take the databases course.

d. A consistent recommendation in the exit survey, the current student survey and the alumni survey is an increase in the number of opportunities for students to do research, including an increase in the number of assistantships. The opportunities to do this are limited; however, two steps were taken as a result of these requests.

i. In 2014, a second graduate assistantship was created out of program operating funds from the MPH general budget. The Graduate College agreed to fund the tuition waiver. Although temporary, this graduate assistantship has been awarded to three students so far and has been instrumental in allowing these students to be involved in a variety of projects including a collaborative education program on opioid abuse done in collaboration with the AMA Alliance and Mercy Hospital, patient satisfaction surveys for Jordan Valley Clinic and Ozark Public Health Clinics, a capabilities assessment for emergency vector control among Missouri counties done in collaboration with the state health department, and a vector survey for the state of Missouri, also done in collaboration with the state health department. This is consistent with Objective 2.1 of 1.1.d.

ii. Efforts to find funding for student workers during both the summer and school year came to fruition in 2016 with a contract from the state Department of Health to survey potential Zika vectors in the state. Three full-time student workers were funded during the first summer and one for the fall semester. Student workers were also employed during summer 2017.

iii. Collaboration with the Ozark Public Health Institute (OPHI) provides many opportunities for graduate assistantships through which the students have opportunities to be involved in research or contracted work involving public health.

iv. Exit survey results revealed that students wanted help with finding jobs. As a result, the Director contacted alumni to help with collecting position descriptions that are not

advertised on the usual public health job sites for dissemination amongst current students and recent graduates. In the last two years, over fifty such position descriptions have been forwarded to 2nd year students and recent graduates, with at least two graduates getting jobs from these advertisements.

iv. The special survey of current students in 2013/2014 indicated that students appreciated the varying modalities (online vs. seated) that the program offers; however, they were having a hard time planning their courses without a long-term projection of which modality each course would have in the future. This was mentioned in the current student survey and in some exit interviews. As a result, an annual newsletter has been published for the last 3 years with a 3-year projection of course modality as a regular feature. A 3-year projection is also available through a link on the program web site.

The MPH Advisory Council provides ongoing consultation and advisement to the MPH Director regarding program effectiveness toward its stated goals. The Advisory Council also reviews the program data and advises the director about any changes needed. Again, any recommendations related to major program changes are brought to the MPH faculty for discussion and possible approval.

The program director includes evaluation and assessment data in the brief to the advisory council each year. This report is reviewed by the MPH faculty and the MPH Advisory Council, and is made available to all other MPH program committee members and students. All constituents are asked to respond to the report by suggesting follow-up or action items or by commenting on program priorities in terms of changes to address any deficiencies identified by the evaluation process.

1.2.c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (eg, 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.

The MPH Program goals and associated objectives (outlined, above, in criteria 1.1.c.) are similarly associated with outcome measures the program uses to monitor its effectiveness in meeting its stated mission, goals, and objectives. These outcome measures, along with established targets and data regarding the program's performance for each of the last three years, are outlined, below, in Tables 1.2.c.1., 1.2.c.2, and 1.2.c., for instruction, research and service, respectively.

*Table 1.2.c.1. Instructional Outcome Measures Used to Monitor MPH Program Effectiveness (*Unless otherwise noted, targets apply to an AY.)

Instructional Outcome Measures	Target	2014-2015	2015-16	2016-2017
Objective 1.1. Offer a curriculum that supports the development of core and cross-cutting competencies for public health;				
1. Students receive a grade B or higher in all of the five core courses.	**85%**	(36 of 39) 92%	(40 of 44) 91%	41 of 43 95%
2. Students successfully pass all core and required courses (B or higher) on first attempt;	**80%**	(38 of 39) 97%	(43 of 44) 98%	41 of 43 95%
3. Students pass core exam on first attempt;	**100%**	(16 of 19) 84%	(17 of 18) 94%	14 of 15 93%
4. Students rate their curricular preparation for the required field experience as *above average* or *excellent* (see field experience self-evaluation);	**90%**	(13 of 13) 100%	(16 of 17) 94%	13 of 13 (100%)
5. Students' preceptors rate the intern's training and skills necessary to successfully carry out assignments as *above average* or *excellent* (see intern final performance evaluation);	**95%**	(12 of 13) 92%	(16 of 17) 94%	13 of 13[1] (100%)
6. Students, prior to graduating, successfully complete and defend a capstone project that addresses identified program competencies;	**100%**	(16 of 16) 100%	(19 of 19) 100%	13 of 13[1] (100%)
7. Exit survey respondents report they are *adequately*, *very well* or *extremely well* prepared with ALL of the program competencies; …… *very well* or *extremely well* prepared with at least 80% of the program competencies; ……..	**100%** **90%**	(13 of 14) 93% (12 of 14) *86%*	(13 of 14) 93% (14 of 14) 100%	15 of 15 100% 14 of 15 93%
8. Alumni survey respondents report they are *adequately*, *very well* or *extremely well* prepared with all of the program competencies applicable to their employment;	**90%**	9 of 9 *100%*	(8 of 9) 89%	(8 of 8) 100%
9. Employer survey respondents report the MPH graduate is *adequately*, *very well* or *extremely well* prepared with all of the program competencies applicable to the graduates' employment*	**85%**	Not administered	(3 of 3) 100%	Results not available at this date

Table 1.2.c.1. Instructional Outcome Measures Used to Monitor MPH Program Effectiveness (con't.)

Instructional Outcome Measures	Target	2014-2015	2015-2016	2016-2017
Objective 1.2. Allow for elective courses that enhance and expand the learning experiences in relation to student interests in public health				
1. Exit survey respondents *agree* or *strongly agree* elective courses enhanced the learning experience in relation to their interests and strengthened the competencies learned in required courses;	**90%**	(13 of 13) *100%*	(14 of 14) 100%	14 of 15 93%
2. Alumni survey respondents agree or strongly agree the elective courses enhanced the learning experience in relation to their interests and strengthened competencies learned in required courses;	**90%**	(9 of 9) *100%*	(9 of 9) 100%	7 of 9 78%
Objective 1.3. Provide students with opportunities for integration and practical application of the learned competencies through a field experience, capstone project, and other educational, research and service activities;				
1. Students pass core exam on first attempt;	**100%**	(19 of 19) 100%	(17 of 18) 94%	14 of 15 93%
2. Exit survey respondents report they attended at least one professional conference, meeting or workshop, etc.;	**90%**	(8 of 13) *62%*	(12 of 14) 86%	14 of 15 93%
3. Exit survey respondents report they presented (poster or oral) at a conference/meeting, etc.	**80%**	(3 of 13) *23%*	(5 of 14) 36%	4 of 15 26%
4. Exit survey respondents report they participated in at least one major research or service activity (excluding that related to the field experience or capstone project);	**50%**	(9 of 13) *69%*	(8 of 14) 57%	2 of 15 13%
5. Students' preceptors rate the intern's overall performance as above average or excellent (see intern final performance evaluation);	**85%**	(11 of 13) 85%	(16 of 17) 94%	(12 of 13) 92%
6. Students successfully complete and defend a capstone project prior to graduating;	**100%**	(16 of 16) 100%	(19 of 19) 100%	15 of 15 100%

Table 1.2.c.1. Instructional Outcome Measures Used to Monitor MPH Program Effectiveness (con't.)

Objective 1.4. Endorse cultural competence and promote diversity of thought, culture, gender and ethnicity;				
1. Percent of core and required courses w/ a designated component on cultural competence or diversity noted on syllabi (in objectives or topical outline);	**50%**	5/10 50%	2/10 20%	2/10 20%
2. Students and graduates report they are able to address behavioral, social and cultural factors that impact individual and population health and health disparities *very well* or *extremely well*: Current student survey respondents* …… Exit survey respondents…… Alumni survey respondents……	 **90%** **100%** **100%**	 Not administered (14 of 14) 100% NA	 (21 of 27) 78% (13 of 14)* 93% (8 of 9) 89%	 8 of 8 100% 15 of 15 100% 9 of 9 100%
3. Students and graduates *agree* or *strongly agree* the curricular experience provides opportunities to work in teams representing diversity of thought; Current student survey respondents* …… Exit survey respondents…… Alumni survey respondents……	 **90%** **100%** **100%**	 Not administered (12 of 14) 86% NA	 (23 of 27) 85% (11 of 14) 79% (6 of 9) 67%	8 of 8 100% 13 of 15 87% 9 of 9 100%
4. Students demonstrate the ability to integrate culturally appropriate approaches in the capstone project as evaluated by MPH faculty;	**100%**	10 of 14 71%	*18 of 19* 95%	15 of 15 100%
*Some graduates did not turn in an exit interview				

Table 1.2.c.2. Research Outcome Measures Used to Monitor MPH Program Effectiveness (con't)

Objective 2.1. MPH faculty participate in research activities that advance public health knowledge and practice;

Research Outcome Measures	Target	2014-2015	2015-2016	2016-2017
a. Core faculty pursue research;	**100%**	(2 of 3) 67%	(3 of 3) 100%	(3 of 3) 100%
b. Core faculty apply for research funding;	**50%**	(2 of 3) 67%	(3 of 3) 100%	(3 of 3) 100%
c. Core faculty obtain or maintain research funding;	**75%**	(2 of 3) *67%*	(2 of 3) 67%	(3 of 3) 100%
d. Core faculty submit (as author or co-author) a chapter, book, manual or research article to a peer-reviewed professional journal/publisher;	**50%**	(1 of 3) 33%	(2 of 3) 67%	(2 of 3) 67%
e. Core faculty present research at a meeting or conference*;*	**50%**	(2 of 3) 67%	(3 of 3) 100	(2 of 3) 67%
f. Core faculty submit research for presentation at a meeting or conference*;*	**50%**	(2 of 3) 67%	(3 of 3) *100*	(2 of 3) 67%
Objective 2.2. MPH students participate in research activities that advance public health knowledge and practice				
f. Students participate in research activities (excluding that for field experience or capstone project);	**25%**	(9 of 39) 23%	(23 of 44) 52%	9 of 43 21%
g. Students receive a grade of ≥B on the research proposal submitted in required research methods course;	**100%**	11 of 11 100%	15 of 15 100%	19 of 19 100%
h. Prior to (or within 1 year of) graduating, submitted (as author or co-author) a research manuscript to a peer-reviewed professional journal/publisher;	**10%**	(1 of 12) 8%	(1 of 19) 5%	1 of 19 5%
i. Core faculty publish (as author or co-author) a chapter, book, manual or research article to a peer-reviewed professional journal/publication;	**25%**	(1 of 3) 33%	(2 of 3) 67%	(2 of 3) 67%

Research Outcome Measures	Target	2014-2015	2015-2016	2016-2017
j. Prior to (or within 1 year of) graduating, students submit research for presentation at a meeting or conference*;*	**25%**	(3 of 12) 25%	(2 of 19) 10%	1 of 19 5%
k. Prior to (or within 1 year of) graduating, students present research at a meeting or conference;	**25%**	(3 of 12) 25%	(2 of 19) 10%	1 of 19 5%
Objective 2.3. MPH faculty and students collaborate with public health practitioners in research activities that advance public health knowledge and practice;				
l. Core faculty collaborate with public health practitioners in research activities;	**50%**	(2 of 3) 67%	(3 of 3) 100%	(3 of 3) 100%
m. Students collaborate with public health practitioners in research activities;	**15%**	(2 of 38) 5%	(2 of 44) 5%	2 of 19 10%

Table 1.2.c.3. Service Outcome Measures Used to Monitor MPH Program Effectiveness

Service Outcome Measures	Target	2014-2015	2015-2016	2016-2017
Objective 3.1. Ensure faculty involvement in collaborative service activities				
a. Core faculty maintain active membership in professional public health associations;	**100%**	3 of 3 100%	3 of 3 100%	3 of 3 100%
b. Core faculty serve as a member on public health-related committees and boards;	**75%**	3 of 3 100%	3 of 3 100%	2 of 3 67%
c. Core faculty hold leadership positions on public health-related committees and boards;	**50%**	1 of 3 33%	2 of 3 66%	2 of 3 67%
d. Core faculty participate in a significant consulting activity or collaborative public health-related initiative;	**50%**	1 of 3 33%	3 of 3 100%	3 of 3 100%
e. Core faculty serve as journal or grant reviewer for an agency or organization;	**25%**	1 of 3 33%	1 of 3 33%	1 of 3 33%
f. Core faculty present at a conference or meeting;	**50%**	2 of 3 67%	3 of 3 100%	2 of 3 67%

Table 1.2.c.3. Service Outcome Measures Used to Monitor MPH Program Effectiveness (con't)

Service Outcome Measures	Target	2014-2015	2015-2016	2016-2017
Objective 3.2. MPH students participate in collaborative community service activities				
g. Students maintain active membership in professional public health associations;	**75%**	(19 of 38) 51%	4 of 44 9%	3 of 42 7%
h. Students participate in a collaborative public health initiative that has direct benefits to the health of communities (excl. field experience or capstone project);	**25%**	3 of 38 8%	2 of 44 5%	5 of 42 12%
i. h. Students participate in a collaborative public health initiative (excl. field experience or capstone project);	**25%**	(2 of 38) 5%	(6 of 44) 14%	2 of 42 5%
Objective 3.3. MPH faculty and students work together in collaborative service activities;				
j. Core faculty participate in collaborative public health related service activities across the college or university;	**25%**	1 of 3 33%	2 of 3 66%	1 of 3 33%
k. Students participate in collaborative health-related service activities across the college or university;	**5%**	2 of 38 5%	2 of 40 5%	2 of 42 5%

1.2.d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The initial self-study process was used to develop and refine the program curriculum and to evaluate and assess policies and procedures. It also helped determine how to best meet the needs of our students, constituents and community. For the initial accreditation, program committees were formed including the Advisory Council, the Self-Study Steering, Curriculum, Evaluation, and Recruitment Committees, and a Task Group on Workforce Development. The Evaluation, Recruiting, and Admission and Curriculum committees have been subsumed within the MPH Faculty Committee; the small size of the program makes this consolidation of different committees possible and we have found that this arrangement meets the program's requirements. Student participation is sought when appropriate.

For the current accreditation report, the director has done much of the writing of the document, but has done so with essential input from the MPH faculty members as well as from the advisory council which consists of students, alumni, public health practitioners, and faculty including the CHHS Dean. The main source of the input is the annual meeting of the Advisory Council. Also important was collaboration with the Director of the Ozark Public Health Institute due to the significant level of overlap in efforts and responsibility. The faculty member in charge of the field experience portion of the program was particularly important in gathering information from surveys and evaluations of the field experience by preceptors and students. The program resumé was particularly helpful in gathering information on contracts and grants as well as faculty participation in service and research activities. The official report was approved by the CHHS Dean and the Provost of the University.

1.2.e. Assessment of the extent to which this criterion is met, and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

Strengths

The program has an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives.

The program seeks input from stakeholders in its planning process.

Weakness

Student involvement in some activities such as program committees, presentations and service is less than it the targeted goals.

Students desire more involvement in research projects as well.

Plans

The program will renew emphasis on student involvement in many aspects of the program's mission, especially as it relates to governance and academics.

1.3. Institutional Environment

1.3.a. A brief description of the institution in which the Program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds

Missouri State University was founded in 1905 as a normal school with a primary purpose of preparing teachers for the public school systems in the southwest region of Missouri. The school was renamed in 1945 to Southwest Missouri State College so as to reflect its expansion to the liberal arts and sciences and then, again, in 1972 to Southwest Missouri State University to recognize its diversity of undergraduate programs and the development of graduate programs. In 2005, the institution became Missouri State University, due to increased enrollment, higher admissions standards and increased number of graduate programs.

The University is a comprehensive, state-supported, regional university with nearly 23,000 students. The main campus is located in Springfield which is the third largest population center in Missouri with a population of just over 150,000. Supported by an industrial base and an expanding tourism industry, the community serves as a regional center for health and medical services for southwest Missouri, northwest Arkansas, southeast Kansas, and northeast Oklahoma. Three satellite campuses exist in Mountain Grove and West Plains, MO and Dalian, China.

Missouri State University is identified by the Missouri legislature as having a public affairs mission which has three components: ethical leadership, cultural competence and community engagement. As such, the University places great emphasis on service-learning.

More than 100,000 students have graduated from Missouri State University. The University offers baccalaureate degrees in 93 disciplines and master's degrees in 44 disciplines. Doctoral degrees are offered in audiology, nursing practice, nurse anesthesia practice and physical therapy. There are no Ph.D. programs at Missouri State University.

The University employs close to 4,000 faculty and staff members. Furthermore, close to 90% of full-time ranked faculty members have a terminal degree in their respective fields.

The institution is governed by a Board of Governors which, “according to statutes of the state of Missouri, possesses full power and authority to adopt all needful rules and regulations for the guidance and supervision of the University.” All nine members are appointed by the Governor with the advice and consent of the Missouri Senate, to serve six-year terms. The Board represents “each of Missouri's nine congressional districts. A non-voting member, a current Missouri State University student, also sits on the Board.”

Missouri State University is supervised and directed by the Board of Governors. The President is the chief executive officer of the University and is responsible to the Board of Governors for the operation of the University.

System administration and coordination is the responsibility of the Missouri State University Administrative Council. The Council, [chaired by the President and] comprised of representatives from each campus, is responsible for developing business and support systems necessary to ensure that the campuses operate cooperatively, efficiently, economically and without duplication. The Office of the Provost leads and evaluates all academic activities and faculty affairs. The provost is the University’s chief academic officer and temporarily assumes presidential duties as needed.

There are six academic colleges within the university, including the 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.

Missouri State University is accredited by the Higher Learning Commission - North Central Association of Colleges and Secondary Schools and has been continuously accredited by this body since 1915. Missouri State University also is professionally accredited or approved by the following organizations:

- AACSB International - Association to Advance Collegiate Schools of Business
- Accreditation Commission for Programs in Hospitality Administration
- Accreditation Review Commission on Education for the Physician Assistant
- Accrediting Commission for Programs in Hospitality Administration
- Accreditation Council for Occupational therapy Education
- American Chemical Society
- American Council for Construction Education
- Association for Gerontology in Higher Education Merit Review Committee
- Accreditation council for Education in Nutrition and Dietetics
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation of Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission on Counseling and Related Educational Programs
- Commission on English Language Program Accreditation
- Computing Accreditation Commission of ABET
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Council on Applied Master's Programs in Psychology (certification only)
- Council on Academic Accreditation in Audiology with American Speech, Language, Hearing Pathology
- Council on Social Work Education
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- International Facility Management Association-Committee on Academic Affairs
- Missouri Department of Elementary and Secondary Education
- National Association of Industrial Technology
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre
- National Council for Accreditation of Teacher Education
- Council Accreditation Education Preparation
- Planning Accreditation Board
- Project Management Institute-Accreditation Center for Project Management Education Programs
- State Board of Nursing

1.3.b. One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.

The organizational charts for the University and for the College of Health and Human Services are presented below in Figures 1.3.b.1. and 1.3.b.2., respectively. As illustrated in Figure 1.3.b.2., the MPH Program is housed in the College of Health and Human Services (CHSS) and the Program Director reports directly to the Dean.

Though only a program, it functions in most ways as a department The MPH director has many of the same responsibilities as those of a department head.

Figure 1.3.b.1. Missouri State University Organizational Chart
http://www.missouristate.edu/about/orgchart.htm

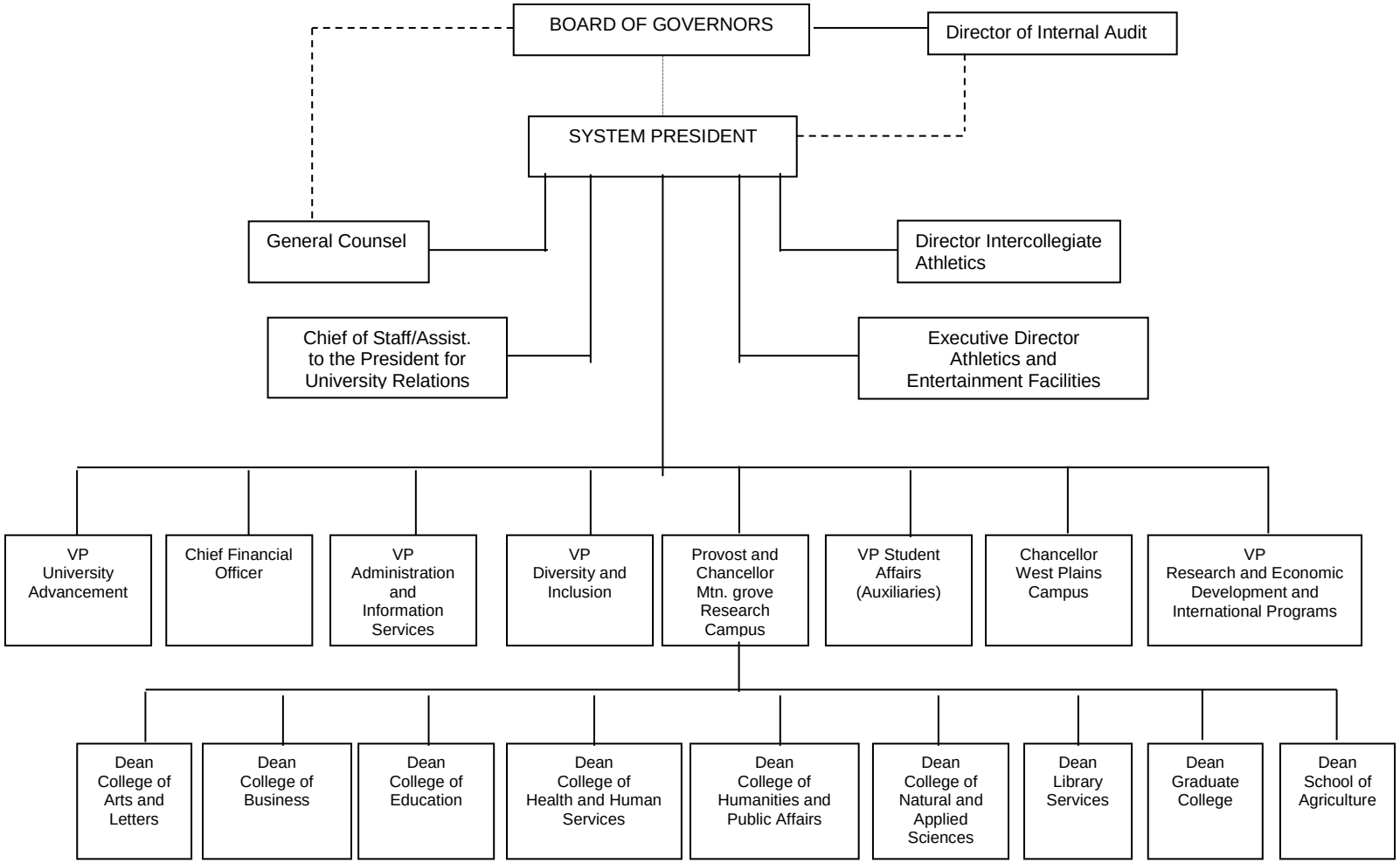
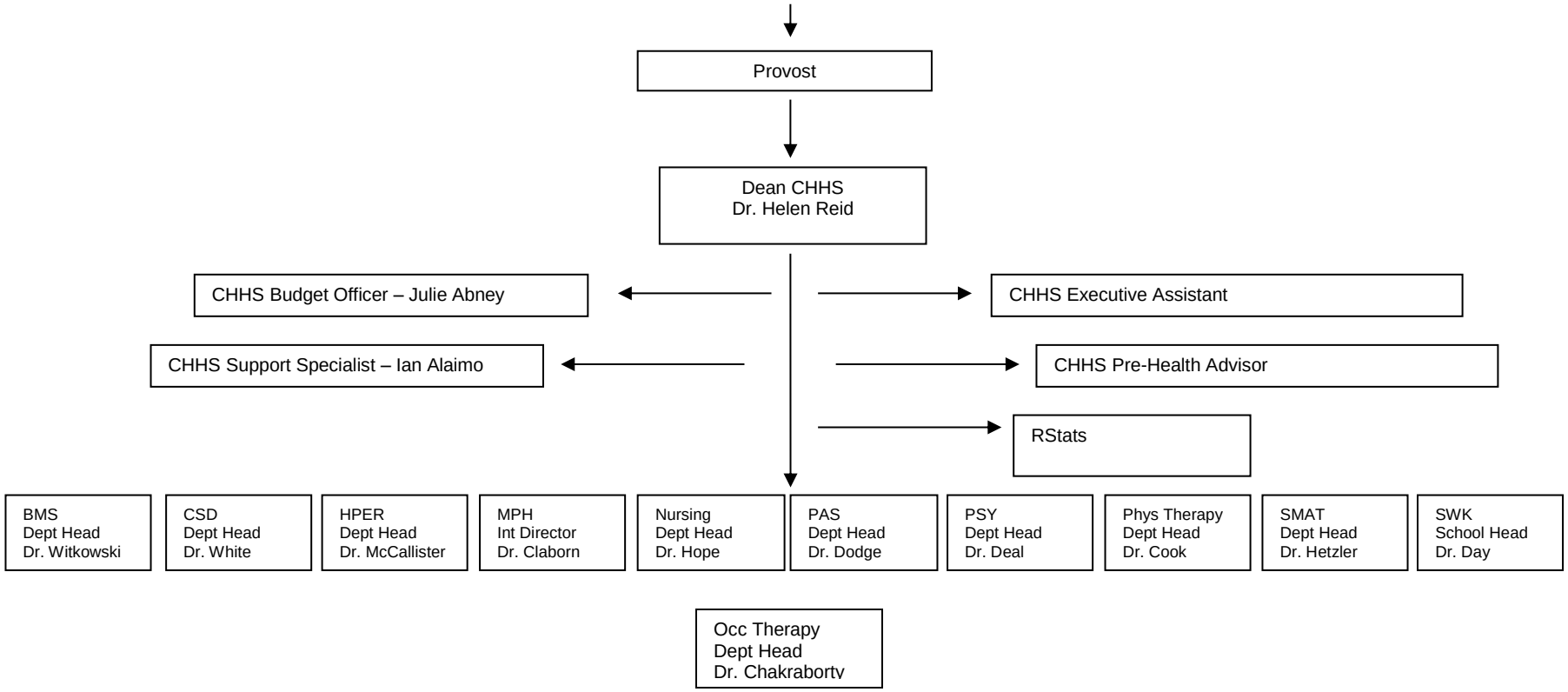


Figure 1.3.b.2. College of Health and Human Services Organizational Chart



1.3.c. Description of the program's involvement and role in the following:

– budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising
– personnel recruitment, selection and advancement, including faculty and staff
– academic standards and policies, including establishment and oversight of curricula

Budgeting and resource allocation

The University depends on general funds from both state appropriations and on tuition and fees. Tuition and fees are not returned directly to the departments that generate them, but are part of the pool of funds available to the administration to meet the University's operating expenses.

Recurring (baseline budget) funds are allocated to the college (cost center) then further allocated to departments. Additional funds allocated to the colleges are distributed to departments at the Dean's discretion with input from department heads and the college budget committee. These additional funds are in the form of incentives for obtaining grants and for publications. The money can be used for faculty development (travel, conference attendance, course fees, etc.) only and is administered by the program director. The program director meets annually with the Dean of the College of Health and Human Services and the budget analyst for the college to assess the adequacy of the budget, to re-allocate expected expenses and to discuss major purchases. Unspent funds from previous years are returned to the program as 'carryover' funds. These can be used at the director's discretion but only for non-reoccurring expenses.

The director and the administrative assistant each have a procurement card with which most purchases are made. The director is responsible for reviewing purchases on this card and for reconciling records with the university credit card office. Purchases and expenses over $3,000 must be paid for with requisitions issued through check by the university. These are approved at the college and the university levels.

Departments receive 15% of indirect cost recoveries from grants and contracts involving department faculty. Another 10% goes to the PI. For grants associated with centers, 70% of the indirect goes to the center. Fund-raising support is provided by the College liaison from the University's development office.

Personnel Recruitment, Selection and Advancement

Recruitment and selection of new faculty is a responsibility that is undertaken by the department where the vacancy exists. New faculty lines are allocated based on enrollment growth and are requested by Department Heads and the Dean negotiates with the Provost for centrally funded new positions.

Recruitment and hiring policies are set forth in the University's "Recruiting a Diverse Workforce: Guidelines for Hiring Faculty, Academic Administrators and Executive, Administrative and Professional Staff." These guidelines are available in the Program's on-site resource files and can also be found at (http://www.missouristate.edu/equity/81265.htm).

When a faculty position is to be filled, a search committee is formed by the Dean of CHHS with advice from the program director. The Search Committee is charged with the development of a recruitment plan that is approved by the University's Office for Institutional Equity and Compliance. The Search Committee Chair provides a summary and recommendation of the search to the CHHS Dean who is responsible for negotiating salary and other hiring terms. The College allocates funds for the search and, following the hire, allocates resources for the initial office setup and other necessary resources for the new faculty. The director is usually the chair of the search committee and there is at least one

other faculty member from the program. The committee must comply with search guidelines as specified above and as described in the following documents:

Proactive language for Position Announcements
Appropriate and inappropriate questions
Missouri Labor Discrimination in Pre-employment Inquiries
1,000-hour employment guide

(all above available at http://www.missouristate.edu/equity/81265.htm)

Advancement of faculty follows University promotion and tenure guidelines that place the initial responsibility for these decisions with tenured faculty at the department level. These guidelines are presented in the Missouri State University *Faculty Handbook* (available in the Program's on-site resources and at http://www.missouristate.edu/assets/policy/FacultyHandbook_2016-06-10.pdf . The MPH program is small with only three current faculty members, two of whom are tenured. In such cases, the Dean (in consultation with the department [program] head and the faculty member being evaluated) appoints tenured faculty from other departments in the college to serve on promotion and tenure personnel committees. The chair of the personnel committee must be a tenured faculty member but cannot be the director. Additional considerations include appointment to the graduate faculty for tenure-track faculty. The MPH program follows the graduate school guidelines which require a terminal degree in the discipline or a related discipline, a minimum of three scholarly publications, and the affirmative vote of approval by the majority of the graduate faculty within the program.

Staff advancement follows University guidelines according to job descriptions and pay grades, but recommendations come from the department head [director in the case of the MPH program]. Such guidelines are available in the Missouri State University *Employee Handbook* (available in the Program's on-site resources and at http://www.missouristate.edu/human/staffhandbook/default.htm). At present, the MPH program does not have any full-time staff, only a 1,000-hour administrative assistant so staff advancement is not an issue.

The MPH program has chosen to use the general guidance of the Graduate Council regarding faculty advancement but has chosen to be more specific about how credit for research is allocated to the faculty members. The following guidelines were added to the MPH Faculty Handbook in 2015::

1. "peer reviewed" – a publication in an academic journal that has been sent out for review to a panel of experts in the field. The journal must identify itself as a peer-reviewed journal.
2. "editor-reviewed" or "edited" - publication is one that is reviewed by the editor or staff of the publication but is not sent out to a panel of experts for peer-review. This should be considered under the category of "other publication".
3. A trade or technical journal is not a peer-reviewed publication (also considered under the category of "other publication").
4. A book chapter (as author) or book (as editor) will be considered on a par with a peer-reviewed publication.
5. A book as author will be the equivalent of 2 peer-reviewed publications.
6. Reports on research to funding or collaborating organizations should be considered "other publications".
7. Submission of a major external grant proposal (>$100,000) will be considered the equivalent of a peer-reviewed publication. If the grant is actually funded, it will count as 2 peer-reviewed publications instead of one.
8. Submission of 2 minor external grant proposals (<$100,000) should be considered the equivalent of 1 peer-reviewed publication; obtaining either or both of the grants will count as an additional publication.

9. Grants and contracts are considered equivalent for the purposes of this document.
10. Being a co-investigator counts the same as PI (ex. third author ranks the same as first author).
11. Three publications under the category of “other publication” will count as one peer-reviewed publication with the approval of tenured faculty in the MPH program. Newsletter or newspaper articles do not count.
12. Two state or national level presentations are the equivalent of one “other publication.

Academic standards and policies (including establishment and oversight of curricula)

The Graduate College establishes minimum standards of admission, matriculation, and graduation for all graduate programs at Missouri State University. All such policies of the Graduate College are established, reviewed, and modified on the advice of the Graduate Council, whose membership is from the faculty of the various graduate programs. The MPH program always has one representative on the Graduate Council.

Within the Graduate College minimum guidelines, the individual colleges, departments and programs may determine their own policies and standards. Subject only to a negative vote of the Graduate Council, individual program standards may be more rigorous than the established minimums. The MPH program, for instance, requires all applicants submit GRE scores, with the exception of those who already have a graduate degree from an accredited American university.

The Faculty Senate approves the minimum standards of admission, matriculation, and graduation for all undergraduate programs at Missouri State University. Admission of new students is managed by the University’s Undergraduate Admissions but, as with graduate programs, undergraduate programs can establish their own admission and progression standards within the established minimum criteria.

Oversight of curriculum occurs at the program level. Proposals for curriculum changes originate in the departments and move forward for approval from the College Curriculum Council (courtesy review for graduate curriculum), the Graduate Council, the faculty senate and, finally, the Provost and President. Program standards may be higher than the minimum standards set by the Graduate College and in the MPH program, they are.

1.3.d. If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the Program

Not applicable

1.3.e. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program’s operation

Not applicable

1.3.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The MPH Program is organized within an accredited institution of higher education.

Clear and effective processes and relationships are in place to enable the MPH Program to secure the resources it needs to fulfill its mission.

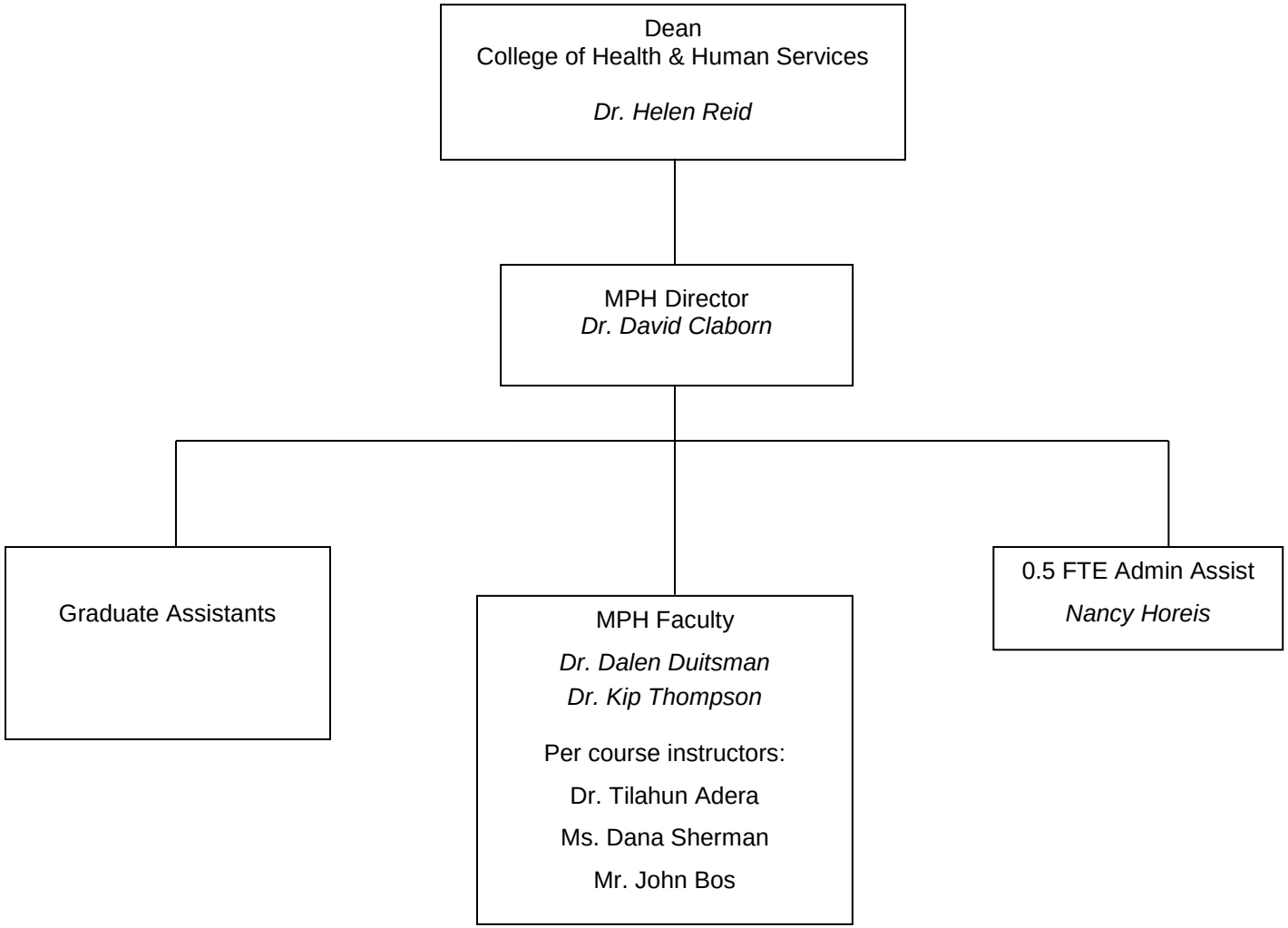
Plans The program plans to re-assess its placement within the college in the near future, considering possible merger with other programs or departments. Any changes will be discussed with CEPH prior to implementation

1.4. Organization and Administration

1.4.a. One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.

The following organizational chart (Figure 1.4.a.) illustrates relationships and lines of communication between the Director of the MPH Program and the CHHS Dean, MPH faculty, support staff, graduate assistants, and student workers.

Figure 1.4.a. Master of Public Health Program Organizational Structure



Description of the roles and responsibilities depicted in the organizational chart

As shown in Figure1.4.a, above, the MPH Program Director reports directly to the Dean of the College of Health and Human Services. The MPH Faculty, office staff, per course instructors, and graduate assistants report to the director. Specific roles and responsibilities are as follows:

MPH Program Director

The MPH Program Director is responsible for the oversight of all fiscal, curriculum, and personnel matters necessary to support the MPH Program. More specific responsibilities include recruitment and evaluation of faculty, student recruitment, admissions and retention, alumni affairs, program governance and office management. Decisions involving curriculum, faculty recruitment, faculty evaluation, and student affairs clearly are central to the role and function of faculty; thus decisions regarding such are shared by faculty and the Program Director.

The administrative duties of the Program Director constitute a 50% FTE load. For the other 50%, the Director also teaches six credit hours per semester and participates in research and service activities. As with other teaching faculty, reduction in teaching can be made for inordinate research or service activity. (Note: The current director had a dual appointment in both the College of Health and Human Services and the College of Humanities and Public Affairs until 2017. Currently, his appointment is entirely in the CHHS.)

MPH Faculty

All tenure-track MPH faculty members are research-active, thus 9-month appointments have a 9-credit hour teaching load per semester (or 18 credit hours per academic year). MPH faculty members also provide academic advising to MPH students, serve on Program, College, and University committees, and participate in research and professional service activities. Per-course instructors are considered 0.25 FTE if they teach one course.

Administrative Assistant (1,000 hour)

The administrative assistant is a 1,000-hour per year employee for the MPH Program, providing direct assistance to the MPH Program Director with payment requisitions, purchasing, financial statements, course schedule building, future accreditation site visit needs, and other duties as necessary and appropriate. .

MPH Graduate Assistants

MPH graduate assistants provide support to MPH faculty in research and service activities. Although each graduate assistant is assigned primarily to a particular faculty member, all GAs are expected to assist any MPH faculty member when the need arises. Currently the program has one GA funded by the CHHS, one funded by program funds, and one .375 FTE McNair Scholar funded by the Graduate College. The OPHI also has graduate assistants but they are external to the CHHS and to the program. All tuition waivers are funded by the Graduate College.

1.4.b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The MPH Program collaborates not only with other programs and departments, but other colleges as well, in terms of course offerings. The program's epidemiology course is cross-listed with Nursing's epidemiology course and is taught by a MPH faculty member. The Master of Health Administration Program (MHA), housed in the College of Business, requires its students to take at least one public health course but allows their students to choose from several courses including epidemiology, environmental health, public health administration and international health. This flexibility was approved by the curriculum committee on the request of the MHA program administrator. Further,

one of the program's required courses, MGT 701: Health Services Organization is a MHA course, and the program has a few elective courses housed in other departments, including in the departments of Social Work and Kinesiology.

The MHA and the MPH have a dual degrees program in which both degrees (MHA and MPH) are awarded for a total of 66 hours. A full description of the dual degrees is available at http://www.missouristate.edu/mph/Dual-Degree.htm . The MHA and MPH programs also collaborate on providing a graduate certificate in public health administration which is described at http://www.missouristate.edu/mph/Administration/ . Finally, the MPH program collaborates with the political science department to offer the graduate certificate in public health and homeland security. The certificate is described at http://www.missouristate.edu/mph/HomelandSecurity/ .

Beyond the above mentioned course collaborations, individual MPH faculty are encouraged to collaborate with faculty from other departments and colleges in research and service activities. In fact, as was noted in Tables 1.2.c.2. and 1.2.c.3 (pp.14-20), the program has specific research and service outcome measures related to collaboration across the College and University. Since the last accreditation, MPH faculty members have published a peer-reviewed manuscript through collaboration with the Biology Department, a presentation with the Social Work Department, and have submitted a grant proposal in collaboration with the Biology and Geography Departments. This collaboration in research does not include that which occurs under the Ozark Public Health Institute which was created specifically to draw collaborative efforts from across the university.

As a University-wide institute, OPHI collaborates with faculty from across Missouri State University to fulfill the obligations of funded grants and contracts. OPHI has employed or involved faculty in projects from every College on campus. OPHI leverages the University resources to address a broad range of public health projects. When a project is proposed internally or services are requested from partners off campus, OPHI forms teams that can best accomplish the project deliverables. A Graduate Assistant in the MPH office was tasked with researching Public Health Institutes in the United States and was not able to find any other Institutes with the same University-wide structure as OPHI. Having OPHI as part of the University greatly enhances the MPH program by providing a venue for MPH faculty and students to be involved in timely public health issues that face Missouri. MPH students are regularly hired as Graduate Assistants to work on OPHI projects giving them the opportunity to gain real world experience and valuable skill sets that enhance their preparation for a Public Health career. A good recent example of a cross-campus collaboration occurred this past summer. OPHI collaborated with a Center on campus, the Center for Resource Planning and Management, to employ two of our MPH students through OPHI to conduct a "flow study" for Lawrence County. Lastly, OPHI embodies the Public Affairs mission of the University by actively contributing to the health of our community that the University is part of, as well as all Missourians through it contribution to the Public Health infrastructure in Missouri.

1.4.c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The program collaborates with other programs to offer courses, certificates, and a dual degrees program. The close collaboration between the Ozark Public Health Institute and the program offers many opportunities for research and service to faculty and students alike.

Plans

The program intends to build on recent successes in collaborative research and contracting with the OPHI and will discuss additional cooperation with the MHA program in the College of Business.

1.5. Governance

1.5.a. List of standing and important ad hoc committees, with a statement of charge, composition, and current membership for each

In addition to the MPH Advisory Council and Program standing committees, *ad hoc* committees and task groups are appointed as needed by the Program Director to support a committee's work or other efforts toward program goals and objectives. The charge and composition of each of the standing committees and hoc committees are described below. Current membership on each committee is also presented in tables that follow each committee charge and composition description.

MPH Advisory Council

Charge: The MPH Advisory Council provides ongoing consultation and advisement to the Program Director regarding Program effectiveness toward its stated mission, goals and objectives. The Council brings program leadership, faculty, and students together with practitioners to receive and incorporate their various perspectives on maintaining high quality in the MPH Program. The Council meets at least once each academic year, and communicates by phone and email as needed. The Director also meets with individual Council members from time to time, seeking input regarding their areas of expertise. An annual social event at the beginning of the Fall semester to which the members of the Advisory Council are invited serves to make the council members familiar with the current student body and to re-introduce them to the faculty and staff.

Composition: The Advisory Council is comprised of the Program Director, the CHHS Dean (ex-officio), one additional MPH faculty member and, at a minimum, four public health professionals, two MPH Alumni/Practitioners, and two MPH students.

Table 1.5.a.1. Current Membership of the MPH Advisory Council

Name	Title and Organization
David Claborn, DrPH (Chair)	MPH Director / Associate Professor, Missouri State University
Harold Bengsch, MS	Associate Commissioner, Greene County /Retired Director of Springfield-Greene Co. HD
Dalen Duitsman, HSD	Professor, MPH Program / OPHI Director, Missouri State University
Glenda Miller, MPH, BSN	Collaborative Care Coordinator, Cox Health Systems
Robert Niezgoda, MPH	MPH Alumnus / Emergency Response Planner & Epidemiologist, Taney Co. HD
Helen Reid, PhD (ex-officio)	Dean, CHHS, Missouri State University
Karen, McGinnis, MPH	Environmental Health Dept. Head, Springfield-Greene Co. HD
Tim Shryack, RN, BSN, MPH	MPH Alumnus / Director, Ozark Public Health Clinics
Katie Towns-Jeter, MPH	MPH Alum / Manager, Office of Wellness and Health Education Springfield-Greene Co. HD
Travis Fisher	Alumnus, Stone County Health Department
Madison Poiry	Student, MSU MPH Program
Karishma Agarwal	Student, MSU MPH Program

MPH Admissions, Progression and Graduate Committee (APG)

Charge: The MPH Admissions, Progression and Graduate Committee reviews student applications and makes decisions regarding admission and readmission to the Program. The Committee also reviews admission and readmission policies and procedures and acts in advisement to the Director with regard to suggestions about modifications to these policies and procedures. The committee meets at least one to two times each semester, usually concurrently with the regular MPH faculty committee, and communicates by email and phone as necessary.

Composition: The Committee includes the Program Director and all core MPH faculty members. A student representative may be consulted for policy but is not involved in the admissions process. This committee often meets concurrently with the general faculty committee.

Table 1.5.a.2. Current Membership of the MPH Admissions, Progression and Graduate Committee

Name	Title and Organization
David Claborn, DrPH	MPH Director / Associate Professor, Missouri State University
Kip R. Thompson, PhD	Assistant Professor, MPH Program Missouri State University
Dalen Duitsman, HSD	Professor, MPH Program / OPHI Director, Missouri State University
Meghan Meyers	Student representative

MPH Recruitment Committee
Charge: The MPH Recruitment Committee recommends and oversees strategies for recruitment and retention of a qualified diverse student body. Due to the current size and diversity of the student body, the recruitment committee meets irregularly, usually concurrently with the faculty committee.

Composition: The committee is comprised of the Program Director, a public health practitioner, and a representative of the Diversity and Inclusion Division.

Table 1.5.a.3. Current Membership of the MPH Recruitment Committee

Name	**Title and Organization**
David Claborn, DrPH (chair)	MPH Director / Associate Professor, Missouri State University
Karishma Agarwal	MPH Student / OPHI Graduate Assistant, Missouri State University
Juan Meraz	Representative, Diversity and Inclusion, Missouri State University
Tim Shryack	MPH Alumnus, Director, Ozarks Public Health Clinics

MPH Curriculum Committee

Charge: The MPH Curriculum Committee is responsible for curricular oversight of the MPH Program to ensure the educational program, field experiences, and other activities adequately prepare public health practitioners while adhering to established public health competencies and CEPH accreditation guidelines. It also approves which MPH courses will be used for other programs including the MHA and Nursing programs. The committee meets as required and conducts additional work by email and phone.

Composition: The Curriculum Committee includes, at a minimum, three MPH faculty members, a faculty member from another department or program within the University, and a student representative.

Table 1.5.a.4. Current Membership of the MPH Curriculum Committee

Name	**Title and Organization**
David Claborn, DrPH (Chair)	Assistant Professor, MPH Program / Center for Homeland Security, Missouri State University
Dalen Duitsman, HSD	Professor, MPH Program / OPHI Director, Missouri State University
Kip Thompson, PhD.	Associate Professor, MPH Program
Mike Merrigan, JD	Director, Master of Health Administration Program
Madison Poiry	Student, MPH Program,

MPH Evaluation Committee

Charge: The MPH Evaluation Committee assists the Program Director in the evaluation oversight of the MPH Program to ensure the educational program, field experiences, and other activities adequately prepare public health practitioners while adhering to established program mission, goals and competencies and to CEPH accreditation guidelines. The Committee provides much of the structure and support for implementation of the Program's evaluation and assessment plan which includes a full spectrum of activities used to monitor the Program's effectiveness. It is responsible for the construction, administration and grading of the core exam each semester. The Committee meets concurrently with the general MPH faculty meeting, and conducts additional work by email and phone.

Composition: The committee is comprised of the MPH faculty and a current MPH student.

Table 1.5.a.5. Current Membership of the MPH Evaluation Committee

Name	Title and Organization
Kip Thompson, PhD.	Associate Professor, Missouri State University
Madison Poiry	MPH Student / Graduate Assistant, Missouri State University
David Claborn, DrPH	Associate Professor, MPH Program, Missouri State University
Dalen Duitsman, HSD	Professor, Director of the Ozark Public Health Institute

Workforce Development Task Group

Charge: The purpose of this task group is to develop plans to assess the needs of the public health workforce in and around the state of Missouri and to support professional development of such.

Composition: The membership includes three MPH faculty members, three public health practitioners, and one MPH student representative. For the last two years, several members of this committee have met concurrently with the Missouri Workforce Development Task Group.

Table 1.5.a.6. Current Membership of the Workforce Development Task Group

Name	Title and Organization
Dalen Duitsman, HSD (Chair)	Professor, MPH Program / OPHI Director, Missouri State University
Janet Canavese	Associate Director, Missouri Institute for Community Health
Kip Thompson, PhD	Assistant Professor, MPH Program, Missouri State University
David Claborn, DrPH	Associate Professor, MPH Program, Missouri State University
Robert Niezgoda, MPH	MPH Alum / Adminstrator, Taney County Health Department
Michelle Morris, MPH	MPH Alum / Administrator, Polk County Health Center
John Bos, MPH	Assistant Bureau Chief, Bureau of Communicable Disease Control and Prevention, Missouri Department of Health and Senior Services
Lakshmi Sravya Rallabandi	MPH Student Representative

MPH Personnel Committee

Charge: The Personnel Committee makes written recommendations to the Program Director regarding annual appointment, tenure, and promotion for individual faculty members. These written recommendations are given both to the faculty member and the Department Head, where they become part of the formal performance evaluation process.

Composition: The membership includes all tenured MPH core faculty members (excluding the Program Director), and at least three additional tenured faculty members. Due to the small size of the program, faculty members from elsewhere in the college are used to review tenure and promotion packages.

Table 1.5.a.7 Make-up of the MPH Personnel Committee

Name	Title and Organization
Dalen Duitsman, HSD (Chair)	Professor, MPH Program / OPHI Director, Missouri State University
Roberto Canales, PN	Associate Professor, Physician Assistant Studies, Missouri State
Susan Robinson, PhD	Associate Professor, Physical Therapy, Missouri State University
Chris Barnhart, PhD	Professor, Biology, Missouri State University
Richard Garrad, PhD	Professor, Biomedical Sciences, Missouri State University

1.5.b. Identification of how the following functions are addressed within the program's committees and organizational structure:

– general program policy development
– planning and evaluation
– budget and resource allocation
– student recruitment, admission and award of degrees
– faculty recruitment, retention, promotion and tenure
– academic standards and policies, including curriculum development
– research and service expectations and policies

The MPH Program Director is responsible for overseeing program policy development, planning, curriculum review and change, budgeting and resource allocation, student recruitment and admission, faculty recruitment, and has input regarding faculty promotion and tenure academic standards and policies, and research and service expectations and policies. Governance of the MPH Program, however, occurs in an atmosphere of collaboration and mutual support from the MPH faculty, MPH committees, and the MPH Advisory Council.

Policy Development

The MPH Director oversees policy development which is a shared responsibility within the Program. Recommendations may be made by any MPH faculty committee, the Advisory Council, or a faculty member and must then be approved by a majority vote of all faculty members. If required, proposed policy changes are subsequently channeled through appropriate College and University committees such as the Faculty Senate and the Graduate Council.

Planning

The MPH faculty members have an extended faculty meeting the beginning of each semester and meet on a regular basis (approximately once per month) throughout the semester. Additional meetings are held as needed. During these meetings, all faculty members participate in discussions of plans for the program.

Curriculum Review and Decisions

The MPH Curriculum Committee monitors the effectiveness of the curriculum in developing student competence and preparing students to work in the field of public health. Recommendations for curricular changes may be initiated in response to feedback from, not only by the Curriculum Committee, but from the Evaluation Committee, the Advisory Council, MPH students, faculty, or Program alumni. The Program Director brings all recommendations for curricular revisions to the MPH faculty for discussion and approval. The MPH Director shepherds any proposed changes approved by the MPH faculty through the appropriate university review process. Due to the small size of the program, the Curriculum and Evaluation Committees are usually subsumed within the MPH faculty meeting and data from course evaluations, core exam scores, and other data sources are discussed in that forum.

Budget and Resource Allocation

The MPH Director is responsible to the Office of the Dean for management of the Program budget and resource allocation, according to University budgeting procedures. The Director discusses Program needs with MPH faculty. Furthermore, all MPH committees have an opportunity to generate ideas or requests regarding resource needs. An annual budget is provided to the program which is monitored by the college budget analyst on behest of the Dean. Adjustments to the budget and re-allocation of funds are made during an annual meeting with the Dean, the budget analyst and the program director.

Unspent funds are returned to the program as a carry-over about November of each year and these are used at the discretion of the faculty but cannot be used for recurrent expenses.

Student Recruitment, Admission and Awarding of Degrees

The MPH Admissions, Progression and Graduate (APG) Committee makes recommendations regarding recruitment, in addition to its main role making decisions regarding student admissions and retention, and proposing any changes to admission policies. Few external recruitment efforts have been made in the last three years due to the current student: faculty ratio. Internal recruitment focuses on the University's undergraduate Biology, Biomedical Sciences and Psychology programs. One current international recruitment program is being done in collaboration with the International Services Program and involves a visit by the Director to non-medical colleges in India in March of 2017.

The Missouri State University Graduate College is responsible for awarding of degrees. However, the MPH faculty and Program Director are responsible for ensuring and informing the Graduate College that students have met Program requirements for graduation. Toward this end and to aid in the process, the university has recently initiated the use of Degree Audit software which facilitates communication between the student, the program and the Graduate College. This software has been very useful in the process of ensuring that students meet all requirements for graduation and prior to initiation of the program field experience.

Academic Standards and Policies The MPH Director is responsible for ensuring the Program maintains high quality academic standards that align with fair and ethical policies of the University. The MPH APG Committee is chaired by the Program Director and, currently, includes all MPH core faculty members. The APG Committee, monitors, reviews and, if necessary, votes on changes to Program academic standards and policies. No changes have been made in the last 3 years.

Faculty Recruitment, Retention, Promotion and Tenure When vacancies exist, a search committee is established and charged with the development of a recruitment plan that is 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, as well as Program alumni or other outside constituents. The search committee Chair provides a summary and recommendation of the search to the CHHS 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* (available in the on-site resources) that align with the University promotion and tenure guidelines as presented in the Missouri State University *Faculty Handbook* http://www.missouristate.edu/provost/facultyhandbook/ . Tenure is based on an evaluation of the candidate's contribution to the university and is based on requirements at the university and program levels. All tenured faculty in the MPH program must be appointed to the graduate faculty of the university using the following criteria:

A terminal degree in the discipline or a related field.
A minimum of 3 scholarly publications in hand
Affirmative vote of approval by a majority of the ranked faculty in the program.

Annual reviews of tenure-track faculty and promotion reviews follow a series of formal evaluations and recommendations that begin with the MPH Program Personnel Committee. As mentioned in Criterion 1.3.c., due to the small number of tenured faculty in the Program, the Dean (in consultation with the Program Director and the faculty member being evaluated) appoints tenured faculty from other departments in the college to serve on the MPH Personnel Committee.

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 College Dean, who forwards recommendations to the university personnel committee then to the Provost.. The Provost makes the final recommendation to the President and Board of Governors.

Research and Service Expectations and Policies

The Director is responsible for ensuring the research and service expectations and policies are in line with the Program mission, goals and objectives. The MPH Evaluation Committee played an important role in this responsibility by establishing outcome measures and related targets for the Program's research and service goals and objectives, as well as through helping to collect data on faculty and student research and service activities. These research and service expectations developed by the Evaluation Committee were endorsed by all MPH faculty members. Since 2013, the Program Resume', updated annually by the director, has been used to monitor and document research and service achievements of the faculty. This document is available during the onsite visit.

1.5.c. A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the program

The MPH Program adheres to various University and Program documents that are the primary sources used to determine the rights and obligations of administrators, faculty, and students in governance of the Program. As presented throughout this self-study report, these documents are available to faculty, staff, and students via various websites and are available in the Program's on-site resource files. The documents are noted, below:

- Missouri State University *Faculty Handbook* available at pdf http://www.missouristate.edu/assets/policy/FacultyHandbook_2016-06-10.pdf.
- *Constitution and Bylaws of the Faculty* available at http://www.missouristate.edu/assets/policy/faculty_senate_constitution_and_bylaws_revised_5-09.pdf
- Missouri State University *Employee Handbook* available at http://www.missouristate.edu/human/staffhandbook/default.htm).

  Missouri State University *Policy Library: Grade Appeal and Academic Grievances* *https://www.missouristate.edu/policy/Op3_04_28_GradeAppealandAcademicGrievances.htm*
- *Student Academic Integrity Policies and Procedures* available at http://www.missouristate.edu/assets/AcademicIntegrity/Academic_Integrity_Policy_Revised_Jan_2008.pdf
- *MPH Student Handbook* (see http://www.missouristate.edu/assets/mph/MPH_student_HB_for_Sp13__1_.pdf)
- *MPH Field Experience Manual* http://www.missouristate.edu/assets/mph/Field_Experience_Manual_-_Revised_3-2-17.pdf (updated 2017)

1.5.d. Identification of Program faculty who hold membership on University committees, through which faculty contribute to the activities of the university

MPH faculty members remain involved in the University processes and governance. Table 1.5.d lists faculty memberships on Missouri State University, CHHS and MPH Program committees for the past three years.

Table 1.5.d. Committee Membership by MPH Program Core Faculty for the Past 3 AYs

MPH Faculty Member	University	CHHS Committees	MPH Program Committees
Claborn, David	Faculty search committees (2), College of Business, Master of Health Administration Program (2015-2016) Academic Affairs budget (2017)	Multidisciplinary Forum, Chair (2013-14) Member (2016) Member, CHHS Department Head Committee (2013-2016) CHHS Budget Committee (2017) CHHS Writer's Group (2010-15)	Chair, MPH Faculty committee (2008-present) MPH Admissions, Progression and Graduation committee (2008-present) Chair, MPH Advisory Council (2013-Present) MPH Recruiting committee
Duitsman, Dalen	Institutional Animal Care & Use (2008-2016) Tobacco Policy Educ Campaign	CHHS Personnel Committee	WF Development, Chair (2010-present) MPH Advisory Council (2010-present) Admissions, Progression, Graduation (2006-present) MPH Personnel (2006-present) MPH Faculty committee (2008-present)
Federman, Elizabeth (faculty member left in 2015)	Academic Affairs Budget (2010-2015) FCTL Task Force	CHHS Writer's Group. Founder/ Facilitator (2010-2014) Budget (2010-2014)	MPH Curriculum (2009-2015) MPH Evaluation (2009-2015) MPH WF Development (2010-2015) Admissions, Progression, Graduation (2009-2015) MPH Faculty committee (2008-2015)
Kip Thompson (hired in 2015; military leave in 2016-17)	Graduate Council	CHHS Interdisciplinary Working Group	Assessment, Chair (2015 -present) Recruitment (2015-present) Admissions, Progression, Graduation (2015-present)

1.5.e. Description of student roles in governance, including any formal student organizations.

Students play a role in the governance and evaluation of the MPH Program as their input is highly valued. Most program committees and the MPH Advisory Council have at least one student representative. They have voting responsibilities, with necessary exceptions such as decisions about admitting a particular student to the program. Graduate assistants and members of the student organization are regularly asked for informal input by the director and faculty.

Students are involved in program evaluation and assessment through the following ways:

- Students are requested to complete course evaluations every semester.
- All current students are asked to complete a survey every other fall semester. This survey includes, but is not limited to, questions regarding satisfaction with, and quality of, various aspects of the MPH program.
- At the end of their last semester, graduating students are asked to complete an exit survey in which they are asked evaluative questions about courses and experiences in the program, and they are invited to make recommendations for change. The exit survey can be submitted anonymously if desired.

Finally, students have their own, autonomous organization, Future Public Health Professionals (FPHP). Through this organization, they conduct meetings, bring in guest speakers, and participate in fund-raising and community service activities. Minutes to recent meetings of the FPHP are provided in the online resource file.

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

This criterion is met.

Strengths

Governance of the MPH Program occurs in an atmosphere of collaboration with and mutual support from all program constituents, including students.

Explicit documentation exists regarding the rights and obligations of administrators, faculty, and students in governance of the Program.

Plans Students should have greater involvement in governance through greater participation on program committees. The program will emphasize such participation in the future.

1.6.a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact the fiscal resources available to the program.

As a public university in Missouri, the fiscal resources are subject to financial policies of the state of Missouri, as well as the fiscal health of the state budget. Early in the fiscal year (August), the budget for the next fiscal year is prepared by the President's Administrative Council, and then submitted to the University Board of Governors, and the Missouri Coordinating Board of Higher Education for review and recommendation. The final state budget, with allocations to the higher education, is announced in late spring or early summer just prior to the new fiscal year.

The source of funds for the University's operating budget is a combination of state-appropriated money and student tuition and fees. Within the University, previously approved recurring (baseline budget) funds are allocated to CHHS which are then further allocated to departments. Additional funds (beyond the baseline budget) allocated to CHHS by the Provost are distributed to departments at the Dean's discretion with input from department heads and the CHSS Budget Committee.

The MPH Program budget is administered and allocated by the Director with input from the faculty. The primary sources of funds for the program are based on recurring monies previously approved for faculty and staff lines, graduate assistant positions, and the Program's operating expenses.

The MPH Program has additional sources of revenue in addition to its allocated budget. The main sources of revenue are as follows:

- CHHS provides additional annual funding for faculty domestic travel, which is based on a set amount per full-time faculty across departments. Faculty may also apply for international travel funds to support teaching, research, and/or service activities outside of the U.S.
- CHHS allocates computer equipment funds to departments. These funds pay for a new computer for each new faculty hire and for replacement of faculty computers every four years.
- Operations monies not spent in a given fiscal year are carried forward to CHHS. The College typically redistributes these funds to the MPH Program's subsequent fiscal year operating budget.
- The Provost's Office has discretionary money that is available per request by the colleges (based on input/requests from the departments) for major equipment and classroom renovations and other identified initiatives etc. These funds are limited and available on a competitive basis. A required match is required from the college. In 2017, the Provost purchased a microscope, camera and support computer for the program.
- Grants/Contracts Revenue. The Program Director and other faculty manage these extramural funds that are utilized for specific research and other contracted public health activities. These resources may be used to "buy-out" a portion of faculty salaries.
- Indirect cost recoveries from grants and contracts are distributed as follows:
    - 35% to the Vice President for Research & Economic Development
    - 25% to the College or Administrative Cost Center
    - 15% to the Department
    - 10% to the Principal Investigator(s)

- 5% to Financial Services
- 5% to the Office of Sponsored Research & Programs
- 5% to the Office of Research Compliance

1.6.b. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in a table format as appropriate to the program.

The MPH sources of funds and expenditures for the past five complete fiscal years are presented, below, in Table 1.6.b. Some explanation is required. At the beginning of CY 2013, the Associate Professor position filled by the Director was vacated when the director resigned. The Director was moved into his current position at that time. The intention was to eventually fill the Director's position so that position was not eliminated. Four different per course instructors were utilized at different times during this gap. A new hire was made for the beginning of the Fall, 2016 semester; however, the new hire had to resign the position before he arrived due to a family emergency. In his place, two per course (adjunct) instructors were used for the entire 2016-2017 academic year and a third was added during Spring 2017. The large number of per course instructors has been due to two reasons: (1) failure to fill the fourth full-time position and (2) a 10-month military leave by one of the faculty members. There has been a certain amount of cost savings from January 2013 until August 2016 as a result of not filling the Associate Professor position and this is the largest part of the difference between expenditures and budgeting starting in 2013-2014.

One other issue renders the budget summary somewhat misleading. The Director's salary and benefits as an Associate Professor were funded completely from another cost center (the College of Humanities and Public Affairs (CHPA)). The reasons for this different funding were related to his joint appointment that includes a teaching load of one course each semester in the Political Science department. His entire salary was routed through the College of Humanities and Public Affairs and, as a result, does not show up on the MPH budget. His current salary with fringe comes to about $100,950. To provide an estimate of funds actually available to the MPH program, 75% of his salary with fringe was added to the reported CHHS budget in the table below.

Upon request of the reviewers of the preliminary self study, the following explanation of what happens with unspent funds is provided. The unspent funds from the previous year are returned to the program by about October or November of the following year. This money can be spent at the program's discretion but only for non-reoccurring expenses. For instance, it cannot be spent for an annual salary. In the past, this money has been spent to offset travel expenses, to pay annual memberships, to purchase laptop computers for use during travel, and to buy equipment used in research.

Table1.6.b. 1. MPH Budget: Sources of Funds and Expenditures

Sources of funds	FY13	FY14	FY15	FY16	FY 17
University Funds (faculty salaries & benefits)	$359,622	$343,686	$349,520	$352,414	$344.032
University Funds (staff salaries & benefits)[1]	$6,012	$2,581	$2,581	0	$531.30
Operations Budget[2]	$27,400	$26,000	$17,600	$17,600	$8,069
GA Stipend Funds	$9,058	$9,239	$17,639	$18,226	$18, 226
Travel Funds from CHHS	$600	$600	$600	$600	$2,600
Grants/Contracts[3]	0	0	0	$1,800	$72,000
Indirect Cost Recovery	0	0	0	0	0
Online Course Develop stipend	0	0	0	0	0
Website development funds	0	0	0	0	0
CHHS funds for faculty computers[4]	0	0	0	0	0
Total Funds	$402,692	$382,106	$387,940	$390,640	$445,458

Expenditures	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Faculty Salaries & Benefits[5]	$293,599	$278,335	$278,478	$300,882	$254,706[6]
Staff Salaries & Benefits (1/2 time employee)	$6,144	$5,586	$5,480	$10,708	$10,501
Operations	$13,239	$8,775	$11,851	$15,524	$17,724
Travel	$3,997	$2,020	$947	$2,193	$4,599
GA and other student support	$13,667	$8,324	$16,900	$17,200	$17,200
Total Expenditures	$330,646	$303,040	$313,656	$346,507	$304,730

[1] The decreasing amount of staff salary is due to moving from a salaried administrative assistant to a half-time (1,000-hr) employee supplemented with student workers and with graduate assistants. The reduction in staff salary is offset by increases in pay for part-time employees shown in the expenditures table.
[2] Includes Supplies, Services, and Other, not travel.
[3] Grants and contracts for Dr. Duitsman (OPHI) not included here as they are not program or college funds.
[4] Faculty computers are centrally funded starting in FY 2012. These are provided directly to departments. Life cycle replacement is done every four years or as needed.
[5] Dr. Claborn's salary has been paid by another college until April of 2017. As of 2017, salary with fringe was $100,940.00. 75% of this amount has been added to existing CHHS expenditures on faculty salary to show a realistic summary of expenditures. He also receives an annual stipend of $10,000 to cover two months of summer while serving as the Director.
[6] Reduction in salary 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 is not reflected in this table.

1.6.c. If the Program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall Program budget.

Not applicable

1.6.d. Identification of outcome measures by which the program may judge the adequacy of its resources, along with data regarding the program's performance against those measures over the last three years

The Program has identified outcome measures for judging the adequacy of its resources. These measures, as well as established targets associated with each, and related data from the last three years are presented in Table 1.6.d., below.

Table 1.6.d. Outcome Measures by Which the Program Judges the Adequacy of its Resources

Outcome Measure	Target	2014-15	2015-16	2016-2017
SFR by Core FTEF	10.00	15.4	16.2	14
MPH expenditures per graduate[1]	≥$37,000[1]	$23,853	$20,634	$21,677
Extramural dollars per MPH Core FTE faculty[2]	≥$25,000	$63,233	$24,166[2]	
Practitioners serving as guest speakers	6 per year	18	19	18
Practitioners actively serving on MPH committees	10 per year	5	8	8
Well-equipped, convenient classrooms	2	3	3	3
EH laboratory space	Yes	Yes	Yes	Yes
Student survey respondents rate computer facilities and resources as good or excellent	80%	N/A[4]	89%	93%
Student survey respondents rate library facilities and resources as good or excellent	80%	N/A	100%	93%

[1] This measure was set when Delaware data stated the MPH program was the most expensive per graduate on campus. It is being re-assessed.
[2] Based on extramural dollars brought in by all MPH faculty (including Dr. Duitsman w/ OPHI).
[3] Different survey was used that year to determine student needs on course modalities.
[4] Results of survey not available.

1.6.e. Assessment of extend to which this criterion is mean with analysis of program's strengths, weaknesses and plans.

This criterion is partially met.

Strengths

The MPH Program has sufficient resources to fulfill its stated mission, goals, and objectives.

MPH students seem pleased with the computer and library facilities available.

Weaknesses

Expenditures per graduate are not well-understood at present; multi-year data to establish a base-line are needed.

For the last few years, the SFR has exceeded recommended values. For the 17/18 school year; however, the SFR meets CEPH recommendations.

Plans

Filling the currently vacant position will help stabilized the SFR.

Obtain at least 10 years of data to help establish baseline for expenditures per graduate student

1.7 Faculty and Other Resources

1.7.a Concise chart depicting the number (headcount) of core faculty employed by the program as of fall for each of the last three years

There have been three core faculty members in the MPH Program since Spring 2013. In Spring, 2016, one faculty member went on military leave for a one-year deployment. However, he continued to teach online and the rest of his teaching responsibilities were covered by per course instructors. He returned in fall, 2017.

Table 1.7.a. Head Count of Primary Faculty by Specialty/Concentration area for last 3 years.

Core area	**2014-2015**	**2015-2016**	**2016-2017**	
Generalist MPH	3	3	3*	
MHA**	2.5	2.5	2.5	

*Note: one primary faculty member was on military deployment but continued to teach online. Other teaching responsibilities were covered by 3 per course instructors.

* *This information is submitted for completeness with regard to the joint degrees program as requested by the preliminary reviewers. The MHA is not accredited by CEPH or any other agency and the degree is not issued by the MPH program.

1.7. b A table showing faculty, students, and student/faculty ratios, organized by specialty area for each of the last three years

Table 1.7.b Faculty, Students, and Student/Faculty Ratios for MPH degree (no other degree offered by MPH program)

	HC Core Faculty	FTEF Core†	HC Other Faculty	FTEF Other	HC Total Faculty	FTEF Total	HC Students	SFR by Faculty HC	SFR by Core FTEF	SFR by Total FTEF
2016-2017	3	2.03	4	1	7	3.03	42	6	21	14
2015-2016	3	2.53	2	0.5	5	3.03	41	8.2	16.2	13.5
2014-2015	3	2.53	2	0.5	5	3.03	39	7.8	15.4	12.9
2013-2014	3	2.53	1	0.25	4	2.78	30	7.5	11.8	10.8

†Calculations for FTEF Core based on the following: Dr. Duitsman is a .78 appointment in the CHHS. Dr. Claborn is a 0.75 appointment in CHHS (changed in 2017 to 1.0). Both Dr. Federman (2013-2015) and Dr. Thompson (2015-2016) were full-time appointments. FTEF others are per course (adjuncts) each of which count as 0.25 FTE. HC stands for 'head count" and disregards partial appointments. Student head count was taken at the fall census. The faculty member from the MHA program is included in this calculation as 0.25 FTE. In 2016-2017, Dr. Thompson of the MPH program was on a military deployment and taught part-time online. For that time-period, he was considered a 0.25 FTE.

1.7.c Concise statement or chart concerning the availability of other personnel (administration and staff) who support the program

The MPH Program has one 1,000-hour administrative assistant who provides support to the MPH Director with payment requisitions, purchasing, financial statements, course schedule building, future accreditation site visit needs, and other duties as necessary and appropriate. Additional administrative support is provided by graduate assistants. Although the program functions as a department in many ways, the administrative support requirements are less than that of large departments with both undergraduate and graduate programs. The part-time administrative support is adequate.

Student workers are available based on contract or grant funds. In the summer of 2017, five student workers worked in the program.

1.7.d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

MPH Program activities are conducted largely in two campus buildings—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 (OPHI).

The program mainly utilizes two classrooms just down the hall from the program office. These classrooms have dry erase boards and a full array of computer visuals with a projector for presentations and digital-videos.

A student study area is provided in the McQueary Hall, just outside the Program office. The computer lab utilized most by students is just across the street in the Professional building.

The Dean's conference room is available to reserve for meetings, workshops, and student presentations. Other campus space is also readily available for special events such as workforce development trainings, health fairs, and conferences. A list of the primary classrooms, offices, conference rooms, and computer labs is presented below in Table 1.6.g.

Table 1.7.d. Description of Space Available

Type of Space	Building	Room No.	Sq. Ft.

MPH Office Reception area	McQueary	112	337
Conference/file and copy room	McQueary	116	138
Dean's Office/Lobby for Dean's Office	PROF	110 & 110A	506/346
Classrooms (2)	McQueary	120 & 125	540 ea.
Faculty Office A	McQueary	113	180
Faculty Office B	McQueary	115	145
Faculty Office C	McQueary	117	122
Storage/Kitchen Area	McQueary	112A	36
Faculty Office D	PCOB	002	150
Open study area for students	McQueary	Open space	approx 500
Laboratory faciliies*	PROF	325	400
CHHS Computer Lab	PROF	102	826
Dean's Conference Room	PROF	105	400

* Due to refurbishing of the 3rd floor, this lab has temporarily been re-located to a larger facility on the 4th floor of the Professional Building.

1.7.e. Concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment

The College of Health and Human Services has provided a laboratory for the research projects of the Master of Public Health program. It is approximately 400 ft^2 on the 3rd floor of the Professional Building. The laboratory contains a deep sink, a flammable storage cabinet, and sufficient slate-type counter spaces for microscope work. Currently, the space is being used to do a vector survey contracted by the Missouri Department of Health and Senior Services. The lab can also be used 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.

Re-furbishing of the lab space has required temporary relocation of the facility to the 4th floor of the Professional Building. The temporary facility is larger and is suitable for the intended purposes on a temporary basis. The new lab facilities are specifically tailored for the needs of the MPH program.

1.7.f Concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff

Multiple computer labs are dispersed across campus and are equipped with necessary resources for students, faculty, administration and staff. Discipline specific computer labs are maintained by the associated departments and are reserved for that department's use. Many of these computer labs also have open hours. Discipline-Specific Labs on campus are managed by College of Health and Human Services, College of Humanities and Public Affairs, College of Natural and Applied Science, College of Arts and Letters, College of Business Administration, College of Education, Education Technology Center, and ResNET (residential halls).

MPH students most often use the CHHS discipline- specific lab on the 1st floor of the Professional Building, directly across the street from McQueary Hall that houses the MPH Program. This lab, open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday, provides 30 Windows-based PCs, 1 Mac computer, two network printers and a scanner. There is an additional computer laboratory on the second floor used for the program's course "Software and Databases for Public Health." CHHS computer staff have ensured that each computer has the software for EpiInfo and SPSS which are the packages emphasized in the MPH courses. Additional software, such as SAS, is available on personal computers upon request. When the discipline-specific labs are closed, there are open-access computer labs that can be used by anyone with a BearPass login. These open-access labs, described below, are located in Meyer Library, Cheek Hall, Glass Hall, and Strong Hall.

A change since the last accreditation is availability of free copies of software for students. PC-SAS is still available, but SPSS is not available for free anymore. Students can buy the software at the reduced rate of $39.99.

Meyer Library: This computer lab is located in the center of campus on the 2nd floor of the campus library. This lab provides 62 Windows-based PCs with 22" widescreen monitors, along with Microsoft Office Suite, and several other software applications. Two high speed printers are located in this computer lab.

Cheek Hall houses the only computer lab on campus that is opened 24 hours, Sunday through Thursday during the spring, summer, and fall semesters. This computer lab contains 60 Windows-based PCs equipped with Microsoft Office Suite and other software applications. This lab also contains two scanning stations, and two high speed printers.

Glass Hall: The computer lab in Glass hall is spread over four different rooms on the second floor (Glass 228, Glass 229, Glass 234, and Glass 235). Among these four rooms are a total of 134 Windows-based PCs, 8 Apple Computers, a scanning station, and 4 high-speed network printers.

Strong Hall: This computer lab is located in room 107 of Strong Hall and houses 40 powerful Windows-based PCs, 2 Apple computers loaded with the Microsoft Office Suite and many other powerful software tools. The lab also contains a scanning station, and 2 high speed network printers for academic use.

The University provides computer support through the Division of Computer Services, which is a culmination of several subdivisions that work together to provide information security, server, operating system, networking and database support. A LabStats Map (online) allows students to check the status of computer use before actually going to the lab.

1.7.g. A concise description of library and information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

The University's Meyer library is open extended hours (7 a.m. to 2 a.m., M-Th; 7 a.m. to 6 p.m., F-Sat; and, 12 p.m. to 2 am (http://libraries.missouristate.edu/). The Internet provides access to the library and numerous external resources. Library staff are responsive to faculty requests for materials and resources and, in fact, compiled the list of public health-related resources that appear in Tables 1.6.j.1. and 1.6.j.2, below. This table is current as of 7 April 2017.

Table 1.7.g. Library Statistics Related to the Master in Public Health

Category of Library Resource Related to Public Health		Number
Total number of volumes as of June 30, 2011		868,100
Total number of serials		44,375
Print		331
Electronic (2,889) local subscriptions; 40,000+ from aggregation services)		31,874
Total number of microforms as of April 7, 2017		1,055,074
Total number of health sciences serials		1,097
Print		15
Electronic	914 = electronic only	1,082
Total number of health sciences monographs		27,037
Total number of health sciences ebooks		10,777
Total number of serials pertaining to public health		236
Print	16=print only; 58 = print & electronic	0
Electronic	210 = electronic only	236
Total number of monographs pertaining to public health		2,177
Total number of serials pertaining to health education/promotion		21
Print	3 = print only; 5 = print & electronic	0
Electronic	22 = electronic only	21

Table 1.7.g. Electronic sources related to health sciences

Academic Search Complete	Associates Program Source
Biological Abstracts	Consumer Health Complete
Director Open Access Journals	GreenFILE
JSTOR	MasterFILE Premier
OTseeker	PsycARTICLES
PubMed	Science Reference Center
Science Direct eJournal Collection	SciFinder
Access Science	Analytical abstracts
Draw it to know it	Encyclopedia of adolescence
Encyclopedia of Gerontology	Encyclopedia of Mental Health
Encyclopedia of Pollution	Encyclopedia of Sex and Gender
Encyclopedia of Social Work	Encyclopedia of Special Educaiton
Encyclopedia of Sports Medicine	ICE video library
PscTESTS	OSEDA
Cochrane Library	Lexis Nexis Academic
Public Health in the 21st Century	Salem Careers

Encyclopedia of Digestive Systems and Digestive Disorders
Encyclopedia of American Environmental History
Encyclopedia of Nutrition and Dietetics Nutrition Care Manual
Academy of Nutrition and Dietetics Evidence Analysis Library
Cumulative Index to Nursing and Allied Health Literature
Cochrane Library

1.7.h. Concise statement of any other resources not mentioned above if applicable.

The MPH Program depends on community-based collaboration to fulfill its mission through instruction, research and service. Most faculty in the program invite public health practitioners and other community members to serve as guest speakers in the classroom. As an example, the following is a list of the guest speakers utilized in 2016/17.

Table 1.7.h.1 Guest speakers from community used in MPH courses

Name	Gender	Ethnicity	Education	Position	Employer
Renette Wardlow	Female	White/Caucasian	MS	Human Development Specialist/ County Program Director	University of Missouri Extension
Harold Bengsch	Male	White/Caucasian	MSMPH	County Commissioner, former Director of Springfield/Greene County Health Department	Greene County
Louis Rowitz	Male	White/Caucasian	PhD	Professor Emeritus University of Illinois Chicago, National expert on PH Leadership	Retired
Joseph Hulgus	Male	White/Caucasian	PhD, MPH	Faculty - Counseling	MSU
John Gulick	Male	White/Caucasian	MA	Community Development Specialist	MU Extension
Michelle Morris	Female	White/Caucasian	MPH	Director of Polk County Health Center	Polk County Health Center
Stephen Njenga	Male	African	MPH/MHA	Director of Performance Measure & Compliance	Missouri Hospital Association
Jaci McReynolds	Female	White/Caucasian	MHA	President	Impact Advantage
Janet Canavese	Female	White/Caucasian	Undergrad	Associate Director	Missouri Institute of Community Health
Bert Malone	Male	White/Caucasian	MPA	Former Deputy Director	Kansas City HD
Charlene Berquist	Female	White/Caucasian	PhD	Faculty - Communication	MSU
Pamela Sailors	Female	White/Caucasian	PhD	Faculty - Philosophy	MSU
Robert Niezgoda	Male	White/Caucasian	MPH	Administrator	Taney County HD
Elizabeth Foreman	Female	White/Caucasian	PhD	Faculty - Ethics	MSU
Trisha Doering	Female	White/Caucasian	MPH	Director Area Health Education Center	MSU/OPHI

Name	Gender	Ethnicity	Education	Position	Employer
Valerie Howard	Female	White/Caucasian	MSW	Bureau of Community Health and Wellness	Missouri Department of Health and Senior Services
Scott Clardy	Male	White/Caucasian		Assistant Director	Columbia/Boone HD
Mark Rushefsky	Male	White/Caucasian	PhD	Faculty Emeritus – MPA Program	MSU
Mary Ellison	Female	White/Caucasian	MPH	WIC Director	Springfield/Greene County HD

Table 1.7.h.1 Guest speakers from community used in MPH courses (con't)

The Director is heavily involved in the CHHS Multidisciplinary Forum, having served as the coordinator for several years and currently serving on the planning committee. This forum seeks to bring community resources into contact with students throughout the college in a way that transcends individual specialties. In recent years, the titles of the forums have included:

Emerging Infectious Diseases
Healthcare Reform: The Professional's Perspective
Health and Happiness in Hard Times
Disasters and the Role of Health Professionals
Healthcare and Ethics

Average attendance at these forums is about 250.

The program has created an extensive network of community resources specifically for the required Field Experience. Formal agreements exist with the agencies for these placement opportunities, which include the following as examples:

Los Angeles County
Kansas City Health Dept.
Pinnacle Health Systems
Springfield Greene Co. Health
Webster Co. Health Dept.
Cox Health
Missouri Dept Health
Polk Co. Health Dept.
Stone Co. Health Dept
Texas Health & Human Services
Oneida County Health Dept.
Project HOPE
Taney County Health Dept.

Agreements are sought with other health departments as requested by the student enrolled in the field experience.

1.7.i. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 1.7.i. Assessing adequacy of resources

Outcome Measure	Target	2014-15	2015-16	2016-2017
SFR by Core FTEF	10.00	15.4	16.2	14
MPH expenditures per FTE student[1]	≥$37,000[1]	6,007	6,391	$6,177
Extramural dollars per MPH Core FTE faculty[2]	≥$25,000	$63,233	$24,166[2]	
Practitioners serving as guest speakers	6 per year	18	19	18
Practitioners actively serving on MPH committees	10 per year	5	5	7
Well-equipped, convenient classrooms	2	3	3	3
EH laboratory space	Yes	Yes	Yes	yes
Student survey respondents rate computer facilities and resources as *good* or *excellent*	80%	N/A	89%	93%
Student survey respondents rate library facilities and resources as *good* or *excellent*	80%	N/A	100%	93%

[1]This target was set when the MPH program was rated as having the highest expense per graduate of any program on campus; it is obviously unrealistic and unsustainable. It is being re-assessed by the faculty but a few years of data must be collected to help serve as a baseline for comparison.
[2]Based on extramural dollars brought in by all MPH faculty (including Dr. Duitsman w/ OPHI). 2015-2016 data is incomplete because it does not include OPHI data yet.
[3] Different survey was used that year to determine student needs on course modalities.

1.7.j Assessment of the extent to which this criterion is met

This criterion is partially met.

Strengths

The MPH Program has sufficient resources to fulfill its stated mission, goals, and objectives.

MPH students seem pleased with the computer and library facilities available.

Weaknesses

In recent years, the program has often exceeded the student-faculty ratio recommended by CEPH. At present, this is not true as the student population has been reduced to 32 as of Fall 2017; however, any growth in the program may necessitate filling a vacant faculty position..

Plans

The program is currently discussing establishing a special agreement with Taney County Health Department to make it an academic health department. If this comes to fruition, it will make a number of adjunct faculty members available to the program and will permanently change the student:faculty ratio. In addition, the program plans to fill the current vacant position with a visiting professor

1.8. Commitment to Diversity

1.8.a. A written plan or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:

i. **Description of the program's under-represented populations, including a rationale for the designation.**

ii. **A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.**

iii. **Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.**

iv. **Policies that support a climate for working and learning in a diverse setting.**

v. **Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.**

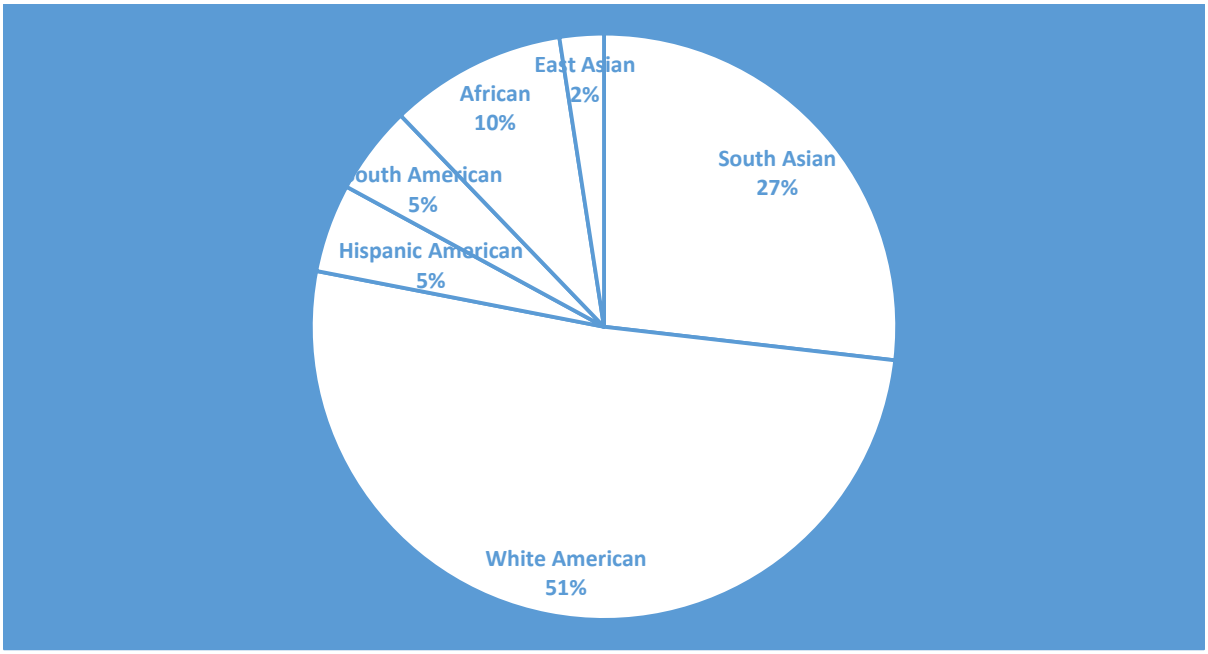
The MPH Program adheres to the University's Equal Opportunity/Affirmative Action (EO/AA) policies and does "not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the program does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students." The EO/AA statement is included in the *MPH Student Handbook* and the *MPH Program Brochure*, and the link to such is included on the Program website (http://www.missouristate.edu/mph/).

As noted on the Office for Institutional Equity and Compliance website, "The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity/Affirmative Action employer. Inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to the Equal Opportunity Officer, Office for Institutional Equity and Compliance, 901 South National Avenue, Springfield, Missouri 65897, equity@missouristate.edu, (417) 836-4252, or to the Office for Civil Rights." (see (http://www.missouristate.edu/equity/Nondiscrimination_Statement.htm),

The University, CHHS, and the Program value diversity in its faculty, staff, and student body. Each welcomes applications from a diverse pool of candidates and subscribes to inclusive excellence. Missouri State University has a long-range plan for 2016-2021 that emphasizes diversity and inclusion. The vision, priorities and goals of this plan are delineated at http://www.missouristate.edu/longrangeplan/diversity-inclusion.htm . The MPH program has adopted this plan and supports it in its entirety.

1.8.a.i. Description of the program's under-represented populations, including a rationale for the designation:

The make-up of the student population for 2016-17 is depicted in the graph below:



The student population is very diverse, reflecting a broad range of cultures and ethnicities. However, there is low representation from some historically under-represented groups, specifically African Americans and Hispanic Americans. The student population is disproportionately female.

1.8.a.ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.

The University has stated goals to address diversity and inclusion with which all departments and programs are expected to comply. Those goals are quoted below:

- Enhance efforts to attract and retain historically underrepresented groups, as well as other diverse groups (e.g., first generation, low income, veterans, disabled, international, etc.) of students, faculty and staff so all can succeed.

- Support initiatives to encourage discussion of, and appreciation for, differences.

- Implement effective training and/or professional development to increase cultural consciousness/competence in diversity and inclusiveness for students, faculty and staff.

- Ensure academic programs incorporate diversity into the curriculum and co-curricular activities.

- Collaborate with other major businesses, institutions and organizations in the region to promote, create and value opportunities for diversity and inclusion.

The program has historically focused on three of those goals:

- Support initiatives to encourage discussion of, and appreciation for, differences.

- Implement effective training and professional development to increase cultural consciousness/competence in diversity and inclusiveness for students, faculty and staff.

- Ensure academic programs incorporate diversity into the curriculum and co-curricular activities.

Methods used to address these goals are addressed in 1.8.a.4 below.

1.8.a.iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining and using these policies.

The university and the program do "not discriminate on the basis of sex in its education programs and activities, and it is required by Title IX of the Education Amendments of 1972 (Title IX) not to discriminate. The University is committed to maintaining an environment that is safe and free from sexual violence, sexual harassment, and sexual assault including domestic or dating violence, and stalking.

The Title IX Department oversees all issues having to do with sexualized violence, sexual assault, rape, sexual misconduct, dating and domestic violence, sexual harassment, sex discrimination, stalking, and pregnancy rights." (see http://www.missouristate.edu/titleix/)

To create an environment that discourages discrimination or harassment, the university supports the Green Dot program which seeks to create two norms: (1) Violence isn't tolerated on our campus and our community, and (2) All persons are expected to do their parts. The complete policy for prohibiting discrimination and harassment is described at http://www.missouristate.edu/policy/op1_02_8_harassment.htm . In addition, all department heads, including the MPH program director, are considered "responsible employees" and have received training on recognizing and reporting harassment and discrimination. They are required by policy to report such acts as they observe them.

1.8.a.iv. Policies that support a climate for working and learning in a diverse setting.

The University has several policy initiatives to ensure a climate for working and learning, two important ones of which are:

(1) Shattering the Silences a year-round effort to help educate and give a credence and voice to important topics for the campus and to departments and groups needing a forum to discuss national, regional and local matters.
(2) Employee Resource Groups, affinity groups of persons with shared traits allowing groups to join in and become a part of the university's culture and lifestyle.

Program faculty are encouraged to take part in these initiatives. One faculty member has been involved with an affinity group for veterans.

1.8.a.v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

The program has adopted policies and initiatives to create a climate of diversity, specifically with regard to coursework. Early in the curriculum development process, the program adopted as a requirement a course in international health & infectious disease, in part to provide a platform for understanding the public health environments of a diverse range of cultures. We have continued to build on this course to take advantage of the diverse student population, currently representing students from Brazil, Chile, Nigeria, Nepal, India, China and, of course, the United States. The program's student body is culturally and ethnically diverse. The students are encouraged to discuss cultural and structural issues from their varying countries and cultures that may impact the public's health. Given the diversity of the student body, these discussions, online and in class, can be wide-ranging. Issues that have recently been addressed in this course are:

… the health implications of the caste system still extant in some countries

… disparities in life span between sexes, why they exist culturally and physiologically, and whether steps should be taken to reduce these disparities;

… health issues for native populations;

… differing cultural perspectives on mental illness;

… religious objections to vaccines and other public health initiatives;

… cultural perspectives on the commercial sex trade, its implications to public health, and steps that should be taken to address the issue that are appropriate to the culture;

…differences in methods of providing public health that are due to different governmental systems (ex. monarchy vs. democracy);

…dealing with traditional healers.

…differing perspectives on birth control.

In other courses, guest speakers are routinely invited to the classroom in an effort to encourage an understanding and appreciation of diversity of thought. For example, the former Division Director of Community and Public Health, Missouri Department of Health & Senior Services, consistently serves as a speaker in our introduction to public health course and addresses the following:

…Assessment of population to be served—demographics of the population (ethnic group, cultural norms, socioeconomic indicators, faith based)

…Messaging and health promotion must be based on demographics of targeted population

…Epidemiology discussion often follows a particular path leading to a specific population: Amish, African American, American Indian, etc.

…Health Informatics generates demographics that allows us to focus on 'specific populations' impacted and often these persons will demonstrate 'diversity'.

…How to deal with culturally diverse individuals and valuing their specific culture if you really want to impact the diseases they acquire.

Our service learning component is addressed primarily through the field experience which by definition focuses on service learning while working at a public health department or institution.

1.8.a.vi. Policies and plans to recruit and retain a diverse faculty

Missouri State University has two programs aimed at hiring a more diverse workforce.
First, the Diversity Hiring Program complements the traditional recruitment efforts by providing support to academic departments that have identified (through a national search or target-of-opportunity) a potential full-time faculty member of an under-represented background but do not have adequate funding to extend an offer of employment. Diversity is defined broadly and may include race, ethnicity, national origin, gender, cultural experiences, disability, age, educational experiences, work experiences, a history of living overseas, and any other factor that would enhance the University's cultural diversity.

Second, the Diversity Faculty and Staff Incentives Program helps to identify and select promising students with skill in working with diverse populations and who would receive support for obtaining a graduate or doctoral degree, after which they would return to the University to serve as faculty or professional staff.

The University's Office for Institutional Equity and Compliance is "charged with promoting, sustaining, and advancing the learning, working, and living environment that is fair, inclusive, and welcoming for all members of the Missouri State University community." Furthermore, search committees are oriented and trained by this office to assure complete compliance with rules, regulations, policy and law as well as affirmative attitudes that promote a diverse and accommodating working environment. A representative from this office will also meet with search committees during the initial stages of a national search to identify strategies to recruit diverse applicants for vacant positions. A specific document on "recruiting a diverse workforce" is required annual training for all department heads and search committee heads and is available at
http://www.missouristate.edu/assets/policy/Op7_10_Recruiting_Diverse_Workforce_11-03-2016.pdf

The Human Resources Department helps with advertising to under-represented groups through funding of advertisements for positions in resources that specialize in outreach to these groups.

The President's Commission for Diversity is responsible for establishing goals and strategies for improving the University's overall climate for diversity and establishes criteria for success in this regard. The Office for Diversity and Inclusion releases an annual report highlighting the important strategic processes of the previous year.

The MPH program utilizes these resources during faculty searches and recent hires of core faculty in the last three years (2) have all qualified as "diversity hires."

1.8.a. vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

The program staff consists only of one 1,000-hour administrative assistant.

1.8.a.viii. Policies and plans to recruit, admit , retain and graduate a diverse student body

The MPH Program recognizes the need to attract a diverse student body and this has continued as a priority for the program throughout this accreditation period.

The MPH Recruitment Committee was formed in October 2010 with a charge of recommending and overseeing strategies for recruitment and retention of a qualified, diverse student body, with particular emphasis on attracting current public health professionals who desire an advanced degree as well as individuals who self-identify with a group that has been historically excluded in higher education. Due to the small size of the program, the recruitment committee usually meets concurrently with the general faculty committee, but continues with its initial mandates. Following is a list of strategies and activities that have been implemented in attempt to attract such students:

The program routinely participates in the Campus Showcase, a recruiting venue for high school students visiting the campus to investigate majors and study tracks.

The program also collaborates with the Graduate Recruiting Office which specifically visits regional campuses with a focus on historically underrepresented groups, many of which are in St. Louis. The director of recruiting provides the MPH director with contact information on students who have expressed an interest and these students are then contacted directly by the director. Through this initiative, the program got its first graduate assistantship 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 contacts with other students in the McNair Scholars program.

The program encourages applicants (as well as accepted students) to access and apply for scholarships and financial aid available through the Graduate School for under-represented, international and minority groups.

One faculty member took part in a recruiting trip to India in March 2017 with the intention of recruiting South Asian students from different populations than what has historically been admitted to the program. The focus was on university students with interests in science and general health rather than medicine or dentistry. In collaboration with the International Programs Department, this initiative will be continued annually.

In 2017, one graduate assistant was funded to visit the McNair Scholars association of Truman State University for purposes of recruitment. The McNair Scholars is an organization that facilitates graduate education for students from under-represented demographic groups, including first generation students. The MSU student, a McNair scholar herself, sought to recruit scholars to the MPH program.

1.8.a.ix. Regular evaluation of the effectiveness of the above-listed measures.

The director maintains a student database with data on ethnic and other diversity variables that is presented to the faculty at the first faculty meeting of the year. This database is used to monitor the diversity of the student body. The human resources department of the university monitors diversity hires and the overall hiring process to ensure equity in hiring of faculty and staff. With the small size of the faculty in the MPH program, this is easily monitored. Monitoring of the atmosphere within the program can be done through the exit survey which has several questions regarding the learning environment.

1.8.b Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

The most obvious evidence that the policies regarding diversity in the curriculum and student experience are being implemented comes from the exit survey conducted by the Director at the end of the students' capstone presentations. One specific question asked is "Please rate the extent to which you believe the MPH program prepared you to interact with a diverse population to effect a desired outcome." Scores ranged from 5 for the highest to 1 for the lowest. The average score was 4.3. Only two persons out of 32 respondents gave a score of 2 which reflected a rating of "not very well".

Given the small size of the faculty, recruitment policies reflecting hiring policy can be misleading. Nevertheless, in 2016, an African faculty member was hired using extant policies. Unfortunately, he resigned his position prior to his arrival due to issues unrelated to the university or the program. The current faculty members include two first generation college graduates and two veterans. These categories are part of the university's diversity policies.

1.8.c and 1.8.d Description of how the diversity plan or policies were developed and how they are monitored for effectiveness.

This is perhaps a weakness on the part of the MPH program, which does not have a separate diversity plan. It has adopted the plan and policies of the university which are comprehensive and effective; however, the program does not have its own explicit diversity plan. Given the small size of the faculty and the diversity of the student body as well as the explicit plan for the University and the support the university provides in addressing issues of diversity, a plan specific to the program does not seem necessary. Nevertheless, a program-specific diversity plan will be written during the 2017-2018 academic year when all core faculty members have returned. .

1.8. e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.

Table 1.8.e. Summary Data for Faculty, Students and Staff

Group definition	Method of collection	Data source	Target	2014-2015	2015-2016	2016-2017
Students-Female	Self-report	AIM Dashboard	50%	73%	75%	67%
Students-International	Self-report	AIM Dashboard	40%	32%	52.5%	56%
Faculty-1st generation	Self-report	Verbal	33%	33%	50%	33%
Faculty-African American	Self-report	Verbal	15%	0%	0%	16%
GA-International	Self-report	Application form	25%	0%	50%	50%
African American student	Self-report	Student database	5%	2.5%	0%	0%

1.8.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

Strengths: The university and college have strong pro-diversity policies and initiatives to ensure a diverse faculty and a diverse student body. In addition, these policies are intended to ensure that faculty, staff and students work and study in a welcoming atmosphere free from harassment.

Weaknesses: The MPH program relies on the university and college programs and does not have a specific diversity plan. Though the program is probably the most diverse on campus, it does not meet its target for inclusion of African American students.

Plan: The program has the opportunity to write a specific diversity plan to address program-specific issues. This will be done in the 2017/18 academic year.

Criterion 2: Instructional Program

2.1. Master of Public Health Degree

2.1.a. An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Nondegree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

As seen in Table 2.1.a., below, the degree awarded upon successful completion of the program is a generalist Master of Public Health (MPH). No undergraduate, doctoral or joint degree is offered. (Note: There is a "dual" degrees program which is different from a joint degree. The dual MHA/MPH awards two separate degrees in which 12 hours count toward both degrees. All of the hours which count in both programs are required in the MPH degree or are available as electives; therefore, there is no difference in the MPH degree required through the offering of the dual MPH/MHA. Information on the dual degree program is provided below on advice of the reviewers of the preliminary self-study.)

Table 2.1.a. Instructional Matrix—Degree

Degree	Academic	Professional
Master of Public Health – generalist	N/A	X
Dual MPH-MHA (2 separate degrees)	N/A	X

In addition to coursework in the five core areas of public health (see Table 2.3.a), the curriculum for the generalist MPH degree includes other required and two elective courses as well as a field experience and capstone project. These requirements are presented, below, in Table 2.1.b.1.

Table 2.1.a.1. MPH Generalist Degree Requirements in Addition to Core PH Courses

**As the culminating experience, all students in the MPH program are required to complete a capstone project.

Course Type (credits)	**Course Number and Title**
Other Required Courses (15 credit hours)	PBH 735: Software Applications and Data Sources in Public Health PBH 756: Introduction to Public Health PBH 760: Research Methods in Public Health PBH 783: International Health & Infectious Disease MGT 701: Health Services Organizations
Two Approved Electives (6 credit hours)	HLH 750: Program Approaches Health Promotion SWK 602: Rural Health HLH 752: Health Risk Identification and Management MTH 647: Applied Regression Analysis PBH 771: Public Health Preparedness PBH 778: Chronic Disease Epidemiology PBH 785: Seminar in Public Health (can be repeated) ENG 672: Grant Writing PBH 790: Independent Study in Public Health PLS 754: Seminar in Health Policy (others can be approved by academic advisor)
Field Experience and Capstone Project** (6 credit hours)	PBH 798: Public Health Field Experience (3 hrs) and PBH 799: Capstone Project in Public Health (3 hrs) **OR** PBH 798: Public Health Field Experience (6 hrs)

Students complete a 6 credit-hour field experience if the capstone project directly relates to the placement. Students whose capstone project is independent of the placement complete the Capstone Project in Public Health course and a 3 credit-hour field experience.

The MPH Program uses a variety of course-delivery formats to accommodate the needs of both traditional students and non-traditional students who already are employed in the field of public health. These formats include face-to-face evening courses, blended, and online courses. It is possible for a student to complete most of the program through a combination of blended and online courses (“executive-style) by attending on a part-time basis; however, the program is not an online program. Two courses (MGT 701 and PBH 775) are always taught in a seated modality. Of course, the field experience requires residency.

Although the offering of the dual MPH/MHA degrees does not affect the composition of the MPH, the MHA is described here for the sake of completeness.

Table 2.1.a.2. Course requirements for MHA (not accredited by CEPH or issued by MPH program but information requested in review of preliminary self-study)

Course type	Course number and title	
Required	ACC 388: Healthcare Accounting Concepts FIN 788 : Healthcare Financial Management MGT 701: Health Services Organizations MGT 702: Managing Healthcare Organizations MGT 703: Health Law and Ethics MGT 704: Human Resources in Health Service Org. MGT 705: Strategic management of healthcare org. MGT 711: Measurement & Management of Quality in Health MGT 764: Organizational behavior MGT 770: Leadership development	
Electives (6 hours)	ACC 711 Managerial Accounting CIS 761: Management Information Systems ECO 604: Health Care Economics FIN 780: Advanced Financial Management MKT 772: Marketing management MGT 790: Seminar in Management PBH 720: Epidemiology PBH 740: Health Behavior PBH 756: Introduction to public health PBH 783: International health and infectious disease PLS 754: Seminar in health policy	

The MHA has a core requirement of 36 hours; the MPH requires 42. Both degrees can be earned for 66 hours by sharing credit for three courses (PBH 720, MGT 701, PLS 754, and PBH 799 (a 3 credit external capstone). As these courses are already options or requirements within the MPH, the dual degrees program does not impact the composition of the MPH degree accredited by CEPH.

2.1.b. The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.

The *Graduate Catalog* (http://graduate.missouristate.edu/catalog/) describes the MPH Program curriculum and provides related course descriptions. A description of the curriculum is also included on the MPH Program website (http://www.missouristate.edu/mph/program.htm), in the *MPH Student Handbook*. There is also a program tri-fold for distribution. The new software Degree Audit program is also configured such that students are apprised of the program requirements and their progress through the coursework as they complete it.

2.1.c. Assessment of the extent to which this criterion is met

This criterion is met.

Strengths

The program offers a generalist MPH degree and allows students flexibility to attend on a full-time or part-time basis. Courses are offered in such a manner that students may choose to maintain a full-time career as they complete the degree.

The MPH curriculum is clearly presented in multiple official publications and the degree audit program; and, this information is available to students and other interested persons in both written and electronic formats.

In addition to the public health core courses, the program requires other courses designed to increase exposure to issues related to both core and cross-cutting disciplines in public health.

Plans Now that all core faculty are familiar with the current course work and have returned, the program intends to do a full review of the curriculum based on the last few years of assessments.

2.2. Program Length

2.2.a. Definition of a credit with regard to classroom or contact hours

As noted on the Missouri State University online policy library, "The unit of credit used at Missouri State is the semester hour. … The number of credit hours awarded for courses is based upon the instructional time and the type (lecture or lab) of course. Lecture courses meet the equivalent of 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. The complete university credit hour policy is available at http://www.missouristate.edu/policy/op3_04_16_credithoursandsemestersystem.htm.

2.2.b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

The minimum requirements for our MPH generalist degree include 42 credit hours. The program requires 15 credit hours related to the five core areas of public health, 15 credit hours of other required courses, 6 credit hours of electives, and 6 credit hours for the field experience and capstone project combined.

2.2.c. Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included

Eligible students who were admitted into the program prior to our initial accreditation were offered a professional degree option which consisted of 37 semester credit hours. One student graduated under that program in Fall 2013; he was initially registered for that program prior to 2008. The professional degree option has been eliminated and all other graduates have met the 42-hour requirement. No student has graduated with less than 42 hours in the last three years.

2.2.d. Assessment of the extent to which this criterion is met

This criterion is met.

Strengths

The MPH Program requires a minimum of 42 credit hours for degree completion.

2.3. Public Health Core Knowledge

2.3.a. Identification of the means by which the program assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each

The MPH Program core curriculum requires 15 credit hours specific to the five core areas of knowledge basic to public health as identified in Table 2.3.a. Syllabi for these core courses (as well as for courses noted, above, in Table 2.1.b.) are available in the program's online resource files. Competencies for each were determined by the curriculum committee and are listed on the syllabus of each course.

Table 2.3.a. MPH Core Courses

Table 2.3.a Required Courses Addressing Public Health Core Knowledge Areas for MPH_-___ Degree

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

Students are also required to complete a written Core Course Examination after satisfactory completion of all core courses prior to starting the field experience. Items on this exam cover content from the core areas of study (biostatistics, epidemiology, health behavior, environmental health, and public health administration) assessing knowledge and skills in the program core competencies. More discussion of this exam is provided in Criterion 2.7.a.

2.3.b. Assessment of the extent to which this criterion is met

This criterion is met.

Strengths

The MPH Program requires successful completion of courses in each of the five core areas of public health knowledge and, upon completion of these courses, students are required to pass a written core course exam.

Plans

The program intends to continue the current processes for assessing core competencies.

2.4. Practical Skills

2.4.a. **Description of the program's policies and procedures regarding practice placements, including the following:**

- **selection of sites**
- **methods for approving preceptors**
- **opportunities for orientation and support for preceptors**
- **approaches for faculty supervision of students**
- **means of evaluating student performance**
- **means of evaluating practice placement sites and preceptor qualifications**

All students are required to complete a field experience in an approved public health setting under the mentorship of a faculty member and the supervision of an on-site public health professional. Students are eligible for the field experience after they have successfully completed 33 credit hours (including all core and required courses) and passed the core course exam. The only curricular practical training approved is the PBH 798 course. No external research at other institutions is approved for curricular practical training during completion of degree.

The Program's policies and procedures as they relate to successful completion of the field experience are described in the *MPH Field Experience Manual* http://www.missouristate.edu/assets/mph/Field_Experience_Manual_-_Revised_3-2-17.pdf . A description of these policies and procedures follow:

Required Hours

All students are required to complete a minimum of 200 contact hours (3 credit hours) for the field experience. However, students who opt to complete a capstone project as part of their placement (i.e., project intended to directly benefit the agency) must complete a 400 contact hours (6 credit hours). Students whose capstone project is independent of the placement complete the Capstone Project in Public Health course in addition to the 3 credit-hour field experience.

Field Experience Waivers

No waivers are granted for the field experience.

Field Placement for Experienced Public Health Professionals

Recognizing the importance of the practical experience in the overall educational experience, the field experience stands as a substantial part of the curriculum offering students an opportunity to develop competencies necessary to advance in other areas of public health. Under certain circumstances, a student may be given permission to complete a field experience where the student is currently employed. That is, students may seek

approval from the faculty supervisor, MPH Director and the appropriate agency supervisor using the following criteria as a guideline for such requests:

- Field experience placements must offer a student a new learning experience.
- While students may continue at the agency at which they are employed, they may not use continuation of the same job activities for the experience, nor can they be supervised by their regular job supervisor.
- A student must have been an employee of the agency for at least six (6) months prior to the start of the field experience, and must have satisfactory employee evaluations in order to be considered for such placement.

Selection of Sites

While it is ultimately the students' responsibility to make contact with an agency concerning possible placement, the field experience supervisor works closely with students to identify and arrange field placement sites that meet the program requirements as well as the specific needs and interests of the individual student.

The field site and proposed experience must be approved by the faculty supervisor and the program director. The following steps must be followed prior to placement:

1. Student identifies and interviews with a potential health department or other public health organization;
2. If the health department/organization is interested in placing the student, the student (in consultation with the potential preceptor) develops a brief written outline describing how the program competencies will be strengthened through the experiences, opportunities, and assignments during the placement;
3. Student submits the above mentioned outline to the faculty supervisor;
4. Faculty supervisor determines appropriateness of potential site;
5. If site is determined appropriate, a *MPH Program Clinical Agreement* form (appended here) is prepared, signed by the MPH Director and CHHS Dean, and then sent to the potential site supervisor for signature.
6. Students are advised (but not required) to obtain appropriate liability insurance coverage.

Note: If the program already has an agreement with the agency, step 5 is not necessary.

Qualifications of and Methods for Approving Preceptors

Potential preceptors are required to have a MPH or related master's degree and, preferably at least 3 years of experience in public health or a bachelor's degree plus at least 5 years full-time experience in public health. The MPH Field Experience Criteria mentioned above includes a section on preceptor education and background. The faculty supervisor, through reviewing the descriptions of how each criterion is met, confirms that the potential preceptor is qualified.

Faculty Supervision of Students

Each semester a core MPH faculty member (occasionally two) is scheduled to supervise student placements. The faculty supervisor facilitates the relationship between the student

and the preceptor so as to support the learning objectives of the practicum experience and assess student performance next to the MPH practicum competencies. Specific faculty supervisor responsibilities include:

- Approve criteria;
- Verify that the placement site has a formal agreement with the MPH Program;
- Meet with the student to review the overall goals and objectives for the field experience and program competencies to be addressed;
- Serve as a resource and consultant to students during their field experience via email and or telephone;
- Communicate via phone or email with the student and the preceptor early in the field experience to re-assess and make sure that the placement is satisfactory and that everyone has a clear understanding of expectations;
- Determine and discuss student progress with the student and site supervisor during an on-site visit approximately half-way through the placement (may be done via phone conference for sites beyond an approximate 2-hour drive);
- Evaluate students' accomplishments for the placement next to specified goals and objectives of the placement and assign a final grade.
- Forward all evaluation forms to the MPH Program Director in a timely fashion to be maintained in the student's official file.

The faculty supervisor has responsibility for assigning the final letter grade for the field placement. This basis of evaluation of student performances is as follows:

- Each student completes a portfolio of field experience activities and submits it to the faculty supervisor shortly after the conclusion of the field experience. The portfolio is the student's opportunity to demonstrate the extent to which the student has had the opportunity to work in areas related to program competencies.
- Each student completes a self-evaluation of the field experience and reviews such with the preceptor, and then submits it to the faculty supervisor, along with the portfolio.
- The preceptor completes a final evaluation of the student's performance and reviews such with the student; the student then submits the reviews to the faculty supervisor along with the portfolio.
- For those students whose capstone project is integrated into a 6-credit hour field experience, the project letter grade accounts for 30% of the final grade assigned to the field experience; and, the other 70% is based on all other above-mentioned requirements.

All forms for the above-mentioned evaluations are in the appendices of the *MPH Field Experience Manual.*

Means for Evaluating Preceptors and Field Experience Sites

Faculty supervisors are available to facilitate student learning experiences during field experience placement and assist the student to assess the quality of these experiences on a formative basis through regular contact with the student and the field experience preceptor. In addition, a site evaluation tool has been included in *appendix C* of the *MPH Field*

Experience Manual (http://www.missouristate.edu/assets/mph/Field_Experience_Manual_-_Revised_3-2-17.pdf). Students are evaluating the practice site, the experiences, and preceptors at the conclusion of their placements. The MPH faculty supervisor formally reviews student evaluations of the practice sites, experiences, and preceptors at the end of each semester and prepares a summary of these evaluations for review by the MPH Faculty Committee.

2.4.b. Identification of agencies and preceptors used for formal practice placement experiences for students, by specialty area, for the last two academic years.

While the MPH Program has formal agreements with several agencies, most students complete the field experience in a Missouri county or municipality. Nevertheless, students can find their field experience elsewhere such that they have been done from New Jersey to California. A list of the agencies and corresponding preceptors used for field placements for the 2013-2016 is provided below.

Table 2.4.b. Field Placement Agencies and Preceptors for AYs 2015-16, and 2016-17

Agency	Location	Supervisor
Kansas City Health Department	Kansas City, KS	Bert Malone, MPA
Taney County Health Department	Branson, MO	Robert Niezgoda, MPH
Springfield/Greene Co. Health Department	Springfield, MO	Mary Ellison, MPH
Polk County Health Center	Bolivar, MO	Michelle Morris, MPH
Missouri Dept. of Health & Senior Services	Springfield, MO office	John Bos, MPH
Webster County Health Department	Marshfield, MO	Brent Jones, MPH
Oneida County Health Department	Rhinelander, WI	Carl Meyer
Stone County Health Department	Galena, MO	Trisha Doering, MPH
Los Angeles County	California	Diana Ramos, PhD
Morgan County Health Center	Versailles MO	Diana Burdick, NP
Texas Department of Health	San Antonio, TX	Katherine Velazquez, PhD
Clay County Public Health Center	Liberty, MO	Wennekota Tarama, MPH
Missouri Dept. of Health & Senior Services	Jefferson City, MO	Jim Pruitt
Peoria County Health Department	Peoria, IL	Melissa Adamson, MPH
St Louis County Public Health and Human Services	Duluth, MN	Amy Westbrook, MPH

2.4.c. Data on the number of students receiving a waiver of the practice experience for each of the last three years

Only one student graduated under the professional option in Fall of 2013. He had been admitted to the program prior to the program's initial accreditation. The professional option has now been eliminated from the program.

2.4.d. Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations

Not applicable. However, the Jordan Valley Community Clinic has approached the program about the possibility of having residents obtain a degree or certificate while completing their residencies. This initiative is under discussion.

2.4.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The Program has sound policies and procedures for the MPH Field experience and, with the exception of one student who graduated with the professional option in 2013, no waivers for such have been granted.

Plans

The program intends to provide additional faculty support to the field experience faculty advisor to help with review of papers and oversight of the whole process. Filling the currently vacant position will allow this.

2.5. Culminating Experience

2.5.a. Identification of the culminating experience required for each professional public health degree program. If this is common across the program's professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

All MPH students must complete a capstone project as their culminating experience. Through the project, students demonstrate proficiency with core and other program competencies. Thus, the project provides students the opportunity to integrate knowledge and skills gained in the classroom with real-world problems through completion of a research, program planning, policy development, management, service delivery, or evaluation project. Some aspect of the project must be original, whether it is the topic itself, an analysis of newly collected or secondary data, or the design and completion of a community project.

While student led, the capstone project is designed and carried out in consultation with a faculty supervisor. The project is typically completed in the last semester of the program and requires both a written and oral report. Following, are the steps students must follow to complete the project:

1. ***Submission and Approval of MPH Capstone Project Proposal Form***

   In completing this form, available from the faculty supervisor of the field experience, the student provides a brief summary of the proposed project and (in consultation with the faculty supervisor) identifies the core and other program competencies to be addressed. The student must submit this form to, and obtain project approval from the faculty supervisor and MPH Program Director prior to registering for the course through which the capstone project will be completed. This approval also requires completion of the CITI Tutorial on the protection of Human Subjects (Students should have completed this tutorial in the required research methods course, thus the proof of completion certificate must be submitted.).

2. ***Register for Appropriate Capstone Project Course***

   The student registers for the course through which the capstone project will be completed:
   PBH 799 - Capstone Project in Public Health (for students whose capstone project is independent of the field experience.

   or

   PBH 798 (6-credit hour) - Field Experience in Public Health (for students whose capstone project will be completed as part of the placement).

   Note: As mentioned in Criterion 2.4.a, all students are required to complete a field experience. Those students who complete the capstone project via PBH 799 also complete a 3-credit hour field experience.

3. ***Establish a Capstone Project Committee***

   The Capstone Project Committee includes the faculty supervisor, one additional faculty member and, where appropriate, the preceptor from the agency at which the

project will be completed. Each student is responsible to invite the additional faculty member to serve, following consultation with the faculty supervisor. The additional faculty member typically will be from the MPH Program, but a faculty member from another program may be invited, with approval from the faculty supervisor and MPH Program Director.

4. ***Obtain Institutional Review Board* approval**

   If applicable, the student works with the faculty supervisor to complete all appropriate Institutional Review Board (IRB) forms and documentation relative to the capstone project. All projects must be approved and meet appropriate IRB criteria. As per IRB requirements, the faculty supervisor is listed as the principle investigator.

5. ***Establish Schedule of Meetings with Faculty Supervisor***

   The student meets regularly with the faculty supervisor, following the agreed upon schedule, to review progress on the project and to submit drafts of the written report. Although continued consultation and feedback is sought from the other committee members, those members may or may not attend all of these meetings. Additional consultation and communication occurs via email and/or phone.

6. ***Complete Project***

   Under guidance of the committee members, the student completes all project work independently.

7. ***Write and Submit Final Capstone Project Report***

   The student submits a written report of the capstone project upon completion of such. Specific guidelines/criteria for this report are available on the capstone project approval form available from the faculty supervisor of the field experience..

8. ***Provide an Oral Presentation of Capstone Project***

   The student presents the capstone project to an audience of faculty, students and invited practitioners.

Oral presentations are announced and open to all MPH faculty and students as well as invited practitioners. All presentation attendees evaluate the student via use of a rubric; however, the rubric used by students and practitioners differs from that used by MPH faculty. The capstone evaluation forms used as the rubrics are included in the electronic resource file in the folder 'culminating experience'. The competencies used to guide the rubric were determined by the curriculum committee in 2011 and have remained unchanged since then. The overall score assigned is based only on the evaluations by the faculty.

The oral presentation of the capstone project serves as the "oral comprehensive exam" required by the Graduate College. This requirement is met or not met on a pass/fail basis. An average faculty evaluation score of $\geq$3 (maximum possible = 5) constitutes a pass, while <3 constitutes failure.

Each semester, the MPH Program Director prepares a summary of all evaluations of student project presentations. These summaries are included in a presentation to the MPH Faculty committee and to the Advisory council..

Evaluation of student performance on the overall project is based on the written report (45%) the oral presentation (45%), and student diligence in carrying out all responsibilities throughout the project period (10%). The written report and student diligence are evaluated

by the faculty supervisor with input from the other committee members, and the oral presentation is evaluated by all MPH faculty in attendance.

The faculty supervisor submits the student's final letter grade for the overall project. For those students whose capstone project is completed through the 3-credit hour PBH 799 course, the final letter grade is based on the percentages mentioned above. For those students whose capstone project is integrated into a 6-credit hour field experience, the project letter grade accounts for 30% of the final grade assigned to the field experience.

2.5.b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

All students must complete a public health capstone project through which they demonstrate proficiency with core and other program competencies. The requirements for such are reviewed at the new student orientation each semester, and are explicitly stated in the MPH *Student Handbook*.

Plans

Current plans to provide additional help for the field experience coordinator will also provide improved oversight of capstone projects.

2.6. Required Competencies

2.6.a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (eg, one set each for BSPH, MPH and DrPH).

The MPH Program has identified core public health competencies that all students must achieve upon successful completion of all MPH core courses. Students demonstrate their competence in the five areas basic to public health not only through passing the five core courses, but also through successful performance on the Core Exam. These core competencies are further strengthened through additional required courses and successful completion of the field experience and capstone project. The Program core competencies are as follows:

Biostatistics

Identify and apply appropriate statistical methods to analyze and describe a public health problem;

Epidemiology

Use epidemiologic methods to analyze patterns of disease and injury and discuss application to control problems;

Environmental Health

Understand the relationship between environmental factors and community health; discuss remediation for environmental health problems;

Public Health Administration

Demonstrate the ability to apply principles of leadership, policy development, budgeting and program management in the planning, implementation and evaluation of health programs for individuals and populations;

Social and Behavioral Sciences

Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course.

2.6.b. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.

There are no concentrations or specializations offered with the MPH at Missouri State University; it is a generalist degree and the competencies listed in 2.6.a. are applied to the degree.

2.6.c. A matrix that identifies the learning experiences (eg, specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the program, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree or specialty area. See CEPH Data Template 2.6.1.

Table 2.6.c.1. below, is a matrix illustrating the learning experiences in the form of courses, capstone, and field experince by which the core competencies are met. Each competency is associated with a number of learning objectives.

Table 2.6.c.1. Identification of Learning Experiences by which Core Competencies are met
(Core courses in bold font; Course titles noted at bottom of table;)

Core Competency	**PBH 720**	**PBH 730**	**PBH 740**	**PBH 745**	MGT 701	**PBH 775**	PBH 735	PBH 756	PBH 760	PBH 783	Field Exp.	Capstone
Biostatistics Identify and apply appropriate statistical methods to analyze and describe a public health problem	P	P					R		R		R	R
Epidemiology Use epidemiologic methods to analyze patterns of disease and injury and discuss application to control problems	P						R				R	R
Environmental Health Understand the relationship between environmental factors and community health; discuss remediation for environmental health problems				P						R	P	R
Public Health Administration Demonstrate the ability to apply principles of leadership, policy development, budgeting and program management in the planning, implementation and evaluation of health programs for individuals and populations			R		R	P		R		R	R	R
Social & Behavioral Sciences Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course	R		P			R		R		R	R	R

PBH 720: Epidemiology
PBH 730: Biostatistics for Health Sciences
PBH 740: Health Behavior
PBH 745: Environmental Health
PBH 775: Principles & Skills in PH Admin
PBH 735: Software Apps. and Data Sources in PH
PBH 756: Introduction to Public Health
PBH 760: Research Methods in Public Health
PBH 783: International Health and Infectious Disease
MGT 701: Health Services Organizations

- P denotes primary; R denotes reinforcing

Table 2.6.c.2 Identification of Learning Experiences by which other Program Competencies are met
(Core courses in bold font; Course titles noted at bottom of table;)

Other Program Competency	**PBH 720**	**PBH 730**	**PBH 740**	**PBH 745**	MGT 701	**PBH 775**	PBH 735	PBH 756	PBH 760	PBH 783	Field Exp.	Capstone
Professionalism Understand the evolving history, mission and goal of public health, and discuss the roles of values and ethics in everyday practice	R		R	R	R	R		R	R		P	
Communications and Informatics 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	R		R			P	R		P		R	R
Diversity and Culture Interact with diverse populations to affect a desired outcome			P			P		R			R	R
Leadership Create and communicate a shared vision to accomplish the goals of an organization and overcome organizational challenges			R			P					R	R
Research Develop, conduct and present the findings of a public health project	R		R		R		P	R		P		R
Problem Solving Utilize problem solving skills to address public health problems	R		R	R	R	R		R		R	P	P

PBH 720: Epidemiology
PBH 730: Biostatistics for Health Sciences
PBH 740: Health Behavior
PBH 745: Environmental Health
PBH 775: Principles & Skills in PH Admin
PBH 735: Software Apps. and Data Sources in PH
PBH 756: Introduction to Public Health
PBH 760: Research Methods in Public Health
PBH 783: International Health and Infectious Disease
MGT 701: Health Services Organizations

- P denotes primary; R denotes reinforcing

2.6 d. Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

No changes have been made in this matrix since it was originally developed in 2011 with one exception. The course MGT 701 “Health Service Organizations” was moved from a core course to a required course and replaced with PBH 775 “Principles and Skills of Public Health Administration” to allow public health faculty greater facility in adjusting course content. The faculty believe that the competencies reflect the current competencies required by graduates. However, it should be noted that employer surveys and the advisory council have recommended greater emphasis on research skills as well as grant writing and community assessments. These comments will be considered in future curriculum reviews.

2.6.e. A description of the manner in which competencies are developed, used and made available to students

The current MPH Program competencies were identified by the MPH Curriculum Committee through a process that began in spring 2010 and continued through 2012. That committee was headed by the current director and included three MPH faculty members, the head of the MHA program, and an alumnus of the program currently working in the local public health community. Those competencies have not been changed since initial accreditation. Prior to the first meeting, the committee chairman put together a list of possible competencies and learning objectives based on materials from the MPH Program visioning retreat, other MPH programs, and established ASPH competencies. The chairman edited the list to eliminate competencies that were obviously inappropriate for the Missouri State University MPH program and to make the wording more concise. A copy of all of the edited competencies and objectives was then provided to each member of the committee two weeks prior to the first meeting.

The MPH Curriculum Committee met at least monthly (at times, biweekly) throughout the 2010-2011 academic year. The committee methodically went through the list of competencies and objectives, eliminating some, rewording others, and adding additional objectives as deemed necessary. Most objectives were re-worded; only a few were accepted as worded in the original list.

The committee completed all major revisions to the competencies and objectives by March, 2011, then sent them to instructors of all required courses in the program. Instructors reviewed the list and noted objectives they cover in their courses, rating each 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. Some were removed from the list. Each instructor of a required course was then provided with a list of objectives for the course which was (1) considered essential by the committee and (2) had been noted by the instructor of that course as either "covered in-depth" or "covered moderately." The instructors were asked to adjust course content to ensure adequate coverage and to include the list of all objectives rated with a 2 or 3 in the syllabus for each respective course. These competencies have been reviewed by the Director and discussed at the MPH faculty meeting, most recently in the Spring of 2016. They remain unchanged from the original competencies approved in 2011.

The program competencies also form the basis for student planning and completion of the field experience and capstone project. Prior to each, the student (in consultation with a faculty supervisor and, where applicable, a preceptor) identifies which competencies will be strengthened, and to what degree, during these experiences (see *appendix A-1* of *MPH Field Experience Manual* and the *MPH Capstone Project Proposal* form, respectively). Finally, for both the field experience and capstone project, the student completes a self-assessment against those competencies (see *appendix A-2* of *MPH Field Experience Manual*, http://www.missouristate.edu/assets/mph/Field_Experience_Manual_-_Revised_3-2-17.pdf. All program competencies are available to students in the *MPH Student Handbook* which is available at http://www.missouristate.edu/assets/mph/MPH_student_HB_for_Sp13__1_.pdf

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2.6.f Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

To ensure the MPH Program competencies reflect the changing needs of public health practice, the Curriculum Committee conducts a formal review of such every 5 years to determine if changes to competencies or in course content are necessary. The review process involves the following two steps:

1. Conduct a review of national efforts to define public health practice competencies; and
2. Conduct a survey of public health practitioners to identify competency-associated learning objectives considered most important for MPH graduates. Respondents will be asked to rate the importance of the most current program competencies and to identify other important skills that may not be addressed in the current set of competencies.

Note: Due to faculty turnover and the long-term absence of one faculty member for military deployment, the scheduled review of the curriculum and competencies has been delayed for one year.

2.6g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

Strengths

The Program has an established set competencies and a variety of student learning experiences through which these competencies are met.

Weakness

The curriculum and competencies are due for review

Plan

Each faculty member has the responsibility to identify a course syllabus and those learning objectives that are covered moderately or in-depth by each particular course. Further, it should be apparent, in the topical outline or course assignment descriptions, that such

learning objectives are covered. The director will need to review each syllabus for inclusion of appropriate objectives in the future.

An assessment of the competencies is due and must be done in the 17/18 academic year. Given the amount of faculty turnover in the last two years, the program decided to forego changes to competencies until all core faculty members have gotten some experience with the current competencies. With the return of all core faculty in 2017, the review can be done with full knowledge of the existing system.

2.7. Assessment Procedures

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.

The program has a number of procedures for monitoring and evaluating student progress toward attaining learning objectives of the MPH program. These procedures are as follows:

Degree Audit and Program Course Work

The Degree Audit software ensures that students meet all course requirements for graduations; however, some substitutions can be made if approved by the faculty advisor and the director. Students meet with their advisors approximately once each semester to discuss plans and progress towards graduation. Course substitutions and changes are approved at that time and audit is modified to reflect the plan, including the choice of electives.

The extent to which each student attains specific MPH Program learning objectives is monitored through MPH course work wherein students are assessed through examinations, research papers, presentations, participation in group discussion and activities, and other assigned projects. Grades are assigned to enrolled students at the conclusion of each course in the program and are interpreted as a reflection of the degree to which they have achieved stated course outcomes.

As specified in the Graduate Catalog, all degree-seeking students are expected to maintain a 3.0 grade point average (GPA). Students falling below the 3.0 GPA are placed on academic probation, and one semester may be allowed for removing the GPA deficiency. Continued enrollment beyond the probationary semester is permitted only with the recommendation of the advisor, the MPH program director, and the Dean of the Graduate College.

Core Course Comprehensive Examination

After satisfactory completion of all core courses, and no later than the second to last semester, all students are required to pass a written examination that assesses knowledge and skills in the program core competencies. The items on this exam will cover content from the core areas of study in biostatistics, epidemiology, health behavior, environmental health, and public health administration.

The Core Course Examination is offered each fall and spring semester. A committee of faculty with teaching experience in the specific core course grades the responses on a scale of 0-5 (5 being the highest score). All students are required to earn a minimum score of 2 or better on each individual question, and score a 3 or better overall (average) on the core exam.

Students who fail one or more questions (as demonstrated by a score of 0 or 1 on that item) are counseled by faculty in the core area represented by that item and a remediation plan is established. This remediation plan includes additional study and an opportunity to demonstrate learning and competence in that area via a research paper, assigned reading and writing, oral exam, or additional course work as deemed appropriate.

Students who fail the overall exam (as demonstrated by an average score of less than 3) are allowed to repeat the examination one time. Any student who fails the examination a second time will be removed from the program.

Field Experience

All MPH students are required to complete a field experience in an approved public health setting under the mentorship of a faculty member and the supervision of an on-site public health professional. A minimum of 200 contact hours per three (3) credit hours must be completed, and a written portfolio must be submitted at the completion of the field experience. Through satisfactory

performance in this experience, students demonstrate achievement of the program competencies and associated learning objectives and readiness for a public health career. A detailed discussion of the field experience requirements and evaluation procedures were provided in Criterion 2.4.a.

Capstone Project

All students are also required to complete a capstone project through which they integrate knowledge and skills gained in the classroom with real-world problems. As with the field experience, through the capstone project, students demonstrate achievement of the program competencies and associated learning objectives as well as readiness for a public health career. A detailed discussion of the capstone project requirements and evaluation procedures were provided in Criterion 2.5.a.

2.7.b. **Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template**.

The following table includes the outcomes that serve as measures by which the MPH Program evaluates student achievement along with data assessing the Program's performance against these measures.

Table 2.7.b.1. Outcome Measures of Student Achievement

Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Students successfully pass all core courses (B or higher) on first attempt;	**85%**	94%	96%	100%
Students successfully pass all core and required courses (B or higher) on first attempt;	**80%**	98%	96%	92%
Students successfully pass the written core course examination at first attempt;	**100%**	93%	87%	14/15 93%
Students successfully complete the Capstone Project at first attempt;	**100%**	100%	100%	100%
Students successfully complete the field experience (grade B or higher);	**100%**	100%	100%	100%
Job placement rates within 12 months following award of the MPH degree	**90%**	93%	87%	80% (inc.)

Table 2.7.b.2 below displays 8 year graduation rates for MPH students by cohort. Final graduation rates are underlined. The low graduation rate for the 14-15 cohort is addressed in the footnote.

Table 2.7.b.2. Students in MPH Degree, By Cohorts Entering Between 2009 and 2016. Final graduation rates for a cohort are underlined									
2009-10	Cohort of Students	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	# Students entered	9							
	# Students withdrew, dropped, etc.	1							
	# Students graduated	0							
	Cumulative graduation rate	0							
2010-11	# Students continuing at beginning of this school year	8	9						
	# Students withdrew, dropped, etc.	0	1						
	# Students graduated	2	0						
	Cumulative graduation rate	22%	0						
2011-12	# Students continuing at beginning of this school year	6	8	8					
	# Students withdrew, dropped, etc.	0	0	1					
	# Students graduated	5	4	0					
	Cumulative graduation rate	**78%**	44%	0%					
2012-13	# Students continuing at		4	7	14				

	beginning								
	# Students withdrew, dropped, etc.		0	1	0				
	# Students graduated		4	3	0				
	Cumulative graduation rate		**89%**	37.5%	0				
2013-14	# Students continuing at beginning of this school year			4	14	20			
	# Students withdrew, dropped, etc.			0	2	2			
	# Students graduated			3	8	0			
	Cumulative graduation rate			**75%**	57%	0			
2014-15	# Students continuing at beginning of this school year				4	18	17		
	# Students withdrew, dropped, etc.				0	2	1		
	# Students graduated				4	12	0		
	Cumulative graduation rate				**86%**	60%	0		
2015-16	# Students continuing at beginning of this school year					4	16	28	
	# Students withdrew, dropped, etc.					0	4	2	
	# Students graduated					3	5	0	
	Cumulative graduation					**75%**	29%	0	

	rate								
2016-17	# Students continuing at beginning of this school year						7	26	16
	# Students withdrew, dropped, etc.						3	0	1
	# Students graduated						4	13	0
	Cumulative graduation rate						**53%**	46%	0%

[1] The graduation rate for those who entered in 2014 was lower than desired. A review of those who dropped out of the program reveals no consistency in why they left. Two were military members who were deployed unexpectedly. One left due to financial reasons. Two were graduates of foreign medical or dental schools who left to complete residencies. Two were international students who returned to their countries of origin for unspecified reasons. Only one student left due to academic reasons and that issue was related to a medical issue. This low rate is probably an anomaly.

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

The program director maintains a database of graduates of the program and attempts to stay in touch with each graduate through e-mail. On occasion, the graduates cannot be contacted this way but can usually be found through social media. Many graduates are employed upon graduation and this allows the director to gather the information at that time.

2.7.d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program's graduates on these national examinations for each of the last three years

Based on data available, no program graduates have taken a certification exam in the last 3 years. The graduates have been informed of this opportunity but most have not taken advantage of it.

2.7e. Data and analysis regarding the ability of the program's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

Employer Survey

The Employer Survey The last standardized employer survey that was conducted was in 2013. Failure to conduct the survey was because none or very few of the alumni provided permission for the program to contact their employers for this survey despite multiple requests. To address this issue, the director decided to try an informal approach. Starting in 2015, he made attempts to speak with county health directors who currently employed multiple MSU alumni or had done so in the recent past. He did this with onsite visits during the summer. Without naming the alumni involved, the Director or the field experience coordinator asked the following questions of health department directors:

1. What skills do you see that a new employee with a MPH should have upon arrival at your organization?
2. How well do you think our graduates have met your expectations as described above?

At present, five employers have participated in this informal survey: two within a large city department and 3 in counties. Each had multiple employees or interns who were recent graduates of the MSU MPH program, so identification of individuals was not necessary. The results are tabulated below:

Table 2.7.e1. (Employer survey) Required skills for new MPH employees as reported by employers

Dep't 1 & 2

Ability to write and think critically.
Ability to think on one's feet

Writing skills
Attitude with a willingness to work at any and all levels of the organization.
Willingness to adapt
Strong skills in public health, social justice, biostatistics and epidemiology.
Research skills
Knowledge of public policy making and advocacy
Ability to work with others

Dep't 3

Statistical analysis and software packages
Technology skills
Ability to write reports—technical writing.
Presentation skills and public speaking
Research skills
Program development and program evaluation
Social marketing
Knowledge of risk behaviors and chronic disease
Knowledge of public health databases
Knowledge of infections control
Grant writing

Dep't 4

Good communication skills
Ability to be a team member
Interpersonal skills
Analytical skills
Computer skills
Infection control processes
Willingness to work hard
Self-starting attitude
Attention to detail
Ability to adapt to change
Principles of public health

Dep't 5

Grant writing
Diabetes education certification

Table 2.7.e.2 (Employer survey): County director's perception of MPH alumni preparation

Dep't 1 and 2

Very happy with MSU graduates. Notes that they tend to have more supervision during field experience than do interns from other MPH programs

Some could use better writing skills

Routinely exceeded all expectations; very rewarding to work with.

Dept 3

MSU graduates do well in statistics, software, technology, research, surveillance reporting.

Could use more experience with grant writing, public speaking and presentation skills, social marketing and infection control processes.

Dep't 4

MSU graduates seem to be energetic, amenable to direction, competent with technology, good with research, and good at presentations.

Some challenges include lack of attention to detail, unrealistic views of budgeting and funding, political impacts of decision making, knowledge of government structure and procedures, overall view of public health.

Dept 5

Generally very satisfied with work habits, maturity and preparation, particularly as regards quantitative skills.

The faculty agreed that this informal interview of recent employers was more useful than the previous formal survey. Names were not mentioned as these agencies had multiple employees or current interns from the MSU MPH program. One of the benefits was the specific recommendations gathered during the interviews. For instance, after discussion of these findings in the faculty meetings, we investigated the possibility of getting accreditation as a diabetes educator. This does not seem to be possible at this time because a certified diabetes educator must be either a clinical professional (psychologist, nurse, occupational therapist, optometrist, pharmacist, physical therapist, physician or podiatrist OR a registered dietitian OR social worker. There may be other levels which may be appropriate. The grant writing issue, however, was one that could be addressed through the PBH 775 course and in the PBH 760 Research course. There is already a small section on grant writing in 775, but the section in 760 should be expanded. In addition, the faculty agreed to look at including one course in grant writing from the English department as an elective and this was mentioned earlier in this report.

This lengthy section is presented here to demonstrate how the modified employer survey is used to assess the quality of the MPH program and its graduates. The faculty have agreed to remove the formal employer survey from the periodic assessment and to continue the use of the informal discussion described here in the future.

Alumni Survey

The most recent alumni surveys suggest that alumni felt prepared for their work experience at least at the “adequate” level with the exception of one area. One person (out of 9 responses in most recent survey) felt unprepared to interact with diverse populations to effect a desired outcome. This same response was obtained in two exit interviews at the same time and appears to be associated with the field experience. The program faculty agree that we should expand the number of counties where our students do the field experience in order to provide a wider range of experiences. However, the students have the option of finding their own field site and the program has supervised field experiences from New Jersey to California. The students have many opportunities to interact with the diverse population of public health students during class discussions and exercises, given that the student population represents many cultures and nations.

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 bad ratings on this issue, but none gave outstanding ratings either. This section of the Public Health Preparedness class was expanded to address this issue; however, this course is an elective so this is only a partial solution to this identified issue. A similar issue occurs with the ability to communicate a shared vision and overcome organization challenges. Again, this is addressed through multiple strategic planning exercises in the preparedness course. The faculty is looking for a way to address these issues in other required courses but given that none of the students gave this element a poor rating, it is not seen as an urgent imperative.

2.7.f. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

Strengths

The MPH Program has procedures in place for assessing and documenting the extent to which students have attained learning objectives and determining readiness for a public health career.

Challenges/Opportunities

Initial attempts to do an alumni survey resulted in only 2 responses. With the use of SurveyMonkey and some persistence, the number was raised to 9, which is still a low percentage of the number of graduates from the previous 3 years. The program will need to increase efforts to get a better response.

The informal employer survey tested in 2015 and 2016 seems to be useful and should be utilized periodically.

Plans Greater participation in surveys would make them more informative. Efforts to improve participation are essential.

2.8. Bachelor's Degrees

Not applicable

2.9 Academic Degrees

Not applicable

2.10 Doctoral Degrees

Not applicable

2.11 Joint degrees

2.11.a. Identification of joint degree programs.

2.11.a. Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The MPH program and the MHA program at MSU collaborate on providing "dual" degrees. The definition of "dual" used here is two separate degrees (MHA and MPH rather than a MHA/MPH degree) with up to 12 hours of work counting toward both. This arrangement does not impact the content or delivery of the MPH degree. Although this is not a joint degree, the dual degree offering is described here as suggested by the preliminary reviewers and for the sake of completeness. However, it is important to note that the MPH program does not award the MHA degree. That is done by a different department in a different college (College of Business).

2.11.b A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

There is overlap between the MHA and MPH programs, which enables students to complete both degrees in a streamlined process. The MHA has a core requirement of 36 credit hours while the MPH has a 42 hour requirement. Currently there are three courses (9 credit hours) jointly shared by the two programs.

PBH 720, Epidemiology (required in MPH)
MGT 701, Health Services Organization (required in MPH)
PLS 754, Seminar in Health Policy (an elective for MPH students.)

In addition, there is a joint collaborative relationship between the two programs in terms of the capstone project in Public Health (PBH 799 - 3 credit hours) with the program director for the MHA program serving on the student's capstone committee. In keeping with the traditional approach to dual degrees, there is a reduction in overall hour requirements for both degrees. While separately the two degrees require a total of 78 credit hours, under the joint degree program students can earn the two degrees in 66 credit hours. In order for an MPH student to complete the dual degrees, the following has to occur:

(1) The student has to take PLS 754 as an elective (already an elective for the MPH);
(2) The student must do the 200-hour option field experience with an external capstone for 3 hours. (This is already an option for all MPH students and so this requirement does not change the existing requirements for the MPH degree.) The only difference is that the Director of the MHA program must serve on the capstone committee and the subject of the capstone must be some aspect of public health administration.

2.11.c Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met. Since the requirements are already options in the MPH program, the dual degree program does not change the content or rigor of the MPH degree. The MPH program does not issue the MHA degree which is conferred by another college. It should be noted that the program does have an accelerated MPH which is not different from the regular degree in its requirements. The 'accelerated' aspect of the degree is that it allows undergraduates at MSU to take four graduate level courses while undergraduates. These courses can count toward both the undergraduate degree and the MPH. This option does not impact the content or rigor of the MPH degree.

2.12. Distance Education and Executive Degree Programs.

2.12.a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The MSU MPH program is not an online program nor an executive program; however, significant parts of the program can be finished online. Only one course (PBH 740) is always taught online. Three courses (PBH 756, PBH 775, and PBH781) are always taught seated. One other required course (MGT 701) is always taught seated. All other courses are taught on a rotating basis between online, seated and, on occasion, executive style. A student who stretches out the time to finish the degree to 3 ½ year can do the majority, though not all, of the courses online; therefore, academic integrity initiatives, specifically as related to identity of the person taking examinations, are appropriate and required. These are achieved in a variety of options available to the course instructors.

2.12.b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

The MPH program at MSU is designed for accessibility by the working student. As such, it uses a combination of night classes, online classes and executive-style classes. However, the program is not a distance education program nor an executive degree program.

2.12.c. Description of the processes that the program uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

There is an existing infrastructure at the university to help the instructors ensure that the person taking an exam is the one who signed up for the class. First, there is the Testing Center. The center will proctor exams for MSU online courses on a drop-in basis. The instructor must provide the center with a class roster, the exam, and a password. A valid photo identification is required. Test spaces are monitored by proctors and have continuous coverage by security cameras. For the full description of the University Testing Center, see http://www.missouristate.edu/TestingCenter/ . Other universities have similar testing centers and students who cannot use the one at MSU are encouraged to use a local university center with similar security policies.

Online courses at MSU are administered through the MSU-Online outreach program. They provide extensive training on the Blackboard software to faculty and students alike. Some of the training addresses the issue of ensuring academic integrity in online courses. Information on MSU-online can be obtained at http://outreach.missouristate.edu/online/ .

For some online MPH courses (ex. PBH 745 and PBH 783) all tests are proctored onsite by the instructor. If unable to attend the exam, the student is required to use a commercial learning service such as Sylvan Learning Systems. For a small fee, such services will proctor an exam and will ensure through photo identification that the person taking the exam is the person the instructor has authorized to do so.

On rare occasions a student has no had access to any of the above options. In these instances, a personal proctor has been obtained; however, the proctor has to be vetted and approved by the course instructor and must require a photo identification from the student. Proctors who have been used in the past include military training officers and a head of a hospital training department.

Finally, some instructors design the course to ensure that the student is doing the work for which credit is given. For instance, in PBH 783, the students are required to post online lectures with voice tracks. The voices are generally recognizable. Such presentations are required in both seated and online sections of the class, so the level of work for both modalities is equivalent.

This information is provided for the sake of completeness. The MPH program at MSU is not an online or executive style degree even though parts of the degree program can be completed using these modalities.

2.12.d. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

Assessment: This criterion is met.

Strengths:

Although many courses in the program are taught online on a rotating basis, the degree is not a distance degree.

Effective steps are in place to assure academic integrity.

Plans

The program intends to continue with its current student-focused system offering a combination of executive style, online, and seated classes; however, the program does not intend to become completely online or executive-style.

Criterion 3: Creation, Application and Advancement of Knowledge

3.1. Research

3.1.a. Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.

While Missouri State University is known as a teaching institution, tenure-track and tenured faculty are expected to participate in research and service activities. The typical teaching load is 12 credit hours per semester (or 24 credit hours per academic year); however, the university supports faculty research by allowing faculty who are pursuing or maintaining research activities a 3-credit hour reduction in teaching load per semester. Research-active faculty teaching loads, therefore, are 9 credit hours per semester (or 18 credit hours per academic year).

Research is a vital component of the program mission which is, "…to prevent disease, promote health, and protect the well-being of the public through education, research and service." However, in fulfilling the MPH Program mission, the CHHS mission, and the University's public affairs mission, some faculty are more involved in research activities while others are more involved in service.

Missouri State University, CHHS, and the MPH Program all have well-established policies, procedures and practices supporting faculty research. Such supports include the following:

Faculty Promotion and Tenure Criteria

Research productivity is an essential component of the tenure and promotion criteria for faculty at Missouri State University, as specified in Part 3.4 of the 2011 *Faculty Handbook* http://www.missouristate.edu/assets/policy/FacultyHandbook.pdf. Accordingly, "In addition to meeting years-of-service requirements, [faculty] seeking tenure and/or promotion must have demonstrated sustained effectiveness in teaching, peer-reviewed scholarship, research or creative activity, and service…"

The University criteria are supported by the *MPH Program Guidelines for Promotion and Tenure.* These guidelines require faculty to develop independent or collaborative research projects, obtain funding from an internal or external grant or contract as a principle investigator or co-investigator, publish research-based scholarly materials in refereed publications, and present research-based scholarly materials at local or regionally sponsored professional meetings. The Program's established outcome measures related to research (presented in Table 3.1.d; pp. 98-99) further support these criteria.

RStats

Supported with funding from the Provost and from the College of Health and Human Services Dean's office, RStats provides the following services to faculty, staff and students:

- expertise in research design, statistical analysis, manuscript preparation, grant submission, etc.
- professional development opportunities for faculty, students, and staff through workshops on research planning, design, and statistical analysis topics
- individual consultations with student, faculty, and staff in the College of Health and Human Services and the College of Education researchers

Internal Faculty Research Awards

It is the policy of Missouri State University, the Graduate College, and the College of Health and Human Services to provide internal grants to faculty for the development of research activity. Faculty Research Grants are awarded by the University (via the Graduate College) each year to

support new research or high quality projects not likely to receive external funding. Applications for these grants are typically due early each fall semester and undergo a review process.

The Graduate College also offers Summer Fellowships that provide faculty a ≤$6,000 stipend to carry out a summer research project. “Projects which can be brought to or near completion as the result of the fellowship [are] given preference.”

CHHS is also committed to supporting new faculty members in establishing research agendas. The College offers First Summer Research Support to new tenure-track, 9-month faculty members following their first academic year of service. These awards include a $3,000 stipend at the end of July and $3,000 following submission of an acceptable report, due in September of the same year. New tenure-track faculty members who have a 12-month appointment are given a course release for establishing research during the summer.

The rationale for support provided by these internal awards is two-fold. First, “research enhances the learning environment for students and helps distinguish the University as a center of excellence.” Second, internal funding serves as 'seed money' for attracting substantial external funding.

Office of Research Administration

The university encourages and assists faculty in seeking and obtaining external research funds through the Office of Research Administration. Under guidance of the Vice President for Research and Economic Development, this office “supports faculty and staff in the acquisition, performance and administration of projects and programs funded from sources outside the University. The Office of Research Administration is responsible for the institutional oversight of grants, and contractual obligations from individuals; government and public agencies; and industrial financial and private organizations to support sponsored research and service activities at Missouri State University.”

More specifically, the Office of Sponsored Research assists faculty and staff with preparing and submitting proposals as well as with negotiating awards, project extensions, budget re-allocations and changes to scope of work. The office also ensures that projects are completed to the satisfaction of sponsors.

Other faculty support available through the Office of Research Administration includes 1) reimbursement of up to $1,000 of travel expenses related to potential funding (i.e., P-I travel to visit various funding agencies, or to attend proposal development conferences related to future proposal submissions), 2) funding for up to two course reassignments per year to potential PI's to develop, write and submit research proposals, and 3) matching funds for externally funded, proposed, equipment purchases. Funding for these types of support is limited, thus prior authorization is required.

Sabbatical Leave Opportunities

Ranked faculty members who have completed 12 semesters of service to Missouri State University are eligible for sabbatical leave. In the request for sabbatical leave, a faculty member may propose extensive work on a research project . Applications are submitted to the appropriate college dean's office. No MPH faculty member has ever applied for or obtained a sabbatical leave.

The MPH faculty research interests and activities are diverse, and include such topics as disaster preparedness, substance use and other health risk behaviors, and tobacco control. At the request of the State Department of Health and Senior Services, the program has had a recent focus on vector-borne disease epidemiology, in part due to concerns about importation of Zika virus into the state’s mosquito population, but also due to the discovery of two new fatal and undescribed tick-borne viruses in the Ozarks region. The MPH core faculty members are currently involved in a variety of

research activities as described, below, and all are, or have recently been involved in funded research activities.

3.1.b. Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

(This list includes contracts through the Ozark Public Health Institute which is a university-wide institute affiliated with but not under the MPH program. It is headed by a MPH faculty member)

Patient satisfaction survey for the Ozarks Community Health consortium of five clinics in south-central Missouri in the towns of Ava, Mountain Grove, Mansfield, Gainesville and Cabool. Report is listed under publications. (**Claborn and Thompson**).

Missouri Strategic Plan to Address the Threat of Vector-borne Disease. (**Claborn, Thompson and Duitsman**). Initial information gathering done in 2016. Claborn will facilitate state strategic planning committee in 2017/18. (Funded by Missouri Department of Health and Senior Services and done in collaboration with the Missouri Public Health Association).

Emergency preparedness of college students in Missouri. (**Thompson**) A project done in collaboration with a doctoral candidate at A.T. Still university based on previous research done in the MPH program at MSU. (no funding)

Health Guides Program. CoxHealth Springfield. (**Duitsman; OPHI**) Providing analysis/evaluation services to CoxHealth Springfield's Health Guides program ($72,657.55)

Growing the Grower. Taney County Health Department. (**Duitsman; OPHI**) Providing Graduate Assistant support to assist in coordinating the program ($10,750.00).

Christian County Health Department Public Health Emergency Planning Support. Christian County Health Department. (**Duitsman; OPHI**) Providing Graduate Assistant support to evaluate and update Emergency Planning process ($10,750.00)

Voices for Food. University of Missouri Extension. (**Duitsman; OPHI**). Providing two Graduate Assistants to complete community assessments and program support for the University of Missouri Extension in Green County ($8,772.00)

Campaign to Increase Breast Cancer Screening in McDonald County. Missouri Department of Health and Senior Services, (**Duitsman; OPHI**) Arranged for five MPH students to assist in collecting and analyzing data for the Missouri Department of Senior Services ($2,020.00)

Lawrence County Flow Study. Arranged for two MPH students to assist with data gathering for the Southwest Missouri Council of Governments. ($1,529.88) (**Duitsman; OPHI**)

SOAR: Mental Health Trauma Intervention Program for Children (SOAR). Skaggs Foundation. (Duitsman) This phase of the project is being done in collaboration with the Faith Community Health free clinic in Branson (**Duitsman; OPHI**) ($72,568.20)

GROW Healthy: Childhood Obesity Intervention Program (GROW Healthy). Skagg's Foundation. (**Duitsman; OPHI**) This initiative was done in collaboration with Forsyth and Crane school systems ($174,811)

Accreditation Standards Revision. This project is being done for the Missouri Department of Health and Senior Services. (**Duitsman; OPHI**) It entails revising Local Public Health Agency accreditation standards ($127,140.00)

Surveillance of potential Zika vectors in Missouri. Funder: Missouri Department of Health and Senior Services. ($72,500 in 2016; $113,000 in 2017) (**Claborn, Duitsman and Thompson**). Assessed presence and abundance of larval and adult mosquito species, especially potential vectors of Zika virus, near major population centers in southern Missouri. Manuscripts for publication currently being written.

3.1.c. List of current research activity of all primary and secondary faculty identified in 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. This data must be presented in table format and include at least the following: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based, and h) whether research provides for student involvement. Only research funding should be reported here; extramural funding for service or training grants should be reported elsewhere. Complete and reference (CEPH Data Template E)

Funded research activities of the MPH faculty for the last three academic years are listed, below, in Table 3.1.c.1 (CEPH Data Template E).

Table 3.1.c.1. Research Activity of Primary and Secondary Faculty from 2013-2017 (PI/Co-I in bold font is core MPH faculty)

Project Name	Principal Investigator	Funding Source	Funding Period (start-end)	Amount Total Award	Amount Current AY	Community-Based Y/N	Student Participation Y/N
Surveillance of potential Zika vectors in Missouri. (Extended to 2nd year)	**Claborn, Duitsman & Thompson**	Missouri Department of Health and Senior Services	2016-2017	82,000	113,000	N	Y
GROW Healthy: Childhood Obesity Intervention Program (GROW Healthy)[1]	**Duitsman**	Stone and Taney Counties	2015	184,508	0	Y	Y
Assessment of the Missouri Public Health System and Infrastructure[1]	**Duitsman**	Missouri Public Health Association	2015-2017	100,000	0	Y	Y
Staying Fit Childhood Obesity Initiative[1]	**Duitsman**	CoxHealth Branson	2015-2017	30,600	0	Y	Y
SOAR: Mental Health Trauma Intervention Program for Children[1]	**Duitsman**	Stone and Taney counties	2015-2017	23,475	0	Y	Y
TOTAL FUNDING: $523,583							

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3.1.d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

The program monitors the number of grant proposals submitted, the amount of money obtained, the number of presentations provided, and the number of publication (both peer-reviewed and non-peer-reviewed. This information is presented below and in the previous table.

The University, CHHS, and the MPH Program all value faculty efforts to obtain external funding, even if proposals for such are not selected. Below, is a list of grant proposals submitted by MPH faculty in the last three years that have not been funded:

Central Springfield Good Food Cooperative (CSGFC) is an OPHI initiative proposed to the Missouri Foundation for Health for three year funding - $426,320 - Not Funded (**Duitsman**)

Tri-Lakes Clean Air Alliance is a three year grant proposal that CoxHealth Branson submitted to CDC to reduce tobacco usage and exposure through policy changes and education intervention programs. - $331,400 - Approved, Not Funded (**Duitsman**)

Tri-Lakes Clean Air Alliance is a three year grant proposal with CoxHealth Branson submitted to CDC - $331,400 - Approved, Not Funded (**Duitsman**)

Landscape epidemiology of tick-borne diseases in the Ozarks. NIH/NIAID. (Submitted May 15; status: not funded). (**Claborn and Thompson**)

The program also monitors the number of publications and presentations by program faculty as demonstrated in the following lists. Finally, the program has several outcome measures regarding research that are reported in Table 3.1.d.3.

Peer-reviewed research publications and unpublished research reports by MPH faculty are presented in Table 3.1.d.1., below. Peer-reviewed research presentations are listed in Table 3.1.d.2

Table 3.1.d.1 Book chapters, edited books, peer-reviewed publications and unpublished reports completed by faculty of the MSU MPH program from 2014-2017.

Books edited

Claborn, DM (ed.) 2017. *The Epidemiology and Ecology of Leishmaniasis*. ISBN 978-953-51-2971-4. InTech Publishing, London

Claborn, DM (ed.) 2014. *Leishmaniasis. Trends in Epidemiology, Diagnosis and Treatment*, ISBN: 978-953-51-1232-7, InTech Publishing, London.

Claborn, DM. (ed.) 2015. *Topics in Public Health*, ISBN 978-953-51-4103-7. Intech Publishing, London. .

Book Chapters

Claborn, DM. 2014. Conflict Leishmaniasis *in* Leishmaniasis - Trends in Epidemiology, Diagnosis and Treatment, Dr. David Claborn (Ed.), ISBN: 978-953-51-1232-7, InTech Pub., .

Claborn, DM and C Oestreich**.** 2015. Disasters and Public Health *in* Topics in Public Health, David Claborn (ed.). Intech Publishers, London.

Peer-reviewed publications

Claborn, DM and K Payne**.** 2014. Chemical and biological warfare: Teaching the forbidden at a state university. U.S. Army Medical Department Journal, July-September: 61-67.

Thompson KR, E Mossel, **E Federman**, and **DM Claborn**. 2016. Does reducing time to identification of infectious agents reduce incidence rates of Norovirus in population deployed to SW Asia? J U.S.Army Med Dept. October-December, pp.42-51.

Norton, PJ and **DM Claborn**. 2016. Mosquito Survey Assessing Risk of Disease in Missouri. Greene County Medical Society (September) pp. 16-17.

Table 3.1.d.1 Book chapters, edited books, peer-reviewed publications and unpublished reports completed by faculty of the MSU MPH program from 2014-2016. (con't)

Unpublished Reports

Claborn DM, KR Thompson, D Duitsman. 2016. Mosquito surveillance to assess risk of Zika and other *Aedes* species-transmitted arboviruses: A survey of *Aedes* species and other mosquitoes in Southern Missouri. Final Report to Missouri State Department of Health and Senior Services (Contract # AOC16380144)

Federman E, P. Amofah, T. Fisher, Y. Sun, and L. Kavlak**.** 2015. The Healthy Living Alliance: SIM Final Evaluation Report. Prepared for the Health Living Alliance, Springfield, MO.

Claborn DM, KR Thompson, D Duitsman. 2017. *Planning Document for Missouri Mosquito Surveillance and Control Action Plan*. Submitted as part of contract with the Missouri Department of Health and Senior Services.

Table 3.1.d.2. MPH Faculty Peer-Reviewed Research Presentations, 2014-2017

MPH Faculty Member (core faculty in bold)	Presentation
Claborn, David	"The range of Phlebotimine sand flies includes Missouri: Implications for public health and vector-borne disease". Missouri Milk, Food and Environmental Health Association, Annual meeting, March 31st to April 1st, 2015. Lake of the Ozarks, MO. "Food and Drink as a Medium for Chemical or Biological Terrorism: A History". The Missouri Milk, Food and Environmental Health Association Annual Education Conference, Springfield, MO, April 6-8, 2016. *Surveillance of potential Zika vectors in Missouri.* Missouri Department of Health and Senior Services. (Submitted Feb. 15) ($72,500) (Claborn, Duitsman and Thompson) (funded) Claborn DM, KR Thompson, D Duitsman "The History of *Aedes aegypti* and Human Disease Epidemics: Implications for Modern Preparedness". 2016 Public Health Preparedness Conference, June 28-29, Columbia, MO.
Thompson, Kip	Poiry, Madison and Kip Thompson. "Does reducing time to identification of infectious agents reduce incidence rates of norovirus?: A case study in US service members deployed in SW Asia." Missouri Public Health Association annual meeting, Columbia, MO 22-24 September 2015. "Artisanal Cheese and the Apocalypse: The effect of war and governmental collapse on agriculture in the Balkans." The Missouri Milk, Food and Environmental Health Association Annual Education Conference, Springfield, MO, April 6-8, 2016. "The shared Case Study: An Interprofessonal Education Activity." Council on Social Work Education Annual Program Meeting, Atlanta GA Nov 3-6. (**Thompson, co-presenter).**
Federman, Elizabeth[1]	**Federman EB, ,** Wilson A: Using Assessment to Build Community Partnerships and Promote Active Living at Schools and Worksites: Evaluation Results from the Healthy Living Alliance . 2014 Active Living Research Annual Conference (San Diego, CA).

Table 3.1.d.3 MPH Program Research Outcome Measures (*Unless otherwise noted, targets apply to an AY.)*

Research Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Core faculty pursue research;	**100%**	2 of 3 67%	3 of 3 100%	2of 3 100%
Core faculty apply for research funding;	**50%**	2 of 3 67%	3 of 3 100%	1 of 3 100%
Core faculty obtain/maintain research funding;	**75%**	2 of 3 67%	3 of 3 100%	2 of 3 100%
Core faculty submit research for presentation at a meeting/conference*;*	**50%**	2 of 3 67%	3 of 3 100%	2 of 3 67%
Core faculty present research at a meeting/conference*;*	**50%**	2 of 3 67%	3 of 3 100%	2 of 3 67%
Core faculty submit (as author or co-author) a chapter, book, manual or research article to a peer-reviewed professional journal/publisher;	**50%**	1 of 3 33%	2 of 3 67%	1 of 3 33%
Core faculty publish (as author or co-author) a chapter, book, manual or research article to a peer-reviewed professional journal/publication;	**25%**	1 of 3 33%	2 of 3 67%	1 of 3 33%
Core faculty collaborate with public health practitioners in research activities;	**50%**	2 of 3 67%	2 of 3 67%	3 of 3 33%
Core faculty participate in collaborative research activities across the college or university;	**25%**	1 of 3 33%	2 of 3 67%	1of 3 33%
Students receive a grade of ≥B on the research proposal submitted in required research methods course;	**100%**	11 of 11 100%	(11 of 12) 92%	14 of 14 100
Students participate in research activities (excluding that for field experience or capstone project);	**25%**	10 of 40 25%	5/44 11%	3 of 42 7%

Research Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Prior to (or within 1 year of) graduating, students submit research for presentation at a meeting/conference*;*	**25%**	1 of 16 6%	1 of 19 5%	3 of 17 18%
Prior to (or within 1 year of) graduating, students present research at a meeting/conference;	**25%**	1 of 16 6%	1 of 19 5%	3 of 17 18%
Prior to (or within 1 year of) graduating, submitted (as author or co-author) a research manuscript to a peer-reviewed professional journal/publisher;	**10%**	0 of 16 0%	1 of 19 5%	0
Students collaborate with public health practitioners in research activities;	**15%**	1 of 16 6%	1 of 44 5%	3 of 42 14%
Students participate in collaborative research activities across the college or university;	**5%**	3 of 16 19%	1/ 44 10 %	4of 42 9%

3.1.e. Description of student involvement in research.

Student involvement in research is encouraged though not required as part of the MPH program experience and is supported through various channels. As discussed in Criterion 3.1.d., above, the program has specific outcome measures related to student involvement in research.

MPH student research projects may be initiated by students, but often are developed collaboratively with faculty or practitioners in the community. Below are some of the experiences available to students that encourage their involvement in research:

Graduate Assistantships

The MPH Program is assigned one graduate assistant position by the College. An additional GA position was funded out of program funds in 2014. For 2016-2018, the graduate college has funded a McNair assistantship for the program. In addition, the Graduate College funds tuition waivers for all three GA's. Program GAs provide support to faculty for research (and service) activities. For instance, the recent public education program on opioid abuse was a service project and two graduate assistants were instrumental in the completion of the project.

Each year, a select number of MPH students are also provided graduate assistant positions through the Ozark Public Health Institute (OPHI). This university-level institute, directed by Dr. Duitsman (MPH core faculty member), addresses public health issues through collaboration with numerous community organizations. OPHI provides GAs the opportunity to assist with a variety of education, training, public service and research programs.

PBH 760: Research Methods

All MPH students are required to take PBH 760: Research Methods in Public Health. This course was added to the curriculum in 2010-11. A major requirement in this course is the development of a research proposal that includes identification of a survey or other data collection instrument, as well as a proposed study design and data analysis. This course provides MPH students an opportunity to develop a research plan that may actually be carried out as the capstone project.

Independent Study

When an opportunity arises, students may earn elective credits for their participation in research activities through PBH 790: Independent Study.

Field Experience

Many students are involved in research-related projects as part of their field placement.

Capstone Project

Students are provided the opportunity to conduct a research-based capstone project. As described earlier in Criterion 2.5.a., students are mentored by a faculty member and, if the project is integrated into the field experience, a community preceptor as well.

PBH 735: Software applications and Data Sources in Public Health This familiarizes students with data bases such as NHANS and BRFSS and discusses means of using these for research. A course project analyzing research from standard databases is required.

Table 3.1.e. MPH Student Research Presentations and Publications (2014-2017)

"Edentalism and tobacco use in adults aged 65 years and older in the United States". Interdisciplinary Forum; Missouri State University, May 2, 2014. Presented by **Lawal Garuba**. (Received honorary award for poster presentations).
Poiry, Madison and Kip Thompson. "Does reducing time to identification of infectious agents reduce incidence rates of norovirus?: A case study in US service members deployed in SW Asia." Missouri Public Health Association annual meeting, Columbia, MO 22-24 September 2015. (Honorable mention in student poster contest).
"Opioid Addiction in America", **Madison Poiry** and **Karishma Agarwal**. College of Health and Human Services Student Research Symposium, Springfield, MO. 22 April 2016. (Graduate students) (Modified and shown at Missouri Public Health Association Meeting in September, 2016. Won 3rd place in student poster presentation.)
Norton PJ and KD Valentine. 2016. A retrospective study on infant bed-sharing in clinical practice located in an urban cluster. Missouri Medicine 133: 141- 147.
Norton, PJ and DM Claborn. 2016. Mosquito Survey Assessing Risk of Disease in Missouri. Greene County Medical Society (September) pp. 16-17. Also available at https://gcms.us/journal-september-2016/
"Understanding the Characteristics Associated with Low SES and Smoking in Southwest Missouri." 2013 Missouri Public Health Association Annual Meeting (Columbia, MO). Presented by **Batra A,** Wilson A, Federman E. (Poster) *Winner of student competition*.
Oestreich, Christie and David Claborn. "An academic institute's role in public health". Interdisciplinary Forum; Missouri State University, April 25, 2015
"A survey of *Aedes* Species in Southern and Western Missouri to Assess Risk of Zika and other *Aedes*-transmitted Arboviruses." Presented by **Olubusayo Famutimi**. (**Winner of Oral Presentation category at the Missouri State University Interdisciplinary Forum, April 2017**.)

3.1.f. **Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.**

This criterion is partially met.

Strengths

MPH faculty and students are involved in a variety of public health research activities.

Weaknesses

The faculty members need to focus more on publishing the results of their research and contract work. In addition, the faculty should submit for and obtain more grants. A recent change in faculty seems to be contributing to increased numbers of grant proposals and publications.

The program needs to increase opportunities for students to be involved in public health research. This is also a consistent request on the part of some students in various surveys. It should be noted that students in the MPH program do not write a thesis and thus the expectation of writing a publishable paper as part of their capstones is not high. Nevertheless, the faculty should search for increased opportunities for research.

Plan

Current contracts for vectorborne disease epidemiology research provide some long term opportunities for student research. The program will build on these opportunities to provide students with more experience in research.

3.2. Service

3.2.a. Description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted

Missouri State University, the College of Health and Human Services (CHHS), and the MPH Program also have policies and procedures supporting faculty service. Service is an essential component of the tenure and promotion criteria for faculty at Missouri State University, as specified in Part 3.4 of the 2011 Faculty Handbook (http://www.missouristate.edu/provost/facultyhandbook/). All faculty seeking tenure and promotion "must have demonstrated sustained effectiveness in teaching, peer-reviewed scholarship, research or creative activity, and service…."

The University criteria are supported by the *MPH Program Guidelines for Promotion and Tenure*. These guidelines require faculty to maintain membership in professional or community organizations, actively participate in university, college and program-level committees or initiatives, provide leadership in program-level committees, and actively participate in professional organizations or initiatives.

Service is also a vital component of the program mission which, again, is, "…to prevent disease, promote health, and protect the well-being of the public through education, research and service." The program's established outcome measures that relate to its service goal clearly demonstrate the commitment to faculty and student participation in collaborative service activities that contribute to the health of communities and to the advancement of public health practice.

Connections with public health organizations and agencies in the community are essential to the success of the Program in meeting its service goal and objectives. MPH faculty are actively involved in the community through communication, collaboration, consultation, and sharing of public health knowledge in a number of ways. Specific activities are described later in Criterion 3.2.b.

3.2.b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

Each tenured or tenure-track faculty member is expected to be involved in service. The following paragraph is from the faculty handbook and explains the service expectations of the faculty:

"Service is of several kinds. It includes service to the University and its students through committee work, assistance to student organizations, and other activities that represent a critical contribution to the operation and development of the institution through shared governance. Service also includes consultations and applications of disciplinary knowledge and expertise to address the needs of professional organizations and public constituencies. Service expectations may vary by department. Departments (with approval of their Deans and the Provost) are responsible for providing specific guidelines for their faculty in their governance documents."

Each faculty member's contract specifies the relative emphases of teaching, research and service in the evaluation process. In the current faculty contracts, the service components range from 5% to 20%. The relative emphases can be negotiated during the annual faculty evaluation.

Table 3.2.b.1. below, summarizes the formal community-based service activities of the program faculty.

Title	PI	Funding source	Period	Award amount	Amount current year	Community Group involved
Facilitated Survey of Existing Capacity and Challenges for Emergency Zika Vector Control: Identifying Key Issues, Questions and Choices for a Missouri Mosquito Control Plan	Thompson Claborn	Missouri Department of Health and Senior Services	2016-17	Part of 72,000 Aedes survey grant	6,000	Directors of all Missouri County and Municipal Health Departments; Missouri Department of Health and Senior Services
Drug Free Communities	Duitsman	Taney County	2014-17	25,000	0	Taney county health dept
The Healthy Living Alliance	Federman	HLA Greene county	2014-15	40,000	0	MO foundation for health Greene county Springfield
Opioid abuse education	Claborn	American Med Assoc Alliance	2016-2017	0	0	AMA, AMA alliance,

3.2.d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years.

The Program has service expectations for both faculty and students and seeks to evaluate the success of its service activities via the service outcome measures that were earlier. Table 3.2.c., below, identifies those same outcomes measures as well as the established targets associated with each along with available related data from the last three years.

For the most part, the program has met expectations for faculty service with some noted exceptions. The biggest exception is that of student involvement in service. Although most students will have some service component in the field experience, voluntary service activity, better described in Table 3.2.d, shows that students are not as involved in committees or collaborative work as they should be. More efforts to involve them in committees, in particular, is warranted.

Table 3.2.d. MPH Program Service Outcome Measures (*Unless otherwise noted, targets apply to an AY.)*

Service Outcome Measure	Target	2014-15	2015-16	2016-2017
Core faculty maintain active membership in professional public health associations;	**100%**	100%	100	100%
Core faculty serve as a member on public health-related committees and boards;	**75%**	67%	67%	67% (2 of 3)
Core faculty hold leadership positions on public health-related committees and boards;	**50%**	33%	33%	67% (2 of 3)
Core faculty participate in a significant consulting activity or collaborative public health-related initiative;	**50%**	33%	67%	2 of 3 67%
Core faculty serve as journal or grant reviewer for an agency or organization;	**25%**	33%	33%	1 of 3 33%
Core faculty present at a conference/meeting;	**50%**	67%	100%	2 of 3 67%
Students maintain active membership in professional public health associations;	**75%**	Data N/A	41%	1of 42 9%
Students serve as a member on public health-related committees and boards;	**25%**	5%	7%	2 of 42 4%
Students participate in a collaborative public health initiative (excl. field experience or capstone project);	**25%**	Data N/A	37%	2 of 42% 4%
Core faculty participate in a significant consulting activity or collaborative public health initiative that has direct benefits to the health of communities;	**25%**	33%	100%	1 of 3 33%
Students participate in a collaborative public health initiative that has direct benefits to the health of communities (excl. field experience or capstone project);	**25%**	5%	10%	2 of 42% 4%
Core faculty participate in collaborative public health related service activities across the college or university;	**25%**	33%	33%	1 of 3 (33%)

Service Outcome Measure	Target	2014-15	2015-16	2016-2017
Students participate in collaborative health-related service activities across the college or university;	**5%**	Data N/A	19%	3 of 42 7%

3.2.e. Description of student involvement in service outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

As with research, student involvement in service activities is considered an important part of the educational experience and is not only encouraged but supported in numerous ways. As discussed in Criterion 3.2.b., above, the program has service outcome measures specific to students.

Participation in community service is often initiated by students, but opportunities for collaborative service with faculty and/or practitioners in the community are also provided. Below, are some of the that encourage and/or support student involvement in service activities:

Future Public Health Professionals

Future Public Health Professionals (FPHP) is a student-run organization the main focus of which is community service.

Graduate Assistantships

As discussed earlier in Criterion 3.1.d., graduate assistant (GA) positions are available to a select number of MPH students each academic year through the MPH Program and also through the Ozarks Public Health Institute (OPHI). Through these positions, GAs are often provided opportunities to work with faculty on collaborative community-based service activities. This is particularly true of GA's who work with the Ozark Public Health Institute which does a significant amount of funded service work.

Field Experience

All students are involved in service-related projects as part of their field placement.

Independent Study

When opportunities arise, students may earn elective credits for their participation in a community-service project through PBH 790: Independent Study.

Service on MPH Program Committees

A number of students serve as representatives on various MPH Program committees (see membership lists in Criterion 1.5.b., pp. 40-43). These students are active participants, providing perspective on curricula, evaluation, and numerous other programmatic issues.

Examples of service activities in which students were recently involved include the following:

The Future Public Health Professionals is a student organization dedicated to providing public health students with the opportunity to interact with the public health community and to provide service opportunities for its members. The biggest project in which the organization was involved was the Food Recovery Project. In this project, unserved but still useable food from local sources was recovered then provided to local organizations in need of such food such as retirement homes and food kitchens. This multi-year project has involved many students in the program but has been driven primarily by the presidents of the Future Public Health Porkers.

Students have also been involved in Cooking Matters, an effort to demonstrate how to cook healthful, locally grown foods that was an initiative of the Taney County Health Department

Service in Collaboration with Faculty Mentor

A collaborative project with the American Medical Association Alliance and Mercy Hospital concerning public education on the risk of opioid abuse. The project led to three products: a thirteen-minute video (available at https://www.youtube.com/watch?v=8ij2b9T1Wr8) a trifold pamphlet and a "leave-behind" card. The video was distributed via YouTube and the other two products were mass printed

for distribution in doctor's offices nationwide. All content was approved both by the AMA and the AMA Alliance. An annotated bibliography that was the initial phase of the project is posted on the program web site. Supervising faculty member was **Dr. David Claborn**.

A patient satisfaction survey for the Ozarks Community Health consortium of five clinics in south-central Missouri in the towns of Ava, Mountain Grove, Mansfield, Gainesville and Cabool. This was a year-long project involving about 20 students under the supervision of **Dr. Belle Federman.** The final report was presented to the consortium in 2016.

3.2.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

MPH faculty and students are appropriately involved in service activities.

Weaknesses

New students must be continuously reminded of the importance of maintaining active membership in professional public health associates.

Involvement in such activities should be spread more equitably amongst the students.

Plan

When funds are available, the program will fund membership for graduate assistants and students who are presenting at the Missouri Public Health Association annual conference. This was done for three students this year.

3.3. Workforce Development

3.3.a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The program relies primarily on two sources of information for assessment of the needs of the community with regard to continuing education (1) the MPH advisory council and (2) the Tri-State Interagency Task Force for Workforce Development. The graduate certificates were a result of the advisory council recommendations. The graduate certificate is described below.

In 2014, the Missouri Department of Health and Senior Services formed a state-wide Interagency Taskforce for Workforce Infrastructure. The Department Workforce Development Task Group (DWDTG) has been part of this larger effort to improve and expand the public health workforce in Missouri and the Chair of the MSU-MPH Workforce Development Committee is a member of this state-wide task group. The energies of the Department Workforce Task Group have been focused on supporting this effort for the last three years since it includes our region in the planning process. In addition; the DWDTG is contributing to implementation of a workforce needs assessment survey in collaboration with the Missouri Public Health Association to survey the alumni of all the academic institutions that have public health programs. One of the main purposes of the survey is to dig deeper into the factors that influence retention of public health graduates in Missouri. This survey has been sent to numerous administrators and other public health professional around the state. If possible, data from such will be shared during the site visit. The finding of this survey will be used to address workforce training and education needs of public health professionals throughout Missouri by utilizing the strengths of each organization.

Lastly, the chair of the Department Workforce Development Task Force is also 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 professional. Serving in this role contributes to workforce development not only for our region, but for the entire state of Missouri

3.3.b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/ continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (ie, optional template for funded workforce development activities).

Table 3.3.b. Funded Training/Continuing Education Activity from 2016 to 2017									
Project Name	Principal Investigator & Department (for schools)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015	Amount 2016	Amount 2017	Community-Based Y/N	Student Participation Y/N
Growing the growers	Duitsman, OPHI	Taney County	Jan 11, 2016	10,750	0	10,750	0	y	y
Staying Fit, Childhood Obesity	Duitsman, OPHI	CoxHealth Branson	2014	30,600	15,300	0	0	y	n

3.3.c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last 3 years.

Separate from the degree program, the MPH faculty members facilitate educational programs and presentations to public health and other health-related professionals. The program allows working professionals (and others) to take MPH courses as non-degree seeking students by offering all courses either in the evening, online, or in a blended format. To take courses on a non-degree seeking basis, students may apply for post-baccalaureate (post-bac) admission to the Graduate College. The minimum requirement for such is an undergraduate GPA of 2.5; no GRE scores are required. With post-bac status, a student may take up to 9 graduate credit hours, after which they must be admitted to a program to take additional hours.

As shown below, the program has developed three graduate certificates to provide workforce development to public health workers in Missouri. Many members of the public health workforce in Missouri have not had the benefit of formal education in the field. Therefore, in 2014, the MPH Advisory Council recommended that the MPH program expand its workforce development efforts by offering graduate certificates in the following fields:

The Public Health Core
Public Health and Healthcare Administration
Public Health and Homeland Security

The Advisory Council saw the latter as particularly useful to the Missouri workforce because the counties were seeking people with backgrounds in public health preparedness and planning for emergencies, both natural and man-made. Over the next year, the program developed these certificates and they became available for the first time in Fall of 2015. The certificates are described at http://www.missouristate.edu/mph/Administration/ , http://www.missouristate.edu/mph/certificate/ , and http://www.missouristate.edu/mph/HomelandSecurity/ . MPH students may complete one of these certificates while working on the MPH degree; however, the primary reason for the development of the certificates was to provide a venue for the public health workforce to obtain formal coursework in the field without completing an entire degree. One of the certificates (Public Health & Homeland Security) can be completed exclusively online.

Table 3.3.c. Workforce Development Outcome Measures

Service Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Completion of a graduate certificate in public health	5 students/year	1	2	2
Core faculty provide training opportunities (workshops, seminars, etc.) to public health professionals;	3 events/year	**0**	2	2

The certificate programs are described at http://www.missouristate.edu/mph/Administration/ , http://www.missouristate.edu/mph/certificate/ , and http://www.missouristate.edu/mph/HomelandSecurity/ . Each one consists of 5 courses. The certificate in Public Health and Healthcare Administration is done in collaboration with the Master of Health Administration program in the College of Business. The certificate in Public Health & Homeland Security is done in collaboration with the Center for Homeland Security and the Political

Science Department, both in the College of Humanities and Public Affairs. Students can apply public health courses taken in the certificates toward the MPH degree, but cannot apply courses from outside the program toward the degree. To date, participation has been low. Please see table 3.3.b below:

Table 3.3.b. Participation in MPH program certificate programs at MSU, 2014-2016

2014-2015		
PH & HLS	1 enrolled	
2015-2016		
PH & HLS	1 graduate; 1 enrolled	
2015-2016		
PH & HLS	1 graduate; 1 enrolled	
2017 (certificates)	2 graduates; 4 enrolled	

3.3.d. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

As mentioned above, MPH faculty provide a variety of educational programs and presentations to public health and other health-related professionals as well as to students. Table 3.3.d. (next page) provides a list of workforce development trainings offered or facilitated by MPH faculty (including number of participants) for each of the past three academic years.

Table 3.3.c. Workforce Development Trainings offered or facilitated by MPH faculty,

Academic Year	MPH Faculty	Training Opportunity	# of Participants
2016-2017	Claborn	"Challenges for Emergency Zika Vector Control: A planning forum". Missouri Department of Health & Senior Services and Local Public Health Agencies Public Health Conference, 2017. March 21-23, Jefferson City, MO. "Food and Drink as a Medium for Chemical or Biological Terrorism: A History". The Missouri Milk, Food and Environmental Health Association Annual Education Conference, Springfield, MO, April 6-8, 2016.	40 15
2016-2017	Thompson	"Challenges for Emergency Zika Vector Control: A planning forum". Missouri Department of Health & Senior Services and Local Public Health Agencies Public Health Conference, 2017. March 21-23, Jefferson City, MO. (same as first entry for Claborn) "Artisanal Cheese and the Apocalypse: The effect of war and governmental collapse on agriculture in the Balkans." The Missouri Milk, Food and Environmental Health Association Annual Education Conference, Springfield, MO, April 6-8, 2016.	40 15

3.3.e. List of other educational institutions or public health practice organizations, if any, with which the Program collaborates to offer continuing education.

As noted above, MPH faculty have and continue to collaborate with the Missouri Department of Health and Senior Services in offering workforce development activities. In March 2017, two faculty members (Thompson and Claborn) facilitated two 1-hour sessions at the Missouri Department of Health & Senior Services and Local Public Health Agencies Public Health Conference with the specific purpose of determining what kind of training the local public health agencies will need to respond to the Zika threat in the event of mosquito transmission of this disease in that state. The findings from these workshops were submitted in April, 2017 with recommendations on training.

The program is also associated with the Ozark Public Health Institute which is headed by one of the program faculty members. The same faculty member is also a member of the state workforce task group as described above.

3.3.f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The MPH faculty provides a variety of educational programs and presentations to public health and other health-related professionals as well as to students.

The program offers graduate certificates in public health, some of which can be completed online. These certificates are primarily workforce development tools.

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Weaknesses

The certificate programs currently have low participation. The Graduate College has recently taken the initiative to encourage degree seeking students to pick up a certificate concurrently with their degrees and this may improve the participation in the near future.

Plan

Increase the number of students in the certificate programs.

Continue working with the state commission on public health workforce development to determine state needs and methods for retaining trained workers in the state.

Criterion 4: Faculty, Staff and Students

4.1. Faculty Qualifications

4.1.a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.

The primary faculty who support the MPH Program include two tenured and one tenure-track core faculty members. These faculty teach and conduct research in areas of knowledge with which they are familiar and qualified by education and experience.

One of the Program's core faculty members has another appointment within the University, resulting in <1 FTE in the MPH Program. Dr. Duitsman is Director of the Ozark Public Health Institute (OPHI); and, although his research and service activities with OPHI are figured into his FTE in the MPH Program—0.78 FTE (see formula in Criterion 1.6.e.; pp.50) the remainder of his time is considered devoted to administrative duties for the Institute. Given that both organizations are dedicated to public health, this distribution is not an impediment.

Until 2017, Dr. Claborn held a dual appointment with the MPH Program and the College of Humanities and Public Affairs' Center for Homeland Security. Although some of Dr. Claborn's teaching assignment were in the Center for Homeland Security, all of his research and service activities are public health-related, so his appointment was reported here as 75%. In addition, he served as the director since January 2013. As of 2017, his appointment is completely with the CHHS so his FTE is 1.0.

The core faculty complement is described in Table 4.1.a. in terms of its composition by rank, tenure status, FTE or % time, gender, race/ethnicity, graduate degrees earned, disciplinary area of degrees, institutions where degrees were earned, areas of teaching expertise, research interests, and current or past public health practice activities.

Table 4.1.a. Current MPH Core Faculty Supporting the Generalist MPH.

Core Faculty Generalist MPH	Academic Rank Tenure Status FTE	Tenure status	FTE	Graduate Degrees, Institution, Discipline	Institution where degree obtained	Discipline of degree		Teaching Areas	Research Interests
Claborn, David	Assoc. Prof Tenured	Tenure	.75 until 2017; now 1.0	DrPH: Public Health MS: Entomology Texas Tech Univ.	Uniformed Services University Texas Tech University	Public Health Entomology		Preparedness Evironmental Health International Health and Infectious Dis.	Disasters and public health, International Health, Emerging diseases, Vector-borne disease epidemiology
Duitsman, Dalen	Full Prof/ OPHI Director	Tenure	0.78	HSD MS:	Indiana State University	Health Education Biomechanics		Intro to Public Hlth Prncpls & Skills of PH Admin Health Behavior	Substance abuse, Chronic disease prevention, Behavioral health, Rural health
Kip Thompson	Assist Prof	Tenure track	1.0	PhD. MPH MBE, Biology Education	South Alabama Missouri State University	Marine Science Public Health Biology education		Epidemiology Biostatistics Research	Infectious disease Disaster preparedness Military public health Patient satisfaction

4.1.b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program. See CEPH Data Template 4.1.2.

One of the required courses in the MPH Program curriculum (MGT 701: Health Services Organization) is taught by a full-time faculty member of the Master of Health Administration Program at Missouri State University. Information about this faculty member is presented in Table 4.1.b., below; however, his FTE is not used to determine the student:faculty ratio as his appointment is wholly within the College of Business. There are also a few elective courses taught by faculty in other departments. These faculty members are not included in the table, however, since the courses are not required of MPH students. Professor Merrigan is not considered in the calculation of FTE for this report as he has a full-time appointment in another college (Business); however, he does teach a required course for the program and serves other functions and so is included on this table.

Table 4.1.b Other Faculty used to Support Teaching Programs (unless noted by footnote, faculty member is a white male.)

Dept	Name	Title./rank	Employer	FTE	Grad degrees	Discipline of degrees	Teaching areas
MHA	Lori Peterson	Assistant Professor	MSU	0.25 (rest in CPB)	PhD	Management	Health Service Organization
MPH	Tilahun Adera[1]	Per course	Retired	0.25+	PhD	Public health; educaiton	Epidemiology Software & databases Biostatistics
MPH	Dana Sherman[2]	Per course	Ozark Technical College	0.25	MPH	Public health	Epidemiology
MPH	John Bos	Per course	Missouri Dept of Health & Senior Services	0.25	MPH	Public health	Epidemiology

[1] African-American male

2 White female

Note: Dr. Merrigan taught one required course for the program; however, his appointment is in another program (MHA) and college (Business). Responsibility for that course was moved to Dr. Lori Peterson in Fall of 2017.

4.1.c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the Program. Faculty with significant practice experience

outside of that which is typically associated with an academic career should also be identified.

As illustrated in Tables 4.1.a. and 4.1.b, above, the MPH Program has qualified faculty representing several disciplines including, but not limited to epidemiology and biostatistics, environmental health, health education, and health administration. Research interests are also diverse, ranging from disaster preparedness to substance abuse, to vectorborne disease epidemiology.

The MPH faculty complement integrates perspectives from the field of practice, not only through past career experiences in the field but, especially, through their ongoing communication and collaboration with public health practitioners from around the state of Missouri. All primary faculty remain active in community-based applied research and service activities as well as in professional organizations.

Beyond the faculty complement, the program depends on the expert advice of and community-based public health practitioners through their service on program committees, particularly the Advisory Council, and as guest speakers in the classroom. As noted in Criterion 1.6.m. Two of the program's outcome measures by which it judges the adequacy of its resources relate to involvement of practitioners as committee members and guest speakers.

The program integrates perspectives from the field through the use of preceptors for student field placements. And, as discussed in Criterion 2.5.a., preceptors are also involved in providing feedback and guidance on student capstone projects that are integrated in the field experience. The program has no appointment tracks for practitioners, though we are in early stages of discussing the potential of an academic health department in conjunction with Taney County Health Department.

Faculty members have extensive practice experience outside the usual academic track. Dr. Thompson is a commissioned officer in the U.S. Army reserves and has had extensive military public health experience including as the Chief of Preventive Medicine for all American forces in Kuwait in 2013. He has also gained extensive public health experience during military deployments to Kosovo and Honduras. Dr. Claborn has also had extensive international experience during a 20-year military career that included deployments for public health missions to Japan, Saudi Arabia, Venezuela, Belize, Australia, and South Korea.

4.1.d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.

The Program has identified outcome measures judging the qualifications of its faculty complement. These measures, as well as established targets associated with each, and related data from the last three years are presented in Table 4.1.d., below.

Table 4.1.d. Outcome Measures Used to Judge Qualifications of MPH Faculty Complement

Outcome Measure	Target	2014/2015	2015/2016	2016-2017
Core faculty hold doctoral degree	100%	(3 of 3) 100%	(3 of 3) 100%	3 of 3 100%
Core faculty hold Graduate Research Faculty status (as approved by the Graduate Council)	100%	(3 of 3) 100%	(3 of3) 100%	3 of 3 100%
Core faculty obtain or maintain funding for research or service activities	100%	(2 of 3) 67%	(3 of 3) 100%	3 of 3 100%
Core faculty present research at a meeting or conference	50%	1 of 3 33%	2 of 3 67%	2 of 3 67%
Core faculty publish (as author or co-author) a chapter, book, manual or research article to a peer-reviewed professional journal/publication;	25%	1 of 3 33%	2 of 3 67%	1 of 3 33%
Core faculty participate in a significant consulting activity or collaborative public health-related initiative	100%	1 of 3 33%	3 of 3 100%	2 of 3 67%
Core faculty serve as a journal or grant reviewer for an organization	25%	1 of 3 33%	1 of 3 33%	2 of 3 67%

4.1.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The MPH Program has qualified faculty with varied educational backgrounds, work experiences, and research interests.

The MPH faculty complement integrates perspectives from the field of practice, especially, through community-based applied research and service activities.

Challenges/Opportunities

The program's faculty show areas in need of improvement, specifically with regard to the number of peer-reviewed publications.

Plans

The issue of publications is one that is noted throughout the CHHS. As a result, an initiative to establish a writing committee in which manuscripts can be reviewed prior to submission or after rejection has been started. The MPH program will be a part of this initiative.

4.2. Faculty Policies and Procedures

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations

The Missouri State University *Faculty Handbook* is the primary, authoritative document that outlines rules and regulations for all Missouri State University faculty. The handbook was updated recently and the new version became effective on June 10, 2016. Sections 2-4 of the handbook include information regarding recruitment and employment, academic personnel policies, and faculty evaluation. The handbook is available to all faculty at the following website http://www.missouristate.edu/assets/policy/FacultyHandbook_2017-07-07.pdf

There is also a faculty handbook for the MPH program which is available in its entirety in the online resource file provided to the reviewers.

4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments

The University's Faculty Center for Teaching and Learning Center (FCTL) provides numerous programs and services for all faculty including those with full-time, temporary, per course, or clinical appointments. These services and programs are offered through a combination of one-on-one consultations, small-group workshops, guest lectures, university-wide fora, and center-sponsored conference trips. The FCTL also hosts an annual Showcase on Teaching and Learning providing faculty an opportunity to gain insight and perspectives on classroom teaching and student learning through a series of seminars.

The FCTL serves faculty by promoting the enhancement of teaching and learning environments for all teaching modalities, and by improving student learning outcomes through guidance and support toward the understanding and implementation of best practices. The FCTL mission is fulfilled through four units or divisions as follows:

- Instructional Design: Provides consultation with faculty to "create engaging, interactive, and instructionally sound programs. Instructional designers work with faculty to find the appropriate technology required for their course goals and then support them in how to best use the technology in their teaching."
- Academic Media and Technology: Provides faculty with instructional technology and media solutions in support of teaching, learning, and research.
- Educational Instructional Technologies: Works with the Instructional Designers in finding hardware and software technologies that enhance curricular activities in and out of the classroom.

The FCTL also provides essential support for Blackboard, the University's online system for providing blended and online classes, and provides faculty access to a *Mediasite* suite for recording lectures and presentations for both blended and online courses/trainings.

FCTL 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 and certain public affairs-themed conferences.

In addition to programs and services of the FCTL, all core faculty are allocated $650 annually from the MPH Program, specifically for professional development. These funds may be used for conference registration, travel, professional memberships, purchase of software, subscriptions, etc. In addition, some monies for faculty travel are provided by CHHS. Amounts vary each year, but are

typically close to $500. In addition, faculty who have submitted and obtained research grants receive funds from the CHHS for faculty development, usually $500/grant.

Missouri State Online is an organization on campus that is tasked with coordinating online offerings across the university. MSO sponsors initiatives to support faculty in the development of online skills and capacity, specifically with regard to the development of new online courses. MSO also sponsors the Digital Professor Academy which provides faculty members with practical experiences using new technologies and proven best practices for teaching blended and online courses.

4.2.c. Description of formal procedures for evaluating faculty competence and performance

As described in the Missouri State University *Faculty Handbook*, all full-time faculty at Missouri State University must participate in regularly scheduled performance reviews. Faculty with standard appointments (not clinical faculty or instructors) are evaluated in three categories of performance: teaching, research, and service. Detailed information about faculty evaluation can be found in section 4 of the Handbook.

Tenure-track faculty members, beginning their first year of probation, complete an annual review so that progress toward tenure and promotion may be evaluated. Tenure-track faculty members also participate in a yearly merit/performance review. Tenured faculty members participate in an annual merit/performance review, and, as appropriate, promotion reviews. For all annual evaluations, faculty members compile a dossier of self-evaluation, peer evaluation, student evaluation materials, as well as other documentation in support of effectiveness in teaching, research and service.

Annual reviews of tenure-track faculty and promotion reviews follow a series of formal evaluations and recommendations. The Committee forwards its evaluation and recommendation to the Program Director who then forwards the evaluation and recommendation (along with the personnel committee's evaluation and recommendation) to the College Dean. The Dean makes her evaluation and recommendation, and sends a list of all required actions with appropriate documentation, to the Provost. For tenure and promotion, the Dean forwards her recommendations along with all previous recommendations to the Provost who makes the final recommendation to the President and Board of Governors. The Provost's Personnel Committee is responsible for reviewing promotion, tenure and reappointment decisions and consists of the chairs of each of the College's personnel committees.

As per the *Faculty Handbook*, "Discussions and negotiations occur in those cases where the recommendations are not acceptable to the higher-level administrator. In instances of disagreement between the personnel committee and the Department Head, there shall be a good faith effort to resolve these differences. In all tenure and promotion cases where the recommendation of the Department Head, Dean, Provost, or the President differs from that of the departmental personnel committee, the administrator initiating the change shall state in writing to the affected faculty member, the departmental committee, and other involved administrators, compelling reasons why there administrator cannot agree with the original recommendation."

The process used for annual merit/performance review also begins with the Personnel Committee. The review process begins with the MPH Program Personnel Committee. In years when there will be no performance-based component to salary adjustments, the full-time faculty of a department may, by majority vote, opt to forgo a review by the departmental personnel committee. In those years, the review process will start with the Department Head. The Committee provides input to the Program Director who recommends a composite rating (based on teaching, research and service) to the College Dean. The Dean then endorses or modifies the recommended rating. In instances where the Dean modifies the rating, the Dean must provide a written rationale to the Program Director, the Personnel Committee, and to the faculty member. The faculty member may appeal the performance rating to the College Compensation Committee.

Policy changes that may impact the tenure and promotion process are reviewed by the Provost's Advisory Council (PAC) which is comprised of representatives from all academic colleges. The PAC provides input to the Provost on standard reviews of promotion guidelines as well as special reviews regarding the Faculty Handbook.

4.2.d. Description of the processes used for student course evaluation and evaluation of teaching effectiveness

Every year MPH faculty must be evaluated through student course evaluations. The MPH Program utilizes the Student Assessment of Learning Gains (SALGAINS) instrument which focuses on the degree to which a course has enabled student learning. All faculty are encouraged to have student evaluations for each course taught in a given year. (MSU Online also does a formal evaluation of all online courses and these are acceptable in the place of SALGAINS).

Students anonymously and voluntarily complete the SALGAINS online after receiving a prompt from their instructors. This prompt includes a link to the SALGAINS website along with a passcode for the particular class and instructor being evaluated. Faculty members are encouraged to include summary results of student evaluations as documentation of teaching effectiveness.

The MPH Program faculty members are also evaluated as a whole on teaching effectiveness through alumni and student surveys. The alumni and current student survey includes items asking respondents to rate the overall quality of instruction in the MPH program, level of faculty knowledge, and ability of faculty to relate concepts to real-world settings.

Finally, the Director visits the classes of all non-tenured instructors and does a peer-evaluation of the instructor at least once per year.

4.2.e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

The MPH Program has well-defined policies and procedures for acknowledging, encouraging, and ensuring effective faculty performance.

Plans

The program will continue these university-wide policies.

4.3 Student Recruitment and Admissions

4.3.a. Description of the Program's student recruitment policies and procedures

The Missouri State University Master of Public Health (MPH) Program values diversity in its student body and recruits qualified and dedicated students who have a wide range of interests, backgrounds, and experiences as well as the educational prerequisites, interest, and motivation for undertaking and advancing public health careers.

The MPH Program adheres to the University's and Equal Opportunity/Affirmative Action policies in all recruitment and admission activities. The Program admits qualified students and does "not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the program does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students."

Prior to the program's accreditation, there was a recognized need to increase the level of diversity in the student population. This was achieved through a combination of different initiatives, primary of which was the use of internal recruitment (ie. recruitment of students from within the university.) The Director started focusing recruitment through speaking with various student groups and seminars such as the Biology Seminar and the Student Veterinary Club. In addition, he spoke directly with groups of advisors in the Psychology Department and other departments from which potential students might come. The Admissions committee also started to focus on the letters of intent that are part of the application package for each student. This latter initiative allowed the committee to identify students who were truly interested in finishing a degree in public health. Over the space of about four years, the program went from one in which the student population was about 95% graduates of South Asian medical schools to the current make-up in which about half of the students are domestic students, primarily from Missouri. This change in the student body had two major effects:

(1) It increased the diversity of the student body;

(2) It improved the graduation rate of students in the program by ensuring that students accepted into the program were truly interested in finishing the degree..

4.3.b. Statement of admissions policies and procedures.

Admission Requirements

The Master of Public Health Program has a competitive admissions process and seeks to admit students who 1) demonstrate the potential to be successful in graduate school, and 2) are committed to the public health profession, as evidenced by their interests, backgrounds, and experiences.

Consideration for admission to the Master of Public Health Program requires the following:

- Completion of a baccalaureate degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4 point scale;
- A minimum combined score of 290 in the verbal and quantitative sections of the Graduate Record Exam (GRE);
- Submission of the online Graduate College application and required fee;

- A letter of application and a 300- to 400-word personal statement of professional goals;
- Three letters of recommendation from employers or professors who can speak to the abilities of the student to succeed in graduate education;
- Voluntary or salaried post-baccalaureate work experience (equivalent to 1 year full-time) in one or more health or social service settings is highly desirable but not required; and
- International applicants for whom English is not the native language are required to submit on the Test of English as a Foreign Language (TOEFL) or the International English Language Tests (IELTS) with a score equivalent to 6.5 on the IELTS.

Admission Deadlines*

Applicants are encouraged to begin the application process at least 4 weeks (6 weeks for international applicants) prior to the deadline to ensure that all supporting materials are received in time. All application materials must be received by the following deadlines:

Fall admission: April 1
Spring admission: October 1

*may be extended if openings are still available

Admission Procedures

- Letter of application, personal statement of professional goals, and letters of recommendation are to be sent directly to the MPH Program Director.

  Letters of recommendation are to be sent directly from recommender(s) or, if sent with the letter of application, must be individually sealed with *signature across envelope flap.*

  All other application materials are to be sent directly to the Graduate College (for Domestic applicants) or International Student Services (for International applicants).
- Once the Graduate College has received and processed all required materials, an email is sent to the MPH Program Director indicating the applicant's electronic file is ready for review on the *Graduate Dashboard* system . The Program Director then sends notification to the applicant acknowledging receipt of all required (or missing) materials.
- The MPH Admissions Committee meets approximately three weeks after application deadlines to make decisions regarding each applicant. Within a few days following the Committee's decisions, the Program Director completes the online recommendation form on the *Graduate College Dashboard* for each applicant. The Graduate College sends official notice to the applicant, indicating whether the applicant has been accepted for admission to the Program. The Program Director also sends written notification, on behalf of the MPH Admissions Committee. For those who have been admitted to the program, the Director assigns an advisor and provides contact information for that advisor so that the student can start the process of registration.

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program

The MPH Program uses several ways to advertise itself to prospective students. These efforts include the MPH Student Handbook, program brochures, online course descriptions and degree requirements, and overall curriculum as posted in the online Graduate School Course Catalog. The MPH Program website (www.missouristate.edu/mph) is probably the

most important portal through which students are recruited. In recent years, it has included the program newsletters available at http://www.missouristate.edu/mph/recent-news.htm .

The MPH Program utilizes the following materials and techniques to recruit students:

- Program information is in the *Graduate Catalog*, at http://graduate.missouristate.edu/catalog/PublicHealth.htm

  The *MPH Student Handbook* serves as a supplement to the MSU *Graduate Catalog* and was developed to provide information and guidance to current and prospective students. It includes an overview of the MPH Program, information regarding application and admission policies, procedures and deadlines, and requirements for completion of the Master of Public Health degree.
- The Program website (www.missouristate.edu/mph) provides information and guidance to current and prospective students in the MPH Program.
- The *MPH Program Brochure*, available in the online resource file, provides an overview of the MPH Program and information regarding application and admission policies, procedures and deadlines, and requirements for completion of the Master of Public Health degree.
- The Program Director, other faculty, and MPH students participate in various recruitment events throughout the year (i.e., exhibits at conferences and fairs).
- The Program Director and other faculty make a concerted effort to meet prospective students at professional meetings and conferences (i.e., Missouri Public Health Association).
- The Program Director and other faculty visit undergraduate classes, other universities, and professional committee or group meetings to discuss the MPH Program.

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by specialty area for each of the last three years.

Table 4.3.d.i. Applicants, Acceptances, and Enrollment of MPH students AY 2014-2017

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Applicants	2014-15	2015-16	2016-2017
Applied	72	79	39
Accepted	36	52	27
Enrolled	22	32	16

Note: Denials include those who never completed their application packages and were thus denied. This is a significant percentage of the non-acceptance rate.

4.3.e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Table 4.3.e provides headcounts of full-time and part-time students for the last 3 years as well as a conversion of part-time and full-time students to a full-time equivalent (FTE) basis. One full-time student is defined as a student who is enrolled in 18 or more credit hours of MPH courses in an academic year including summer semester. Therefore, the FTE conversion for Table 4.4.e. was determined by the total number of students who enrolled in at least 18 hours plus partial equivalents based on the number of hours taken divided by 18 for non-part time students.

Table 4.3.2 Student Enrollment Data from 2014-15 to 2015-17

	Year 1		Year 2		Year 3	
	HC	FTE	HC	FTE	HC	FTE
MPH	44	42.5	52	50	47	45

**Note: The head count includes all students registered at any time during the AY; thus, it is higher than the number of students for each semester.*

The program has noted a steady increase in applications and in the number of registrations. Between 2013 and 2016, the acceptance rate varied between 50% and 72%, but these numbers are somewhat misleading because many of the denials simply did not finish their application packages. Nevertheless, the program continues to grow. One statistic that is not reflected in this table is the ratio of domestic-to- international admissions. These rates are 1:1.8, 1:0.89, and 1.1.08 for the academic years listed respectively. The program does not have quotas for any group of students, including international students. Each student is evaluated based on academic credentials, letters of recommendation, test scores, and statements of purpose. Admission rates and domestic-to-international admissions ratios vary primarily on the qualifying merits of the applicants for a given year.

In fall 2017, there was a significant drop in the number of international applicants, probably due to current political issues. At present, the number of students in the MPH program is 32.

4.3.f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.

The program has identified demonstrated academic ability in terms of GPA and GRE scores as the outcome measures for evaluating its success in enrolling a qualified student body. The mean GPA and the mean GRE scores for enrolled students over the last 3 academic years are shown in Table

4.3.f., below. The GRE requirement is waived for applicants with a previous graduate degree from an accredited American university.

Table 4.3.f. Outcome Measures related to Success in Enrolling a Qualified Student Body

	Target	2014-15	2015-16	2016-17
GPA (undergraduate)	≥3.0	3.32	3.25	3.38
GRE Verbal	≥145	147	148	148
GRE Quantitative	≥145	146	150	148
GRE (combined verbal & quantitative)	≥290	293	298	296

4.3.g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The Program has clearly defined policies and procedures for recruiting qualified students into the Program.

Changes in admission procedures have resulted in a much more diverse student body and one that is growing at a sustainable rate.

Plans The program intends to continue current recruitment practices but may increase recruitment activities.

4.4. Advising and Career Counseling

4.4.a. Description of the advising and counseling services, including sample orientation materials such as student handbook

New Student Orientation and Student Handbook

At the beginning of each semester, all new students are required to attend a New Student Orientation/Luncheon. This event is facilitated by the Program Director and is intended to make new students' transition into the program is as smooth as possible. During this orientation, students introduce themselves as do all MPH faculty. As students follow along reviewing the *MPH Student Handbook*, the Program Director then provides an overview of program requirements and critical milestones students will encounter as they advance through the program. Students are also encouraged to become involved in service and research activities and encouraged to become members of the Future Public Health Professionals student group as well as the Missouri Public Health Association.

Advising

Upon acceptance in the program, students are assigned a faculty advisor. Advisors are assigned to achieve equitable responsibilities on advising within the department, though the director takes all dual degrees candidates. Previously, by the time a student completed 12 credit hours, a Program of Study form was completed in consultation with the advisor and signed by the student, the advisor, and the Program Director. Due to the implementation of DegreeWorks, that process is no longer required. The new process keeps students continuously apprised of their academic progress and what requirements have yet to be completed.

Students are required to meet with their faculty advisor at least once per semester (in person or via email or phone) to discuss student progress in the program and any concerns of the student or advisor. The advisor must provide a "registration release" on the University's Banner registration system before the student can register for classes..

Other Communication with Students

The Program Director communicates with students regularly through a current student email distribution list. Students are frequently sent information regarding important deadlines, upcoming events, meetings, field experience or career opportunities, and other program-related issues.

The program also puts out an annual newsletter with useful information, including projected course schedules and modalities.

4.4.b Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

Career and placement advice is often provided by faculty through advising. Students are also frequently informed (via the current student email distribution list) of various employment opportunities. In 2015, the Director started an active program of contacting alumni and other persons with information on local jobs, then forwarding that information directly to current students and recent graduates via e-mail. The list of position descriptions forwarded to students over the last few years is available for review during the site visit and has been included in the electronic resource file.

The University also maintains an office for career development and placement for use by all students. The office provides a variety of services including assistance with resume writing, job searches, and interviewing skills.

In the 2016 survey of alumni, 100% of respondents rated the support for career information and job searches as fair or better, with 33% rating it as excellent.

4.4.c. Information about student satisfaction with advising and counseling services

In the 2016 survey of alumni, 66% rated the advising as excellent; all others rated it as good. One issue of concern was faculty availability, which had a somewhat lower rating with 22% rating their satisfaction as only "fair". The faculty have discussed this issue in the MPH faculty committee and agree that greater compliance with posted office hours is warranted. Perhaps more importantly, greater efforts to return phone calls and e-mails is warranted.

4.4d. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Students are encouraged to come to the MPH Program Director whenever necessary or desired. If the issue is related to coursework, the student is advised to discuss the matter with the instructor first. If the student does not feel comfortable with the instructor, the MPH Director can attend a meeting with the student and faculty member. If the student's complaint is with the director, the student is advised to speak with the Dean of the College of Health and Human Services. This procedure is explained during all New Student Orientations. This policy is explained during the new student orientation.

Official student grievances and complaints follow specific guidelines set forth by the Office of Student Affairs. These guidelines are available in the University's online Policy Library. There have been no complaints or grievances submitted in three years.

4.4.e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

Students are generally satisfied with program advising and the willingness of faculty to meet their needs.

Weaknesses

Although program graduates have had good success at finding jobs in the field, there is room for more effort in job placement and preparation for work. In particular, a greater emphasis on grant writing could be useful.

Plan

Faculty availability may need to be addressed. One way of doing this is to provide additional faculty support to the field experience coordinator. This will be possible if the fourth position is filled.