

PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT

1. **Reporting Institution:** Eastern Illinois University
2. **Program Reviewed:** Masters in Health Promotion & Leadership
3. **Date:** 1.15.2019
4. **Contact Person:** Dr. Julie Dietz, Chair.
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5. **Summary of Progress:**

The MS: HPL program was approved by the EIU Board of Trustees on 9.19.2014. On February 2, 2016, the EIU Council on Graduate Studies approved the program for online delivery, effective Fall 2016. Our first group of students entered the program in Spring 2016.

Enrollment goals from original proposal:

	Year One Goal	Year 5 Goal	16-17	17-18	18-19
Enrolled in program (Fall headcount)	10-15	20	14	21	21
Annual # Degrees Awarded	0	10	0	11	7*

*SU18+FA18 + anticipated SP19. We also anticipate another 6 students graduating in August 2019.

	Year One Goal	Year 5 Goal	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19
Annual FTE Majors (fiscal year)	8-12	20	12.44	13.00	9.00	16.33	11.66	8.00	17.11	17.00

FTE Calculation Formula: Total SCH/9 = FTE

Where SCH = student credit hour production of students enrolled in the program.

To be considered full time, graduate students must be in enrolled in at least 9 s.h.; hence using 9 as the divisor.

Discussion:

By Year Two, we had already met and exceeded our enrollment goal of 20, and maintained a steady enrollment into Year Three. We are on pace to consistently meet our Annual Number of Degrees Award goal by Year Five. We are also on pace to meet our annual FTE goal by Year 5, as indicated in the table below:

Academic Year	Average FTE*
2016-2017	12.72
2017-2018	14.00
2018-2019	17.06

*excludes summer enrollment.

Assessment of Student Learning:

Our assessment plan is keyed to both the EIU Graduate Learning Goals and to the Master Certified Health Specialist (MCHES) responsibilities and competencies.

At the end of each year, we gather assessment data on our students. Our most recent assessment report was submitted to the University in May, 2018, and is summarized as follows:

- Demonstrate an in-depth knowledge of content: In HST 5750, 7/9 or 77.78% of students met or exceeded expectations. In HST 4910 and 5800, 18/18 or 100% of students met or exceeded expectations.
- Develop critical thinking skills: In HST 5700, 69.23% met or exceeded expectations for the written assessment and 92.31% met or exceeded expectations for the presentation assessment.
- Demonstrate effective oral & written communication skills: In HST 5750, 100% met or exceeded expectations. In HST 5700, 92.31% met or exceeded expectations.
- Demonstrate evidence of advanced scholarship: In HST 5910, 67% met or exceeded expectations. In HST 5765 86.67% met or exceeded expectations.

Each summer after we complete our assessment report, the graduate faculty meet to discuss the results, and plans for remediation and improvement. In summer 2018, we discussed the following:

HST 5910 Research Methods: did incorporate electronic meetings and brainstorming discussions with other students on individual studies. The students did not care for the brainstorming sessions this semester, but did appear to like the electronic meetings with the professor. An assignment of reading and abstracting research articles, both qualitative and quantitative needs to be incorporated. An assignment needs to be incorporated on methodology and stats learned from the previous HST 5800 course so students better retain

and build on the stats information. The professor will be creating a video better outlining why we do research proposals and not a full study in this course.

HST 5765 Epidemiology and Public Health: Currently students select diseases of interest. Many of the selections did not address emergent and emerging diseases. Future offerings of this class will require a focus upon emergent and newly emerging infections, natural disasters, or terrorism, and other public health problems, such as unintentional injuries, environmental exposures, cardiovascular disease, obesity, tobacco use, and violence domestically and internationally. This focus will align the assignment with past and current events impacting applied and investigative epidemiology.

HST 5700: Advanced Health Behaviors: In the two years this course has been taught we have tried 2 different approaches to the applied aspects of the course. Each had strengths and weakness. In Fall 2017, 2 students stopped participating, which compromised other student's ability to complete the health coaching project. We discussed changes to the assignment at our summer meeting, and decided to change the assignment to one requiring students to monitor and change a personal health behavior, and added a stronger theory application and analysis approach. This resulted in a more rigorous course, but also resulted in a higher rate of students meeting expectations.

Additionally, the graduate faculty meet collectively at least once a semester to discuss the curriculum, the delivery/scheduling of courses, student achievement and performance, needed changes/adaptations, and possibilities for improvement/growth. The Accelerated Masters program (discussed below) is one example of an innovation which came from these conversations coupled with conversations with the Graduate School.

Other changes have included a delivery schedule change. Effective Fall 2018, we deliver the courses in a staggered format -- 1 course in the first half of the semester; a second course in the second half, and a third course which takes place over the entire semester. This format allows a student who is working full-time to complete 3 courses each semester, but only be TAKING 2 courses at any given point in time of the semester. Doing so appears to be decreasing the number of part-time students in the program, especially in the first semester they enter the program. We also anticipate that it will decrease the number of students who contemplate leaving the program because they struggle to handle 3 courses at once while working full time, etc.

Recent Developments:

In Fall 2018, our Accelerated MSHPL program was approved, which establishes an early admission bridge program for high-performing undergraduate students interested in our graduate program. If they are accepted to the program, they may enroll in up to 9 s.h. of graduate courses while still an undergraduate, and count those hours toward programs. To date, we have admitted 3 students to the program, and have inquiries from 4 more. We also established a Department Honors program for our undergraduate students, and one of their elective options is take a graduate level course. This is

sparkling additional interest in the Accelerated MSHPL program among our highest performing undergraduates, as they are now able to take a graduate course, and have it count toward their undergraduate degree, their future graduate degree, AND their departmental honors program.

We have recently developed a new Advanced Health communication course (HCM 5610) which will replace HST/HCM 4910 in the curriculum effective this summer. This advanced course allows us to provide a more customized learning context for our graduate students, many of whom wish to use the health communication campaigns they develop in their workplace. The new course provides a more rigorous experience which ties directly to the expectations common to grant and other funding applications.

By moving to a completely online delivery format in Fall 2016, we have been able to reach current practitioners who wish to earn a master's degree but are unable to come to campus. In Fall 2018, we also added an on-campus hybrid course component to allow residential international students access to our curriculum. We are currently beta testing this delivery format with one student to see if it is a viable methodology to continue.

6. Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

On behalf of the office of Academic Affairs, I appreciate the faculty and program's continued effort to assure high quality student outcomes through assessment and curricular innovation. The department is to be commended for its continued responsiveness to student performance and feedback. The report demonstrates a clear commitment to academic excellence and student success.