*MPH Exit Survey*  
**N=5; Response Rate = 45%**

**Please check the response that best describes you:**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Full time domestic student | 3 |
| 2 | b) Full time international student | 1 |
| 3 | c) Part time domestic student | 1 |
| 4 | d) Part time international student | 0 |
|  | Total | 5 |

**Please check your area of concentration:**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Health Education | 4 |
| 2 | b) Environmental health | 1 |
| 3 | c) Generalist | 0 |
|  | Total | 5 |

**Gender**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Male | 0 |
| 2 | b) Female | 5 |
|  | Total | 5 |

**When did/will you graduate?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | December 2016 | 1 |
| 2 | May 2017 | 3 |
| 7 | August 2017 | 1 |
|  | Total | 5 |

**In which student organizations did you participate while an MPH student? Check all that apply**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | KPHA | 5 |
| 2 | PHUGAS | 4 |
| 3 | EHSSA | 1 |
| 4 | Other | 1 |
| 5 | I did not participate in any student organizations | 0 |
|  | Total | 11 |

**Did you hold a leadership position?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | yes | 80.00% | 4 |
| 2 | no | 20.00% | 1 |
|  | Total | 100% | 5 |

**Did you serve on an MPH committee while an MPH student?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 4 |
| 2 | b) No | 1 |
|  | Total | 5 |

**Did you make a presentation at a conference that was NOT part of class requirement?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 4 |
| 2 | b) No | 1 |
|  | Total | 5 |

**Did you participate in a service project that was NOT part of a course requirement while an MPH student?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 5 |
| 2 | b) No | 0 |
|  | Total | 5 |

**Did you submit an abstract for presentation at a state or national conference while an MPH student?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 4 |
| 2 | b) No | 1 |
|  | Total | 5 |

**Did you submit an article to a professional journal while an MPH student?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 1 |
| 2 | b) No | 4 |
|  | Total | 5 |

**Did you conduct / assist with research that was NOT part of a course requirement while an MPH student?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 4 |
| 2 | b) No | 1 |
|  | Total | 5 |

**Epidemiology Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. | 0 | 0 | 1 | 0 | 4 | 4.60 | 0.80 |  |
| 2 | Describe a public health problem in terms of magnitude, person, time and place. | 0 | 0 | 1 | 0 | 4 | 4.60 | 0.80 |  |
| 3 | Apply the basic terminology and definitions of epidemiology. | 0 | 1 | 0 | 0 | 4 | 4.40 | 1.20 |  |
| 4 | Identify key sources of data for epidemiological purposes. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 5 | Calculate basic epidemiology measures. | 0 | 0 | 1 | 0 | 4 | 4.60 | 0.80 |  |
| 6 | Evaluate the strengths and limitations of epidemiological reports. | 0 | 0 | 1 | 2 | 2 | 4.20 | 0.75 |  |
| 7 | Draw appropriate inferences from epidemiological data. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 8 | Communicate epidemiological information to laypersons and professional audiences. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 9 | Identify the principles and limitations of public health screening program. | 0 | 1 | 0 | 1 | 3 | 4.20 | 1.17 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| N/A |
| Conduct project and present can help. I like what Dr. Greg said about presentation. It is a process that helps us to go through our writing work and catch the deficiencies. It's also about the communication skill. |

**Biostatistics Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Distinguish among the different measurements scales and the implications for selection of statistical methods to be used based on these distinctions. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 2 | Apply descriptive techniques commonly used to summarize public health data. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 3 | Describe basic concepts of probability, random variation and commonly used statistical probability distributions. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 4 | Apply common statistical methods for inferences. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 5 | Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 6 | Interpret results of statistical analyses found in public health studies. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 7 | Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 8 | Use vital statistics and public health records in the description of public health characteristics and in public health research and evaluation. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
|  |
| Need more basic stats courses and more practice on a variety of data sets instead of just on set in a course |
| Project and presentation helped. I define biostats as a fundamental tool. Just like language, the more skilled you are the more you can learn and experience. Namely, it's about attitude. I value the effect of the project. |

**Environmental Health Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. | 0 | 1 | 1 | 0 | 3 | 9.00 | 1.26 |  |
| 2 | Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents. | 0 | 0 | 2 | 1 | 2 | 9.00 | 0.89 |  |
| 3 | Specify current environmental risk assessment methods. | 1 | 1 | 1 | 0 | 2 | 7.20 | 3.31 |  |
| 4 | Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards. | 0 | 1 | 1 | 0 | 3 | 9.00 | 1.26 |  |
| 5 | Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity. | 0 | 2 | 0 | 1 | 2 | 8.60 | 1.36 |  |
| 6 | Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures. | 1 | 1 | 0 | 1 | 1 | 6.75 | 3.49 |  |
| 7 | Develop a testable model of environmental insult. | 2 | 0 | 1 | 0 | 2 | 6.00 | 4.15 |  |
| 8 | Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. | 1 | 0 | 1 | 1 | 2 | 7.60 | 3.38 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
|  |
| N |

**Behavioral and Social Sciences Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Describe the role of social and community factors in both the onset and solution of public health problems. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 2 | Identify the causes of social and behavioral factors that affect health of individuals and populations. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 3 | Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 4 | Apply ethical principles to public health program planning, implementation and evaluation. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 5 | Specify multiple targets and levels of intervention for social and behavioral sciences program and / or policies. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 6 | Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 7 | Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 8 | Describe the merits of social and behavioral sciences interventions and policies. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 9 | Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 10 | Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
|  |
| . |

**Public Health Administration Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | 0 | 0 | 1 | 2 | 2 | 4.20 | 0.75 |  |
| 2 | Discuss the policy process for improving the health status of populations. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 3 | Describe the legal and ethical bases for public health and health services. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 4 | Apply quality and performance improvement concepts to address organizational performance issues. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 5 | Demonstrate leadership skills for building partnerships. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 6 | Apply principles of strategic planning and marketing to public health. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 7 | Communicate health policy and management issues using appropriate channels and technologies. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 8 | Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 9 | Explain methods of ensuring community health safety and preparedness. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 10 | Apply “systems thinking” for resolving organizational problems. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
|  |
| Dr. Greg-Ellis does an excellent job here |
| The PHA course did not teach these competencies. |
| Learned these skills almost entirely through my internship and not through the PH Admin course. |

**Analytical Assessment and Critical Thinking competencies. Please rate your level of proficiency for each of the following competencies (1=Not Proficient, 5 = Proficient)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |
| 1 | Demonstrate ability to use statistical software programs (e.g. SPSS, ACCESS, etc.) for data management and data analysis. | 1 | 0 | 0 | 2 | 2 | 3.80 | 1.47 |
| 2 | Develop skills to make relevant inferences from quantitative and qualitative data. | 0 | 0 | 1 | 3 | 1 | 4.00 | 0.63 |
| 3 | Retrieve and synthesize data from divergent sources to critically assess and characterize public health issues. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |
| 4 | Critically assess and critique published research in terms of study design, limitations and significance. | 0 | 0 | 1 | 2 | 2 | 4.20 | 0.75 |
| 5 | Determine appropriate uses and limitations of both quantitative and qualitative data. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |
| 6 | Apply ethical principles to the collection, maintenance, use, and dissemination of data and information. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |
| 7 | Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations and appropriate uses. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |
| 8 | Develop comprehensive logic models. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| More stats training from the basic level up. Need stats1 and stats2 course to be fully prepared to analyze data statistically post graduation |
| Lack of real world practice. I wish we could have some practices that work as the bridge between theoretical and practical practice, which supposed to be the function of internship. But my internship didn't work in that way. |
| Could have used more instruction in qualitative data analysis, including focus group analysis/thematic analysis |

**Communication Competencies Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 2 | Use information technology to access, evaluate, and interpret public health data. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 3 | Use media and communication methods to advocate for community public health programs and policies. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 4 | Effectively present accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 5 | Demonstrate the ability to listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives. | 0 | 0 | 0 | 0 | 5 | 5.00 | 0.00 |  |
| 6 | Demonstrate ability to use various technologies in professional communications (e.g. Power point, GIS, etc.). | 0 | 0 | 0 | 0 | 5 | 5.00 | 0.00 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Have more workshops to help students with deficiencies. It would be great to have a designated study room. |
| Final presentations helped. |

**Cultural Competence: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Identify the role of cultural, social and behavioral factors in determining the delivery of public health services. | 0 | 0 | 0 | 1 | 3 | 4.75 | 0.43 |  |
| 2 | Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. | 0 | 0 | 1 | 0 | 3 | 4.50 | 0.87 |  |
| 3 | Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences. | 0 | 0 | 1 | 0 | 4 | 4.60 | 0.80 |  |
| 4 | Discuss the importance and characteristics of a sustainable diverse public health workforce. | 0 | 0 | 1 | 0 | 3 | 4.50 | 0.87 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Online training modules |
| Practical experience can help. |

**Leadership and Professionalism Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Articulate the relevance of sentinel events in the history and development of the public health profession to public health practice. | 0 | 1 | 1 | 1 | 2 | 3.80 | 1.17 |  |
| 2 | Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 3 | Discuss the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations). | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 4 | Articulate an achievable mission, set of core values, and vision. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 5 | Demonstrate team building, negotiation, and conflict management skills. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 6 | Develop skills for lifelong learning and professional services. | 0 | 0 | 0 | 0 | 5 | 5.00 | 0.00 |  |
| 7 | Apply social justice and human rights principles when addressing community needs. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 8 | Identify internal and external issues that may impact delivery of essential public health services. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Short videos |
| Group projects can help to some extent. My experience is that in the first two group work I had during the MPH program, I was learning culture differences. The primary expected outcome was not letting the culture differences dragging my performance down in the future. After the 'mixing' stage, I didn't feel much about the group work. I mean I can cope with it. To me, leadership and professionalism are more about attitude and the reflections from daily life rather than something that everyone sits in the classroom and learn. It's always happening that people do/don't want to work with a certain individual when it comes to group work. We are grad students, which means we all have already passed the age of being taught. If an individual is lack of this self learning ability, he/she may need to transfer to the leadership program. |
| The Capstone class seemed like to much. I get team building is important, but with 8 people working on the same project, that was a little insane. |

**Program and Policy Development Competencies: Please rate your level of proficiency for each of the following competencies**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | Develop skills to collaborate with others to prioritize individual, organizational, and community concerns and resources for public health programs and policies. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 2 | Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program or policy. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |  |
| 3 | Differentiate the purposes of formative, process, and outcome evaluation. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |  |
| 4 | Prepare a program budget with justification. | 0 | 0 | 1 | 1 | 3 | 4.40 | 0.80 |  |
| 5 | Develop skills to identify, interpret, and implement public health laws, regulations, and policies related to specific programs. | 0 | 0 | 2 | 0 | 3 | 4.20 | 0.98 |  |
| 6 | Utilize current techniques in decision analysis, including stating the feasibility and expected outcomes of each option. | 0 | 0 | 0 | 3 | 2 | 4.40 | 0.49 |  |
| 7 | Develop a theory based plan to implement a policy or program, including development of goals and measurable objectives, activities, staffing plan and budget with justifications, and mechanisms to monitor and evaluate effectiveness and quality. | 0 | 0 | 2 | 2 | 1 | 3.80 | 0.75 |  |

**Give us your thoughts! How can the MPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Dr. Gardner's courses do an excellent job of this |
| Practical practice can help. |

**Please rate your level of agreement for each of the following statements about your experiences in the MPH program (1=strongly disagree, 5 = strongly agree)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | Mean | Std Deviation |  |
| 1 | The content in the CORE COURSES is relevant to my career goals. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 2 | The content in my CONCENTRATION COURSES is relevant to my career goals. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 3 | I am satisfied with the career counseling / advice I received. | 0 | 1 | 1 | 0 | 3 | 4.00 | 1.26 |  |
| 4 | I am satisfied with the academic advising I received. | 1 | 1 | 1 | 0 | 2 | 3.20 | 1.60 |  |
| 5 | I am satisfied with the opportunities I had to participate in research outside of classes. | 0 | 1 | 1 | 0 | 3 | 4.00 | 1.26 |  |
| 6 | I am satisfied with the opportunities I had to participate in service projects outside of those required for class. | 0 | 0 | 0 | 1 | 4 | 4.80 | 0.40 |  |
| 7 | I am satisfied with the quality of instruction I received. | 0 | 0 | 0 | 2 | 3 | 4.60 | 0.49 |  |
| 8 | The MPH program adequately prepared me for a career in public health. | 0 | 0 | 1 | 2 | 2 | 4.20 | 0.75 |  |
| 9 | I would recommend this MPH program to others. | 0 | 0 | 1 | 0 | 4 | 4.60 | 0.80 |  |

**What are the MPH program’s greatest strengths?**

|  |
| --- |
|  |
| Emerging opportunities |
| I think how small our program is allows for students and professors to have personal relationships. That was/is important to me. |
| The utilization of student, alumni, and external stakeholder feedback in the decision-making processes of the public health programs. The incorporation of these various voices makes the curriculum more applicable than strictly academic. |
| My advisor, and professors were amazing! The all seem to offer help, and advice when needed. I knew I could go to any of them about any topic. |

**Did you attend the MPH orientation at the beginning of your first semester of study?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 5 |
| 2 | b) No | 0 |
|  | Total | 5 |

**Please tell us if orientation was helpful or not, including suggestions for improvement.**

|  |
| --- |
| It was ok |
| As a prior WKU student I didn't feel it was as necessary for me to attend, but it did have helpful information for those who may be new to WKU. |
| The hard copy of student handbook is not eco friendly. A link to the latest version on MPH website may be a better option. |
| It was helpful in that it got me on campus before the first day so I had time to find classrooms, identify faces that would signal I'm in the right places, etc. As far as program navigation goes, it wasn't that informative. |
| It was very helpful, but I felt it was pertained more towards the international students. However, it did give me a good perception on what they were/ were not used to. |

**Were you given a MPH student handbook?**

|  |  |  |
| --- | --- | --- |
| # | Answer | Count |
| 1 | a) Yes | 5 |
| 2 | b) No | 0 |
|  | Total | 5 |

**Please tell us if MPH student handbook was helpful or not, including suggestions for improvement.**

|  |
| --- |
| Information seemed to not be consistent or possibly outdated. The version online in BB is from several years back |
| I'm not sure if students actually read it. |
| "Heard about it" |
| It was helpful, especially when advising meeting were brief and seemed to assume knowledge that wasn't there. I would review the handbook for clarity. |
| I was given it, but I can't remember if I ever looked through it. |

**Please provide us with any other thoughts or suggestions.**

|  |
| --- |
| Please provide us with any other thoughts or suggestions. |
| N |

**How can we improve / strengthen the MPH program?**

|  |
| --- |
| Hold professors accountable that have a deficiency in communicating with students out side of class. Emailing a professor and not hearing any response is unacceptable. There are only a few that do not respond to emails even after repeated attempts |
| I think making sure the curriculum directly correlates to the competencies. |
| The graduate assistantships should have clearer goals and tasks outlined and agreed upon before each semester. It should be a learning experience for the student where they develop new skills, not just a part-time administrative job. Consequences for plagiarism, cheating, and sharing assignments should be stricter and better enforced. There is a culture where students feel comfortable asking other students for their assignments from classes they've already taken even if they hardly know the student they're asking. Students also know when others continue to progress through the program without consequences for repeated plagiarism, which reinforces the perception that the lectures about the seriousness of plagiarism are merely lip service. |
| Have more organization in the capstone class. Also, if there are 8 people again, maybe split into two groups. |