

**2017 University of Tennessee
Masters of Public Health
Alumni Survey
Classes 2013, 2014, 2015**

**Kathleen Brown, PhD
Brandy Fuesting, MPH**



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Table of Contents

Survey Objectives **3**

Sample and Methodology **4**

 Results 3

 Demographics 4

 Degree 5

 Concentration 5

 Certifications 6

 Student Experience 7

 Personal/Professional Skill Level 12

 Self-Assessment on MPH Competencies 19

 Preparation for Work Performance 20

 Post Graduate Employment 21

 MPH Perceived Degree Value 23

 Comparison of 2013 and 2016 Surveys 24

Executive Summary

Survey Objectives:

The objectives of the survey are to collect and analyze information from University of Tennessee Knoxville (UTK) Masters Public Health (MPH) alumni graduates from calendar years 2013, 2014, and 2015. The survey was designed to secure satisfaction ratings, information and recommendations from alumni to guide and assist the faculty and MPH Academic Program Committee in their quest to continuously improve the MPH degree program.

Sample and Methodology

The 2017 Masters of Public Health Alumni Survey is an anonymous electronic based survey that utilizes Qualtrics in order to format the survey, distribute the survey, and capture all responses. The data was analyzed using Qualtrics analytics.

A total of 60 alumni emails that matched the required graduation dates were obtained from administrative records and imputed into Qualtrics. The survey was administered online during the period between January 24, 2017 and March 13, 2017. An initial email was sent on January 24, 2017 that provided information regarding the survey, and a survey link. Reminder e-mails with the survey link were sent three more times on January 31, February 20, and March 2, 2017.

Of the 60 graduated students, 57 received all emails, 2 emails bounced, and one email failed to be delivered at all. Of the 57 who received all emails, 29 completed the survey for an overall response rate of 50.9%. From the twenty-nine respondents there was an overall completion rate of 93%.

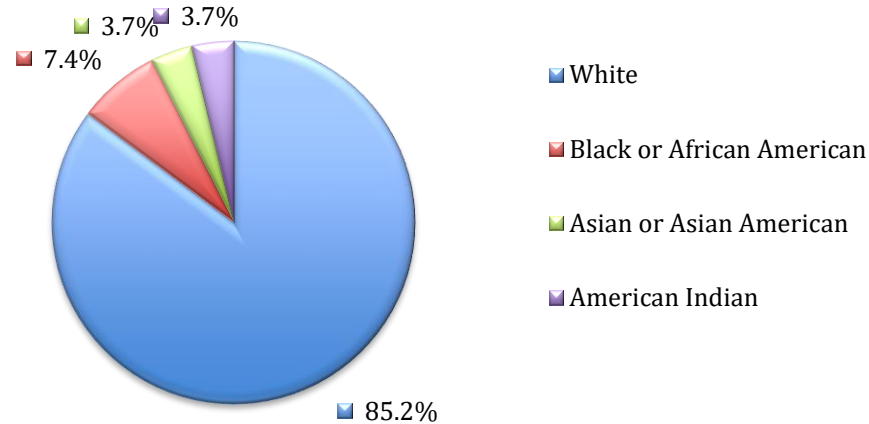
Survey questions from the 2013 Masters of Public Health Alumni Survey was used for the 2017 survey with one modification made to the survey. Question 7 relating to gender was modified in order to be more inclusive. Basic demographic information was asked of all respondents. As well as a rating of satisfaction levels based on a five-point Likert scale. Regarding satisfaction levels, the survey items focused on the MPH program's contribution to increasing one's "experience as a student", "personal and professional skills levels", and on self-assessment of one's "ability to perform the MPH competencies in a work setting." Additionally, respondents were asked about perceived strengths, weaknesses, and overall value of the program. The survey system asked up to 37 questions depending on concentration, and including demographic questions. Opportunity for response to several open-ended questions was provided. On average, respondents completed the survey in 10-15 minutes. However, respondents were able to save and return to the survey over multiple sessions until it was completed.

Results

Demographics

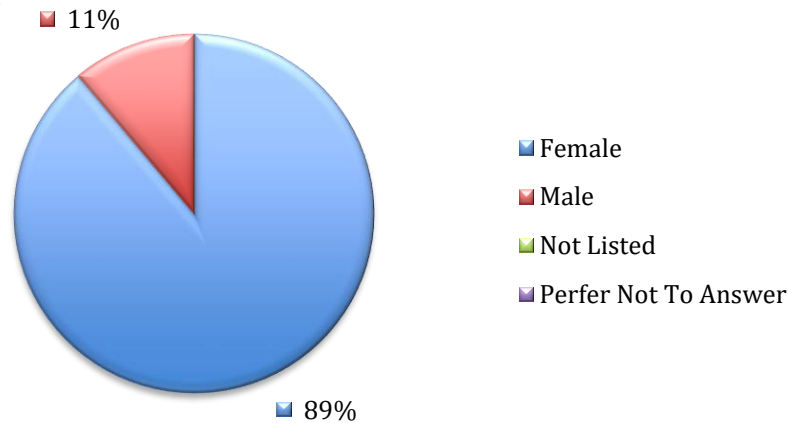
From the responses (n= 27) 77.8% indicated they were 29 years old less and 22.2% indicated they were between the ages of 30-39 years. No Respondents identified as being Hispanic. Most respondents identified as white (85.2%), then Black or African American (7.4%), and Asian or Asian American and American Indian (both at 3.7%).

Figure 1 Alumni Race/Ethnicity Demographics



Of the respondents female had the highest response at 88.9% followed by males with 11.1%. No respondent indicated, “not listed” or “prefer not to respond.”

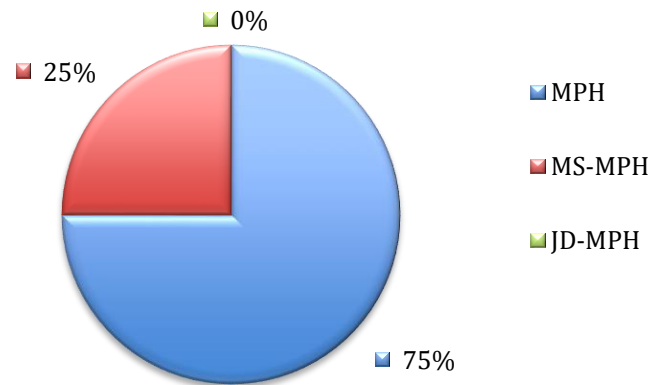
Figure 2 Alumni Gender Demographics



Degree

A total of three degrees were listed; Masters Public Health (MPH), Masters Science-Masters Public Health (MS-MPH), and Juris Doctorate Masters Public Health (JD-MPH). Of the respondents (n=28), 75% identified as MPH graduates, 25% as MS-MPH, and no one identified as JD-MPH. Degrees were completed primarily as a full-time student with only one respondent identifying as a part-time.

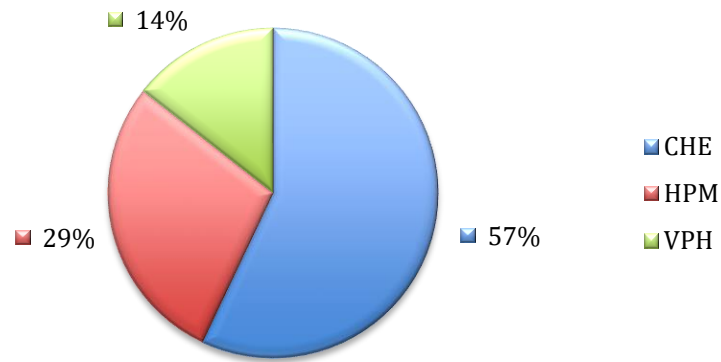
Figure 3 Degree Completed



Concentration

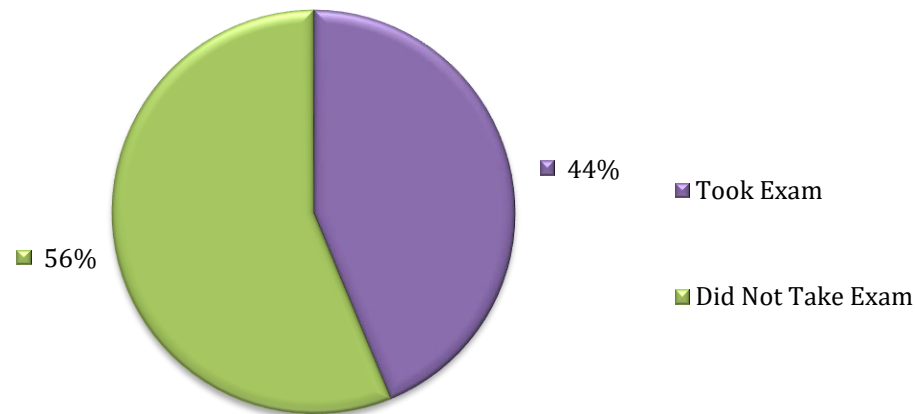
A total of three concentrations of study were listed; Community Health Education (CHE), Health Policy, and Management (HPM), and Veterinary Public Health (VPH). When looking at concentration, of the respondents, 57.1% identified as CHE, 28.6% identified as HPM, and 14.4% identified as VPH.

Figure 4 Degree Concentration

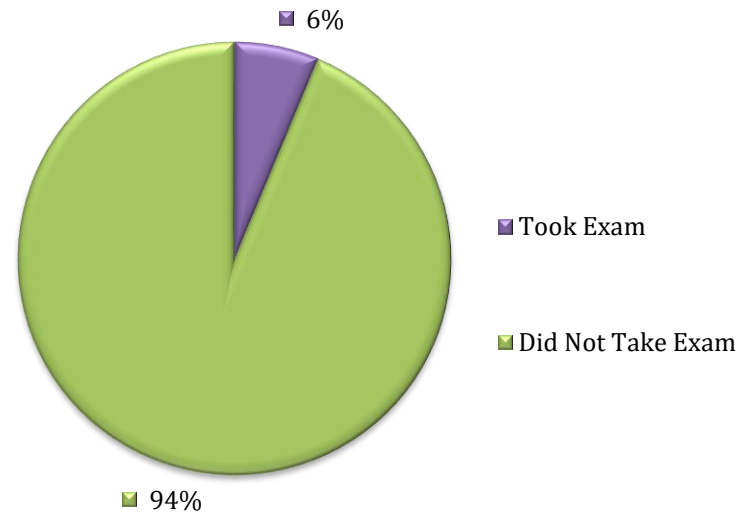


Certifications

The survey asks if a CHE graduate had taken the Certified Health Education Specialist (CHES) exam (n=16), which resulted 43.8% of these responses indicating they had taken the exam.

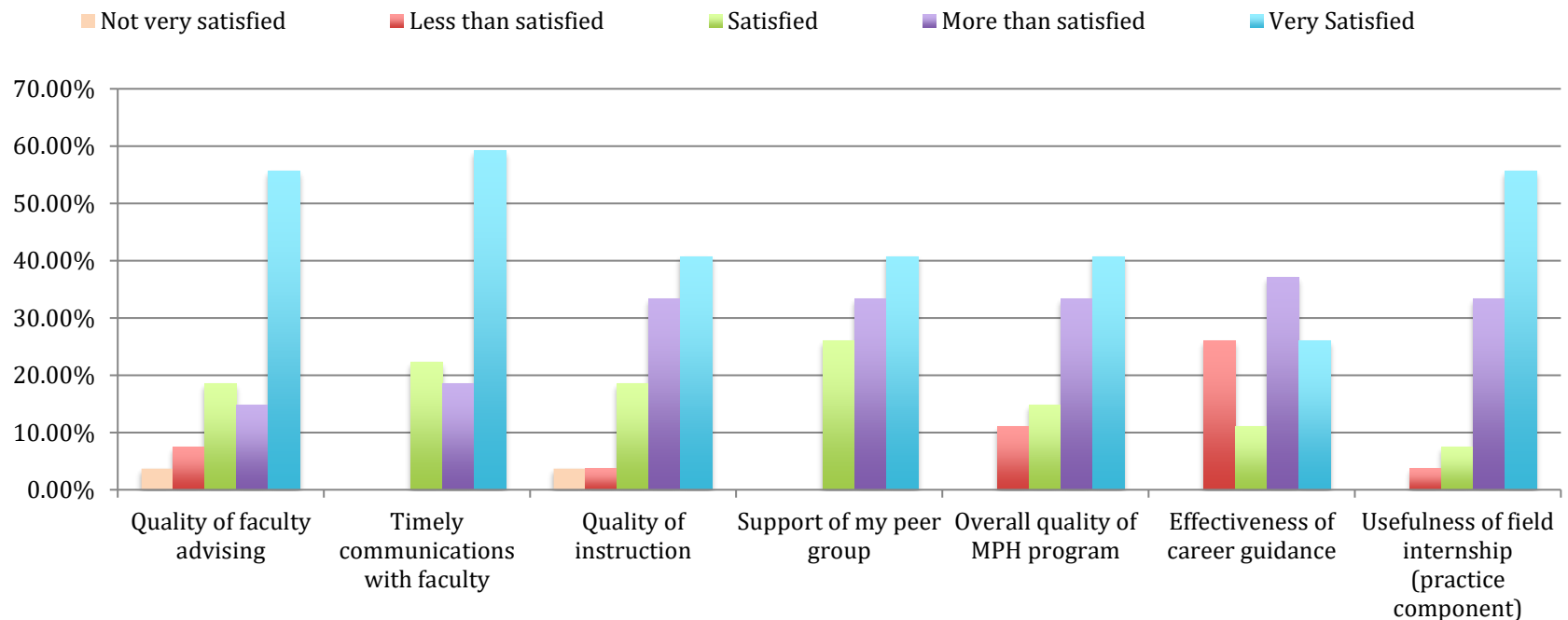


Respondents were asked if they had taken the Certified in Public Health (CPH) exam. Only one respondent (n=24) from the HPM concentration indicated they had taken the exam.

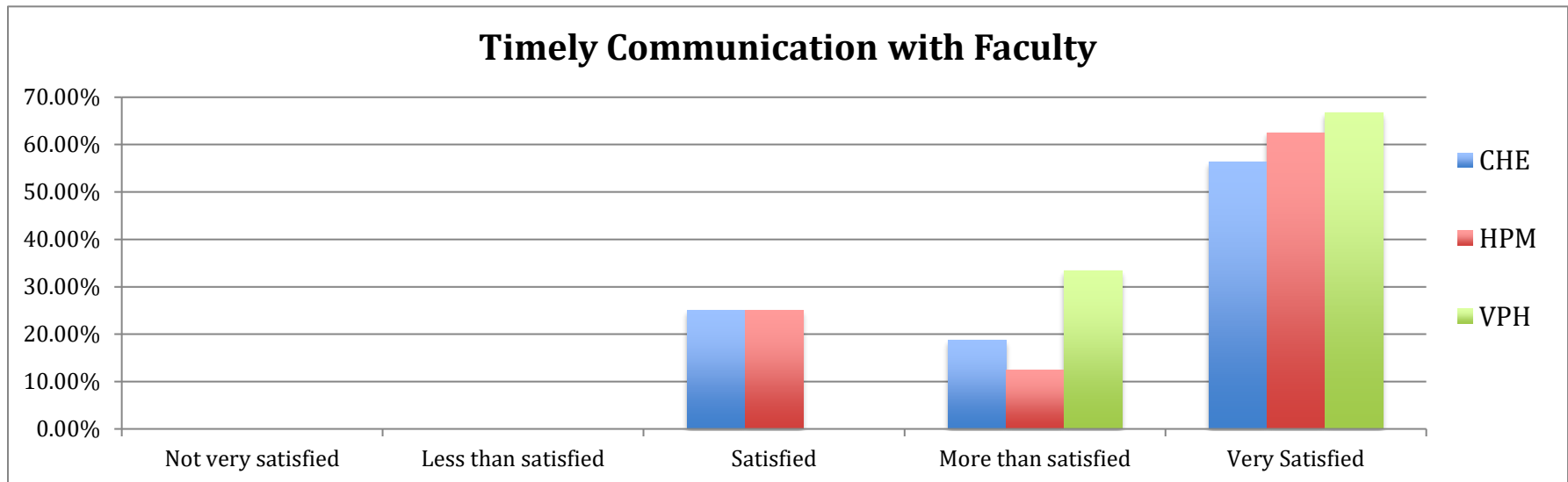
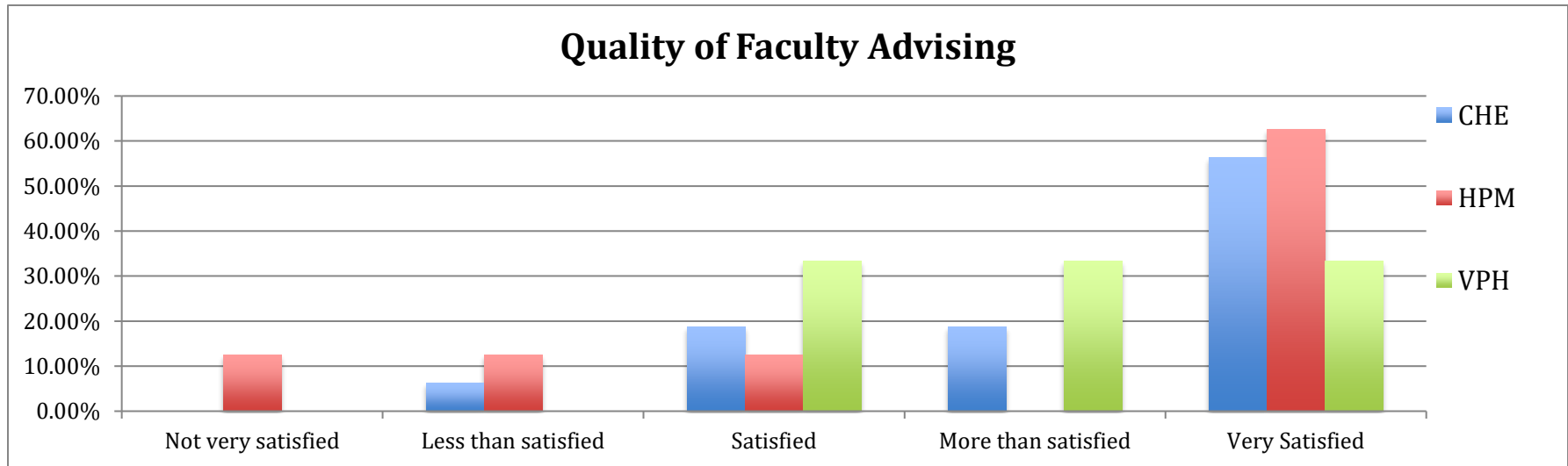


Student Experience

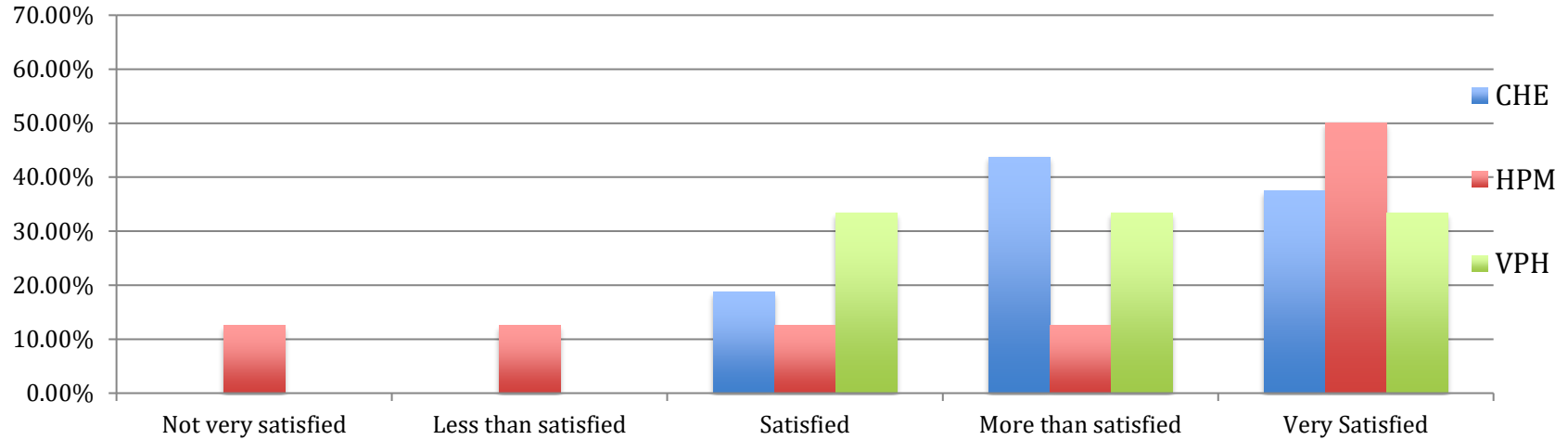
Respondents were asked how satisfied they were with their overall experience as a student in the UTK MPH program in seven areas and were asked to rate their experiences as either “not very satisfied”, “less than satisfied”, “satisfied”, “more than satisfied”, or “very satisfied”. Respondents (n=27) rated usefulness of field internship the highest with 88.9% indicating they were more than satisfied or very satisfied. 77.9% of respondents indicated they were more than satisfied or very satisfied, and 74.1% of respondents being more than satisfied or very satisfied with the quality of instruction, support of peers, and overall quality of MPH program. Effectiveness of career guidance received the lowest rating with 37.0% of respondents indicating they were satisfied or less than satisfied. Complete student experience satisfaction ratings are shown below.



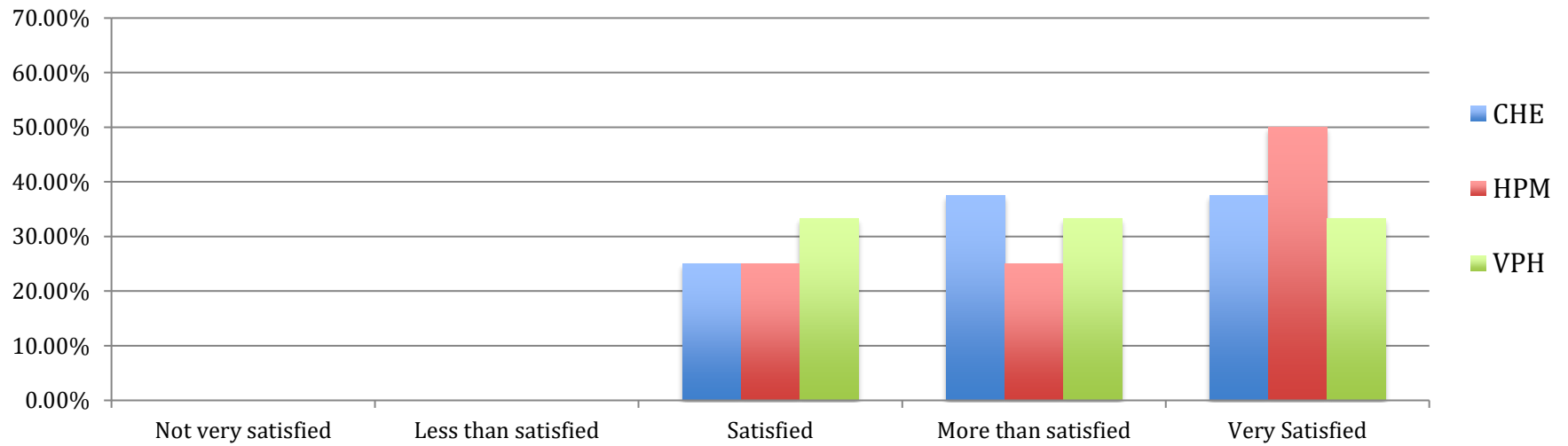
Complete student experience satisfaction ratings according to concentration are shown below.



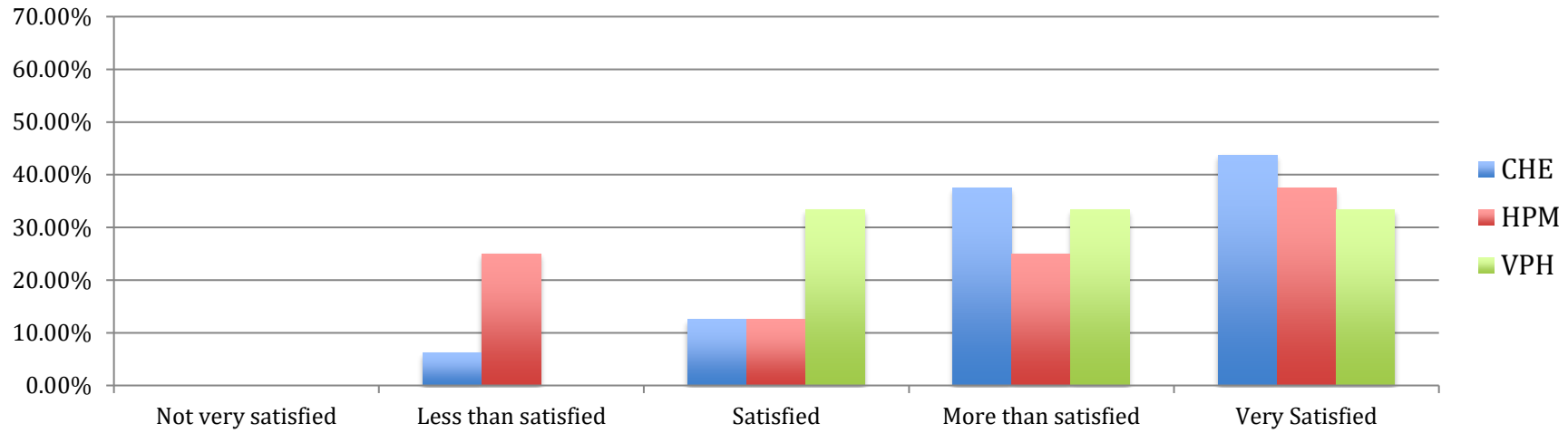
Quality of Instruction



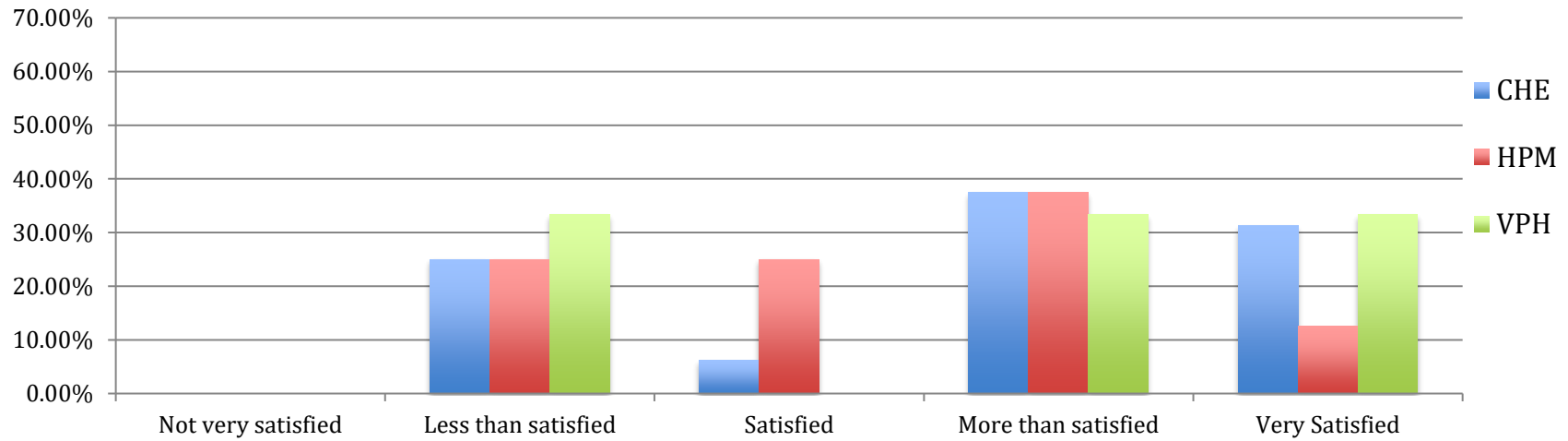
Support of Peers



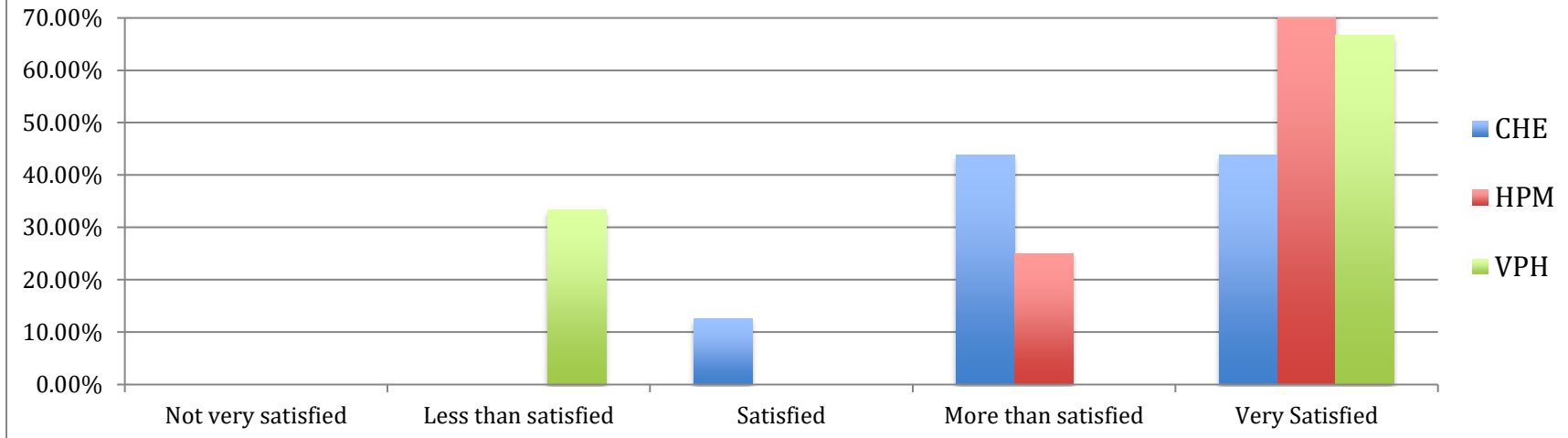
Overall Quality of MPH Program



Effectiveness of Career Guidance

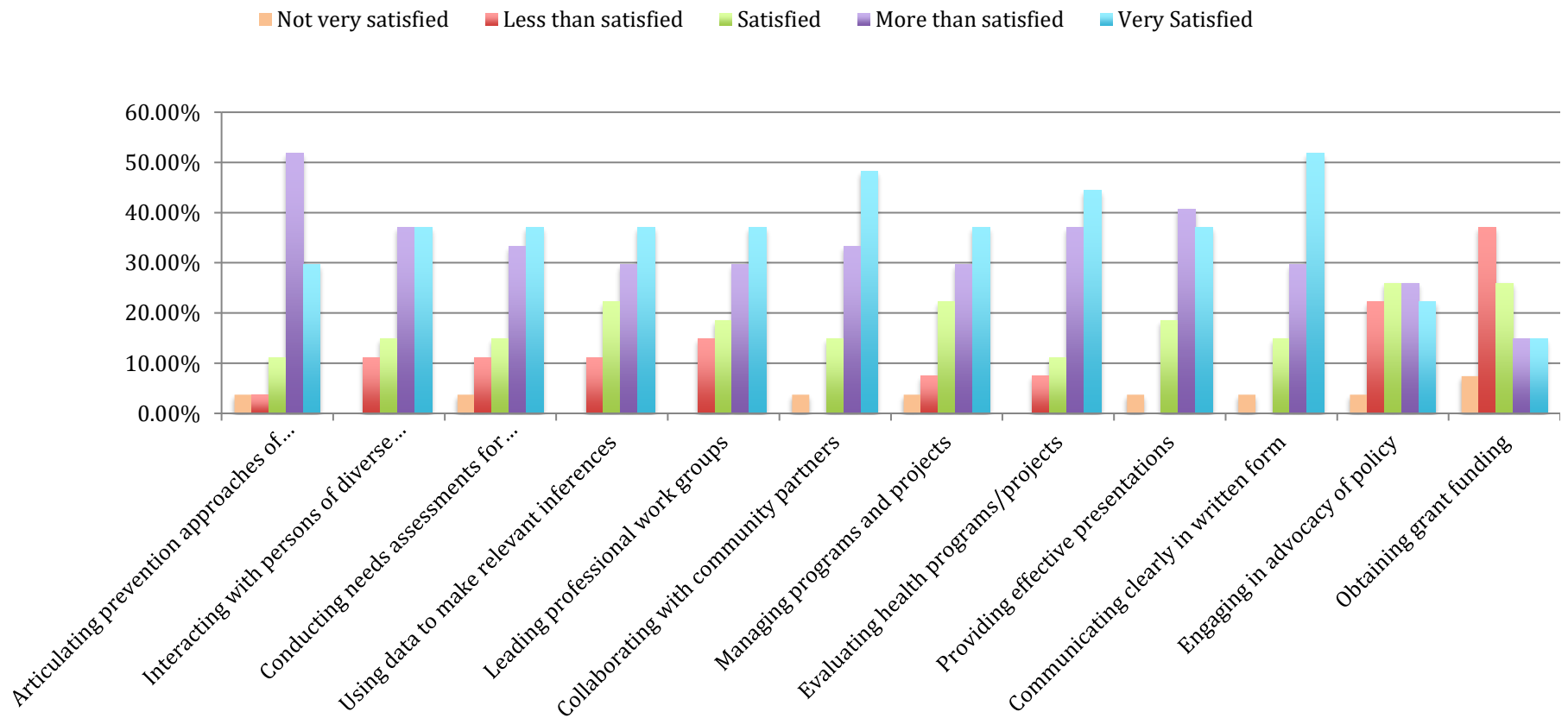


Usefulness of Field Internship

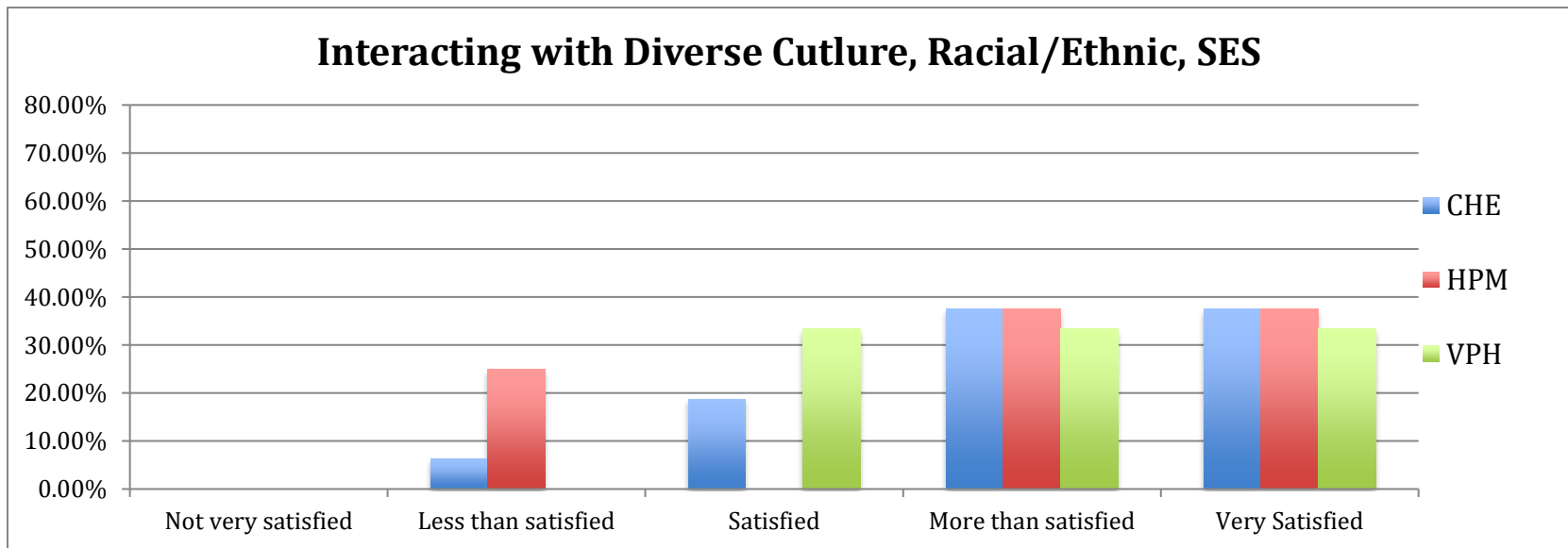
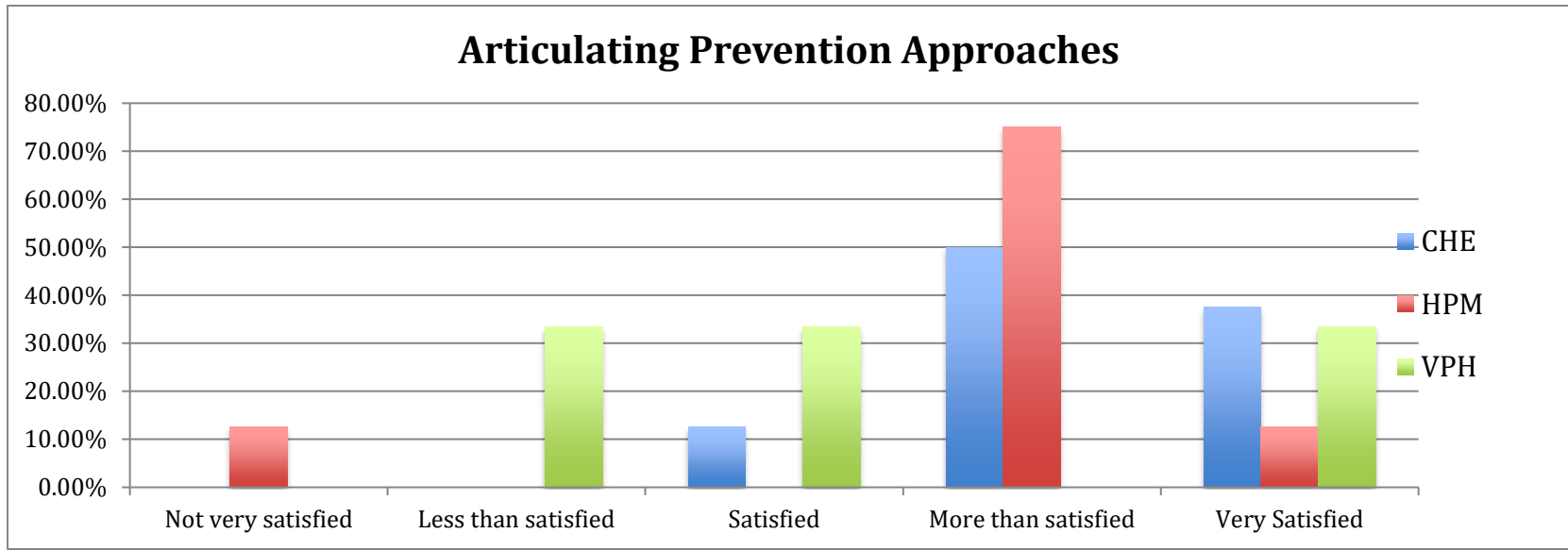


Personal/Professional Skill Level

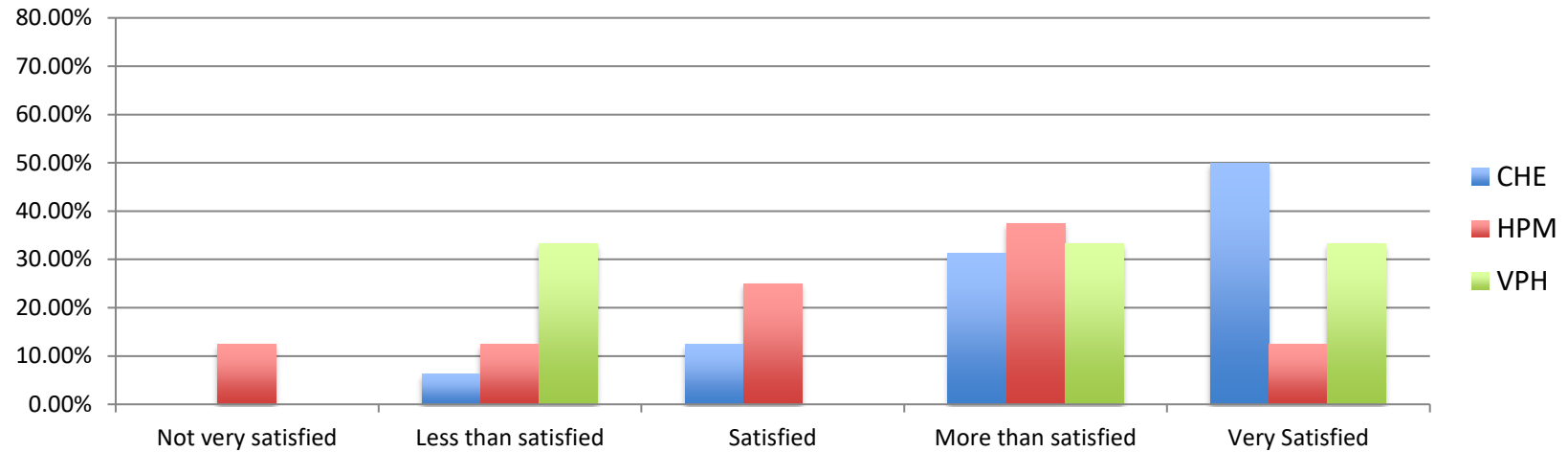
Respondents (n=27) were asked how satisfied they were with the University of Tennessee's MPH program in helping them increase their professional skills levels in twelve different areas. They were asked to rate their satisfaction as not very satisfied, less than satisfied, satisfied, more than satisfied, or very satisfied. For all concentrations 81.5% of respondents felt they were more than satisfied or very satisfied with being able to articulate prevention approaches of public health, collaborate with community partners, evaluate health programs or projects, and communicate clearly in written form. However, 44.5% of respondents indicated they were less than satisfied or not satisfied with obtaining grant funding. This was further indicated by qualitative responses that indicated the need for course that focused on developing proposals for grant funding and more opportunity for grant and research work with faculty. Complete personal professional skill level satisfaction ratings are located below.



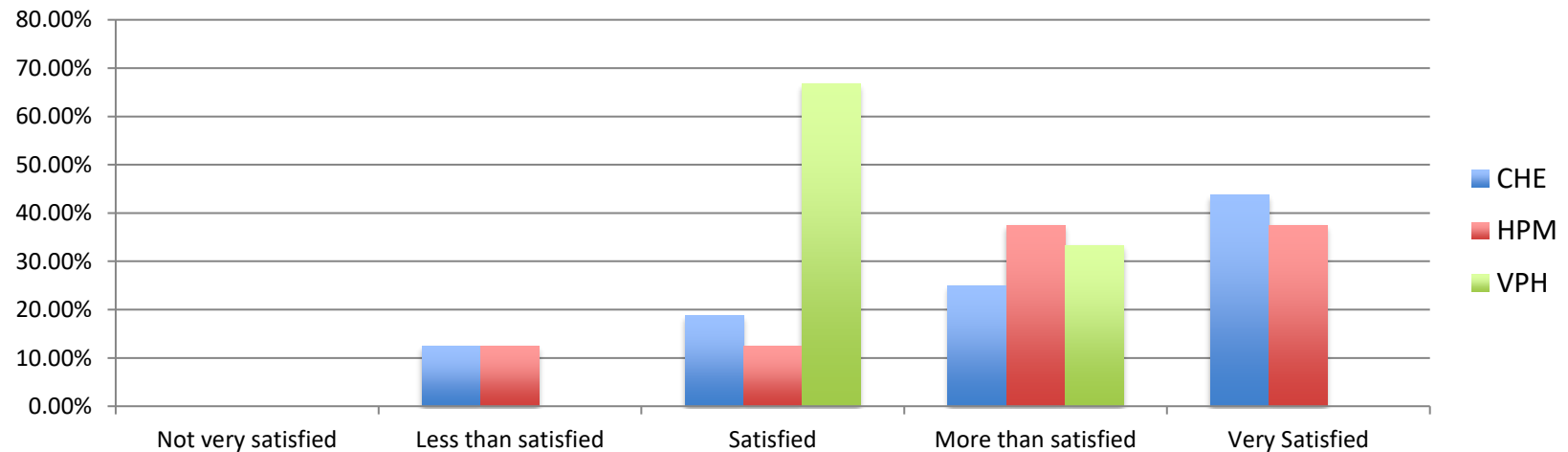
Personal professional skill level satisfaction ratings by concentration



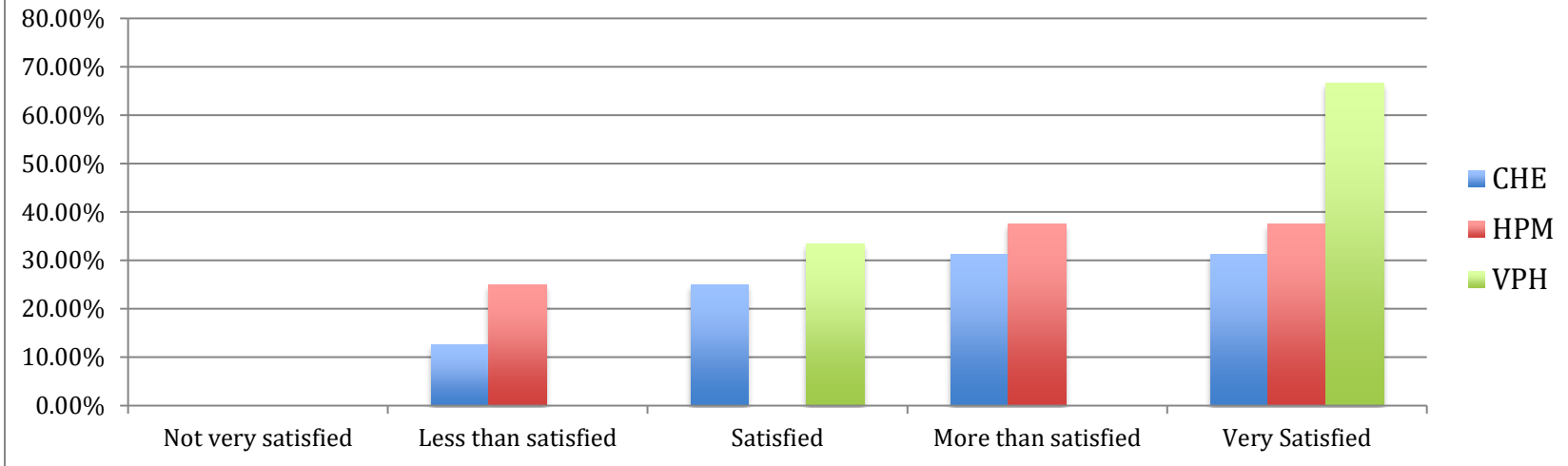
Conducting Needs Assessments for Planning Purposes



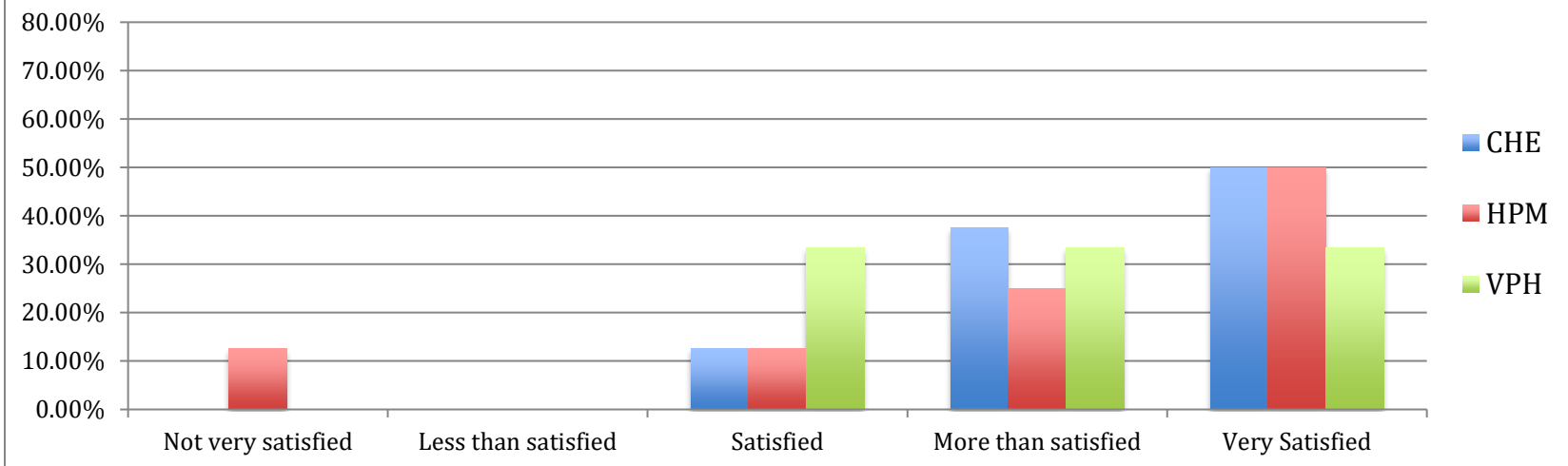
Using Data to Make Inferences



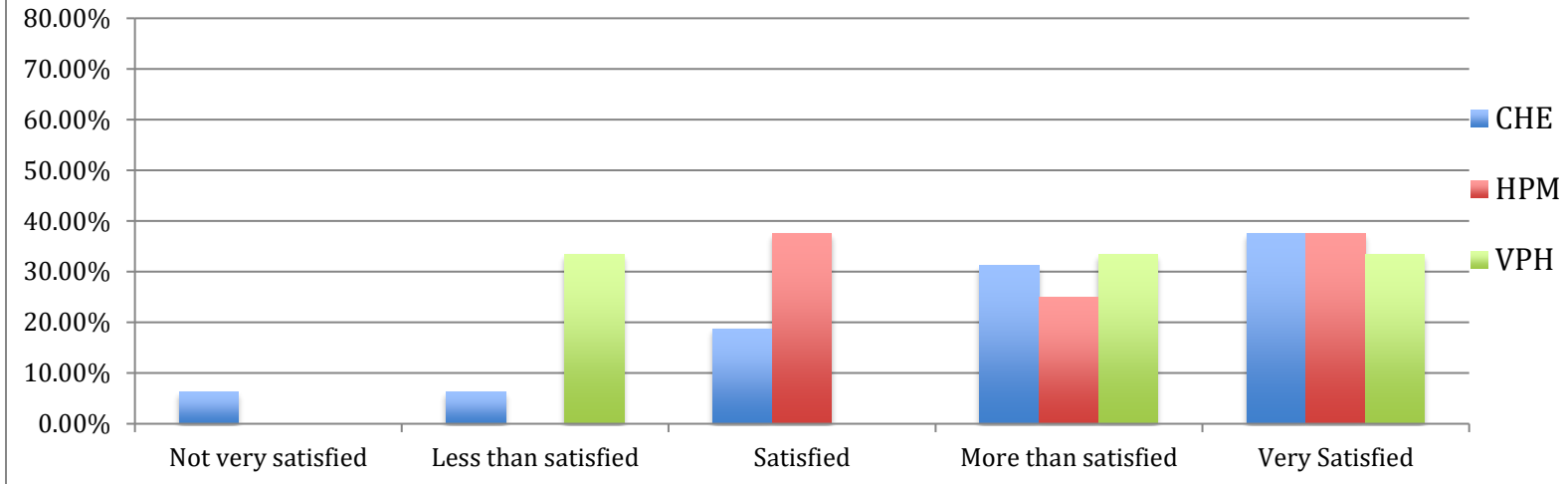
Leading Professional Work Groups



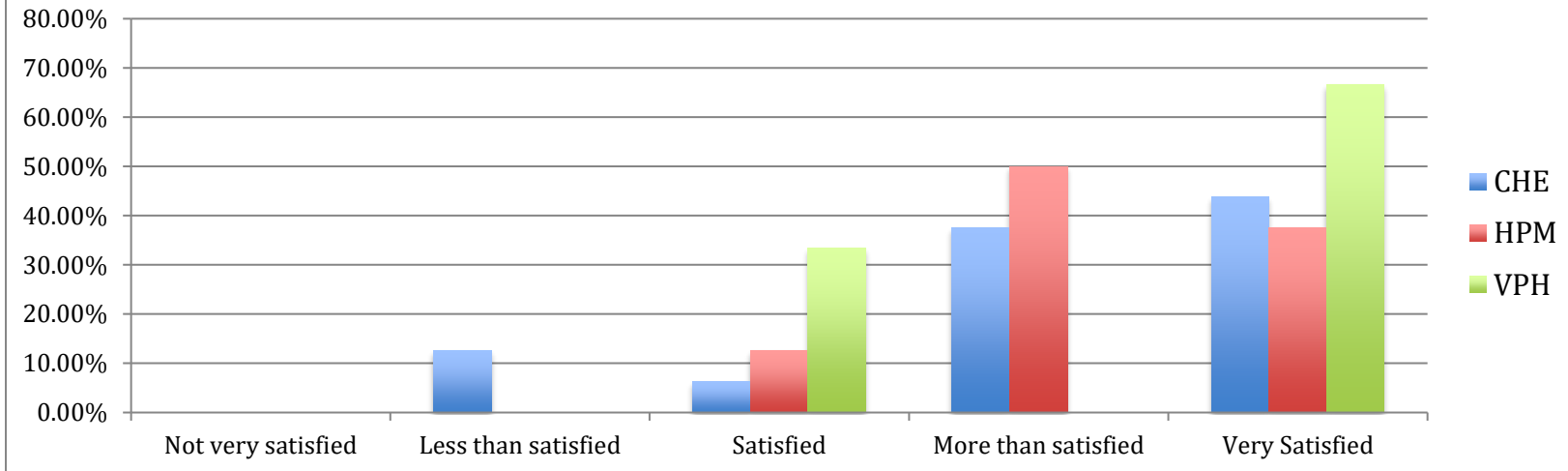
Collaborating with Community Partners



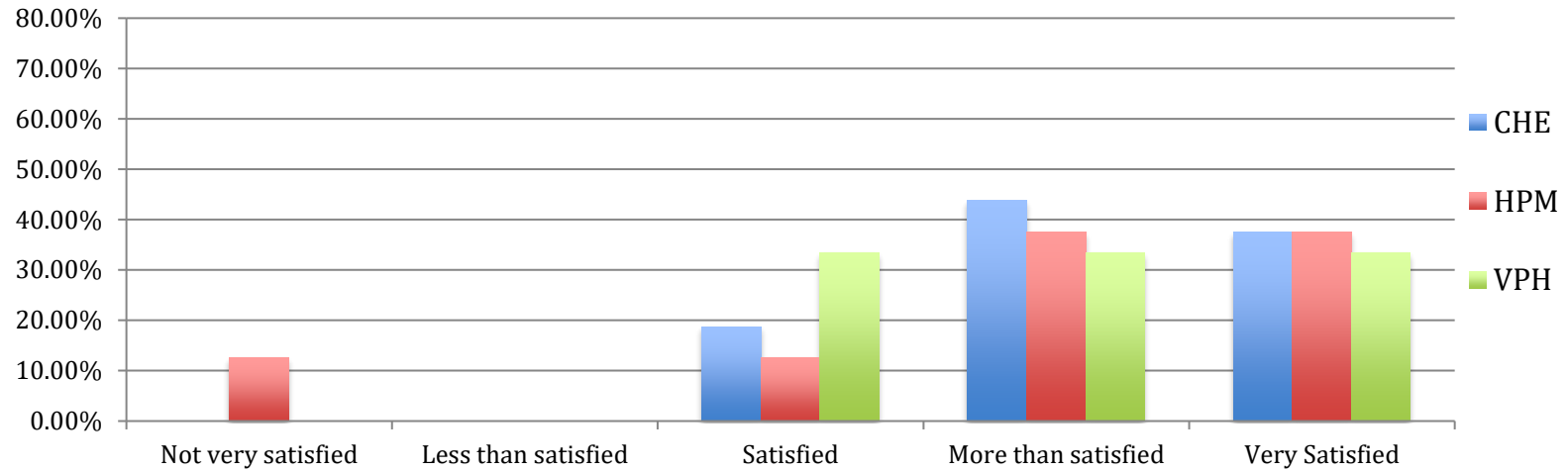
Managing Programs and Projects



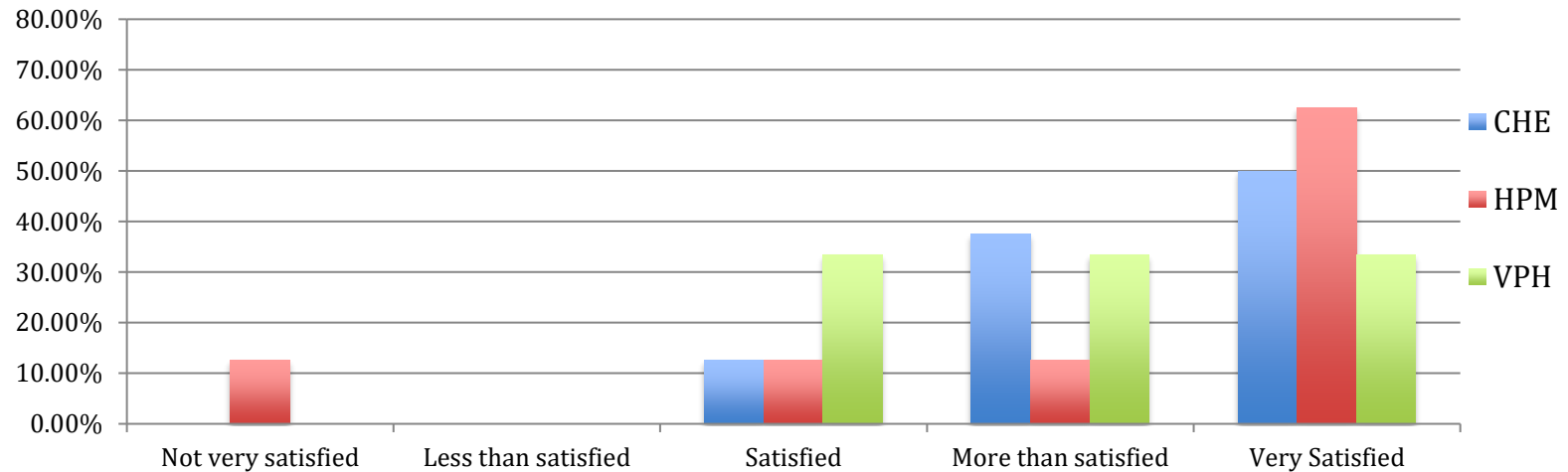
Evaluating Health Programs and Projects



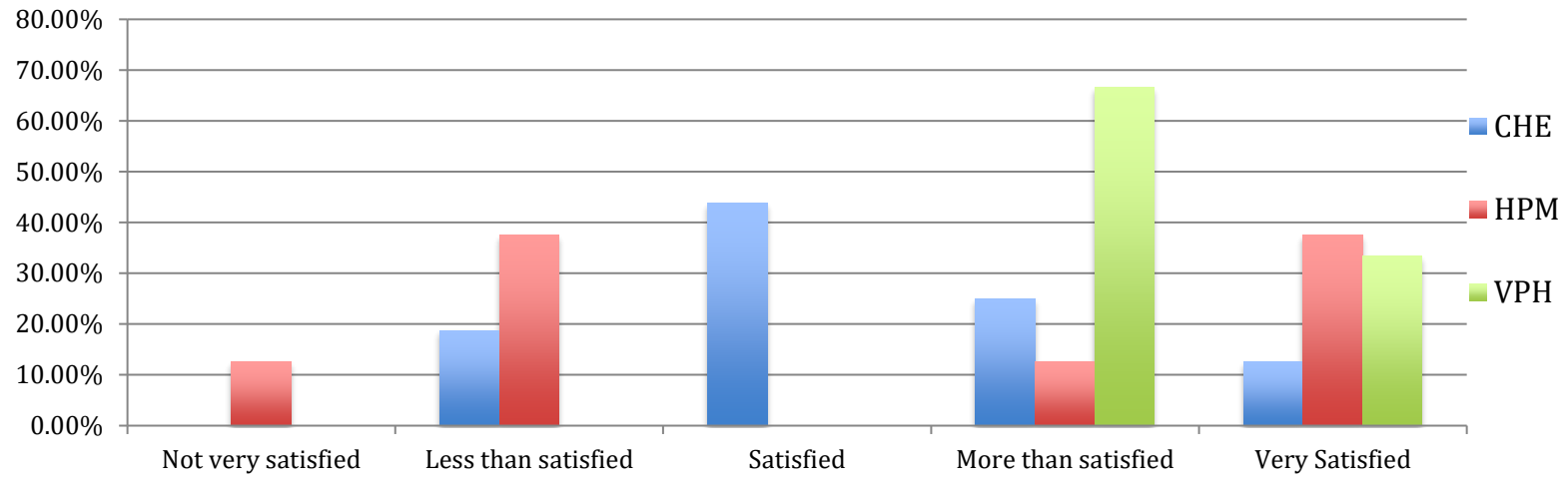
Providing Effective Presentations



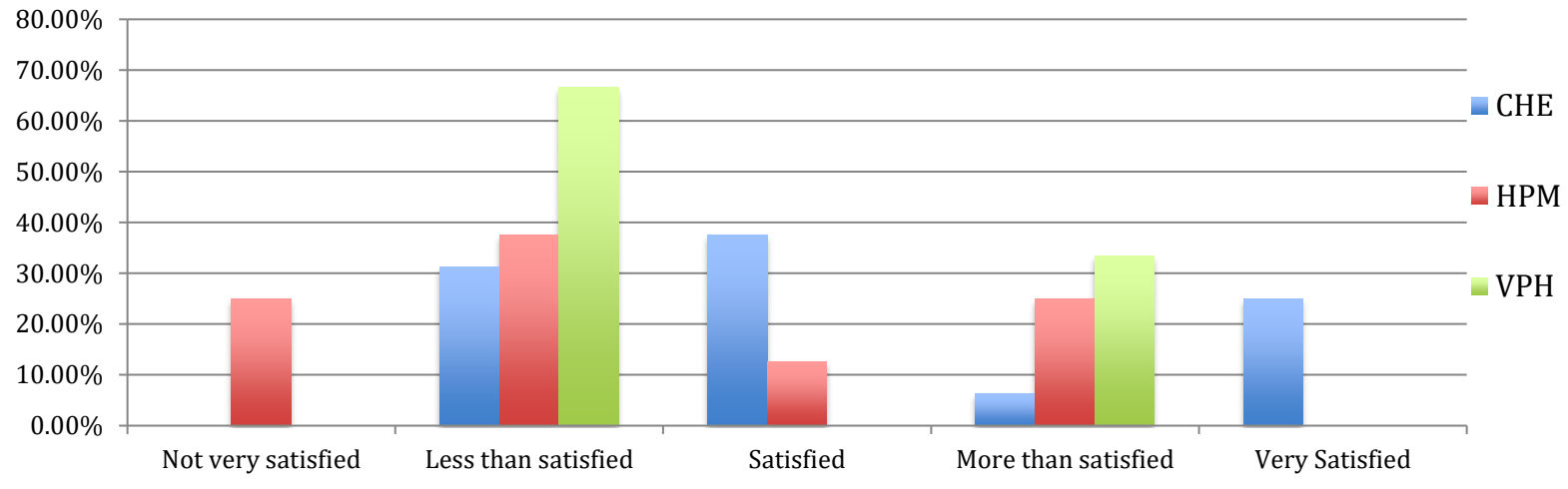
Communicate Clearly in Written Form



Engaging in Advocacy of Policy

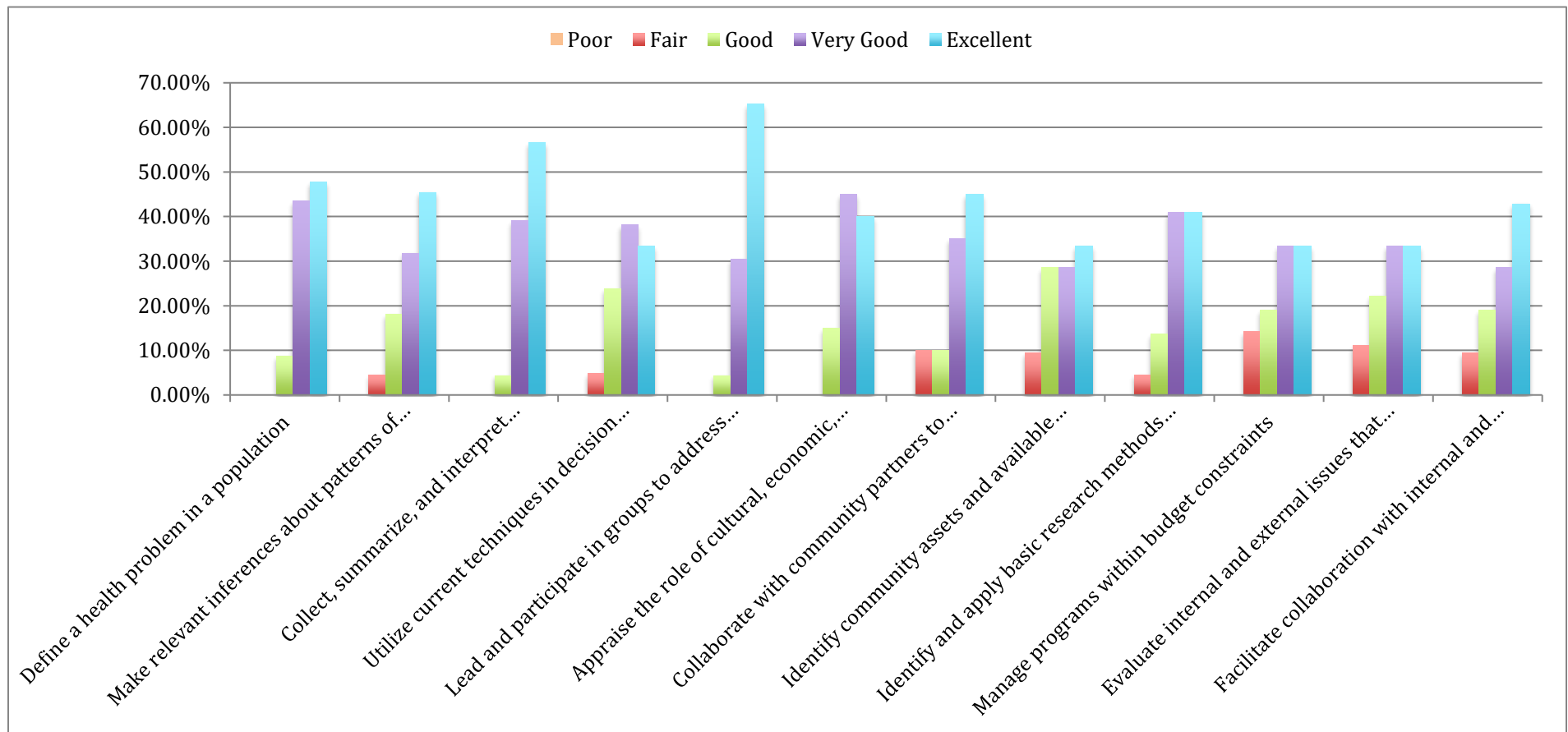


Obtain Grant Funding



Self-Assessment on MPH Competencies in Work Setting

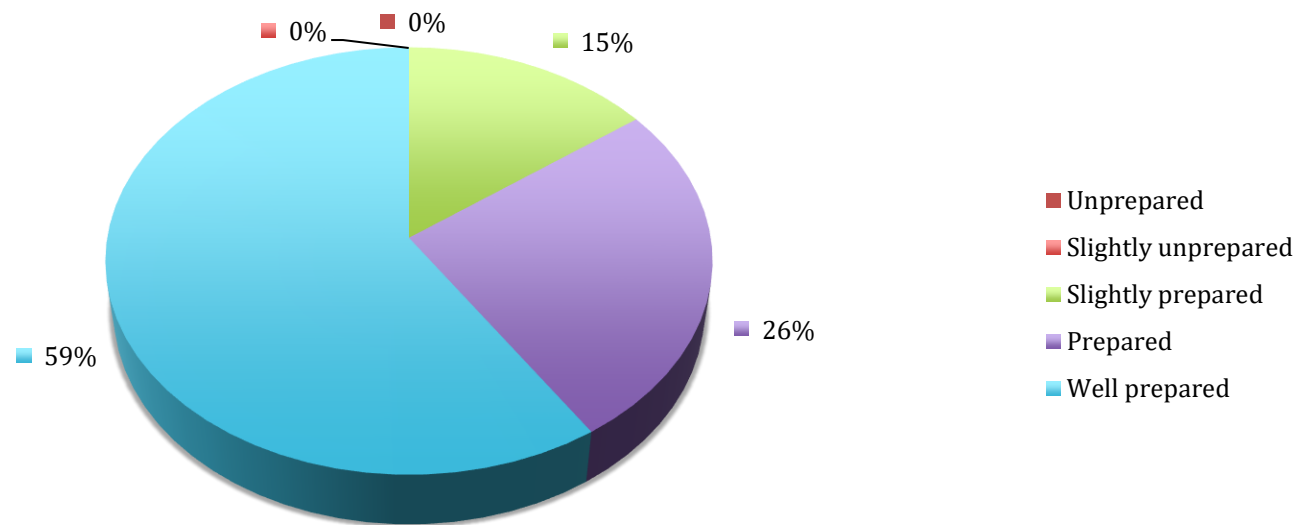
Respondents were asked to rate their ability to perform twelve MPH competencies in their work setting from poor, fair, good, very good, and excellent. Number of respondents varied across each question. For all self-assessed competencies no respondent indicated that their ability was poor. Respondents in 4 of the competencies (define a health problem in a population, collect, summarize, and interpret information relevant to an issue, lead and participate in groups to address specific issues, and appraise the role of cultural, economic, social and behavioral factors in determining the delivery of public health services) indicated their ability to be at good or higher. Lead and participate in groups to address specific issues and utilize current techniques in decision analysis and health planning had the highest percentage of very good or excellent at 95.7%. Self-assessment of respondents related to managing programs within budget constraints was the lowest reported with 14.3% indicating their abilities to be fair. Complete self-assessment ratings are shown below.



Preparation for Work

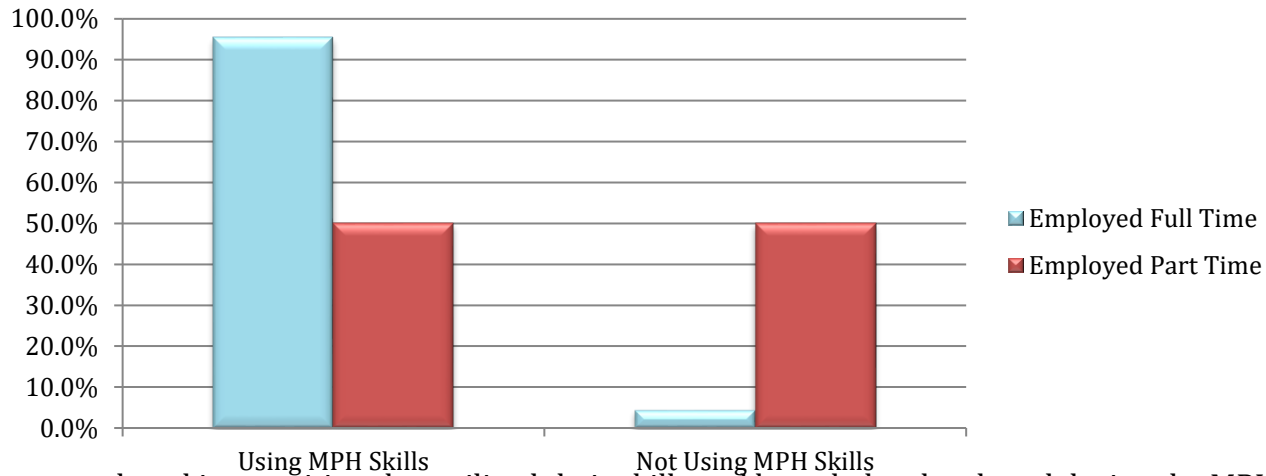
Respondents (n=27) were asked regarding the MPH program, how do you feel about your preparation for effective work performance and given 5 options; unprepared, slightly unprepared, slightly prepared, prepared, and well prepared. Responses indicated that 59.3% felt they were well prepared, 25.9% felt they were prepared, and 14.8% felt they were slightly prepared. No respondents indicated they felt slightly unprepared or unprepared.

Regarding the MPH program, how do you feel about your preparation for effective work performance?

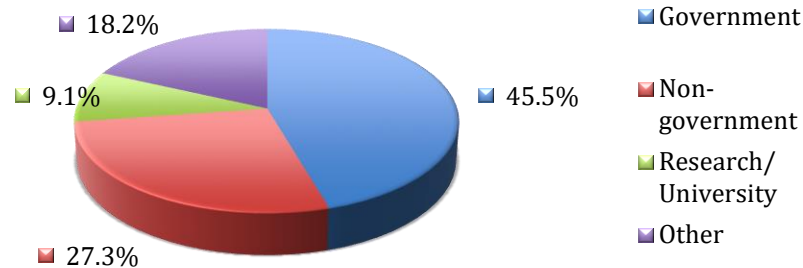


Post Graduate Employment

Respondents were asked a series of questions in relation to their current employment. Responses (n=27) indicated that 81.48% of respondents were employed full-time, 7.4% were employed part-time, and 11.1% were unemployed. It is important to note that of the respondents who indicated they were working full time (n=22), 95.5% of employees were working in a position that was utilizing skills and knowledge developed during the MPH program. Only one full time respondent and one part time respondent indicated they were not working in a position that utilized skills and knowledge developed during the MPH program.

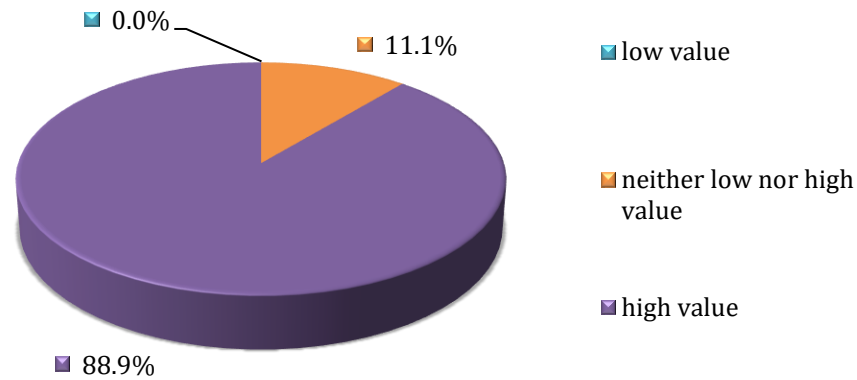


Respondents who were employed in a position that utilized their skills and knowledge developed during the MPH program (n=22) were also asked about the type of organization they were currently employed in. Government employment accounted for 45.5% of responses, non-government accounted for 27.3%, research/university for 9.1%, and other accounted for 18.2%.

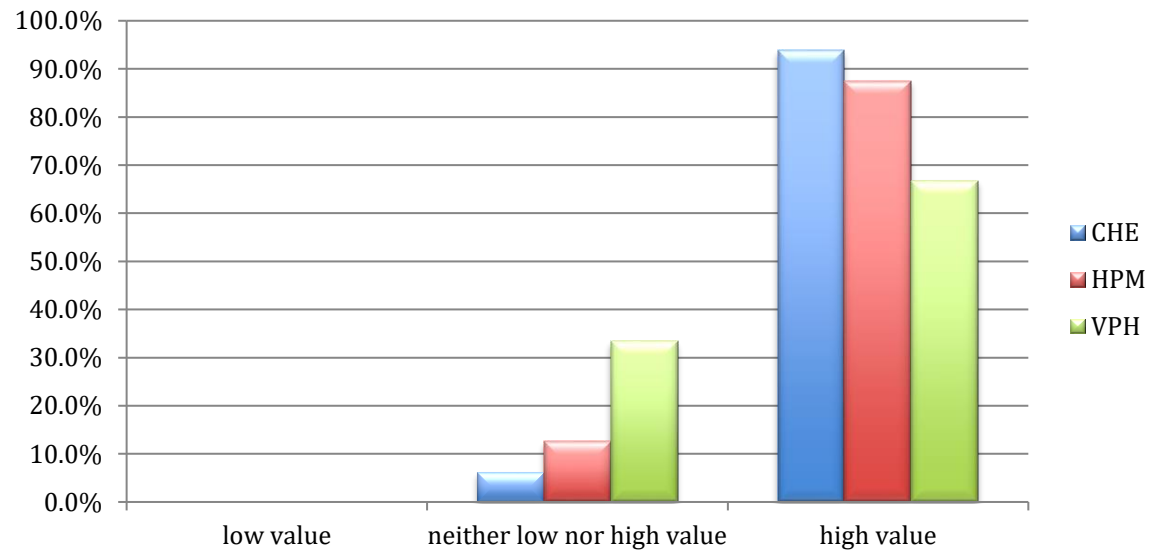


Characterized Degree Value

Respondents (n=27) were asked how they characterized the value (or potential value) of their MPH degree in helping them achieve their professional goals and could select low value, neither low nor high value, or high value. The majority of the respondents, 88.9%, indicated high value for their degree. 11.1% reported neither low nor high value, no respondents assessed a low value.



When looking at value by concentration, respondents identified as CHE reported 93.78%, HPM 87.5%, and VPH 66.7% for the degree as it relates to professional goals.



Comparison

*Comparison of 2013 and 2017 Survey
(5 point Scale)*

<i>Student Experience</i>	2013 Average	2017 Average
Quality of faculty advising	4.14	4.11
Timely communications with faculty	4.11	4.37
Usefulness of field internship (practice component)	4.08	4.41
Overall quality of MPH program	4.00	4.04
Support of my peer group	3.97	4.15
Quality of instruction	3.89	4.04
Effectiveness of career guidance	3.32	3.63

Personal/Professional Skills Level	2013 Average	2017 Average
Communicating clearly in written form	4.11	4.26
Providing effective presentations	4.05	4.07
Articulating prevention approaches of public health	4.03	4.00
Using data to make relevant inferences	3.89	3.93
Interacting with persons of diverse cultural, racial/ethnic and SES backgrounds	3.86	4.00
Conducting needs assessments for planning purposes	3.84	3.89
Leading professional work groups	3.81	3.89
Collaborating with community partners	3.73	4.22
Managing programs and projects	3.70	3.89
Evaluating health programs/projects	3.70	4.19
Engaging in advocacy of policy	3.57	3.41
Obtaining grant funding	2.76	2.93

Self-Assessment of Core Competencies	2013 Average	2017 Average
Define a health problem in a population	4.35	4.39
Collect, summarize, and interpret information relevant to an issue	4.23	4.52
Lead and participate in groups to address specific issues	4.23	4.61
Collaborate with community partners to promote the health of the population	4.19	4.15
Make relevant inferences about patterns of health and potential causes from quantitative and qualitative data	4.10	4.18
Evaluate internal and external issues that may impact deliver of essential public health services	4.10	3.89
Identify and apply basic research methods used in public health	4.06	4.18
Appraise the role of cultural, economic, social, and behavioral factors in determining the delivery of public health services	4.03	4.25
Facilitate collaboration with internal and external groups to ensure participation of eye stakeholders	4.03	4.05
Identify community assets and available resources	4.00	3.86
Manage programs within budget constraints	4.00	3.86
Utilize current techniques in decision analysis and health planning	3.90	4.0

2013/2017 Comparison of Perceived Value of a MPH Degree

