

REVIEW OF THE B.S., B.S.ED. IN HEALTH PROMOTION AND EDUCATION

Classification of Instructional Programs (CIP) Code: 13.1307
Health Teacher Education

OVERVIEW

The B.S., B.S.Ed. in Health Promotion and Education program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers undergraduate minors in Environmental Health, Health and Wellness Coaching, Public Health, and Safety; a B.S. in Environmental Health; a B.S. in Health Information Management; a B.S. in Medical Laboratory Science; and a B.S. in Safety. The Department of Health Sciences does not offer graduate programs. The B.S., B.S.Ed. in Health Promotion and Education, B.S. in Medical Laboratory Science, and B.S. in Safety programs were reviewed in this 2018-2019 program review cycle, while the B.S. in Environmental Health and B.S. in Health Information Management programs were reviewed in 2017-2018. The last review of the B.S., B.S.Ed. in Health Promotion and Education program occurred in 2011-2012.

The B.S., B.S.Ed. in Health Promotion and Education program prepares students either for work in community settings or in secondary schools of Illinois. Graduates promote positive health behaviors by planning and implementing health education programs, preparing instructional materials, assessing community and individual health needs, coordinating community or school health efforts, health coaching, advocating for health policies, leading health coalitions, and serving as health resource professionals. Students who complete the community health promotion sequence are employed in health care organizations, public health departments, nonprofit agencies, and health promotion businesses, among other settings. Students who complete the school health education sequence qualify for initial teacher licensure in Illinois with an endorsement to teach health education in grades 9 through 12. Many program alumni have pursued graduate education, most commonly in public health, occupational therapy, nursing, or physical therapy.

Since the prior program review, the name of the program has been changed, from Health Education to Health Promotion and Education, to more accurately reflect the breadth of opportunities available to program completers. The community health promotion sequence has been renamed as well, from community health education.

Enrollment by Plan of Study, Fall Census Day, 2011-2018
B.S., B.S.Ed. in Health Promotion and Education, Illinois State University
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Community Health Promotion sequence	79	84	76	92	88	67	77	84
School Health Education sequence	78	51	38	31	23	22	20	16
Total	157	135	114	123	111	89	97	100

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018
B.S., B.S.Ed. in Health Promotion and Education, Illinois State University
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Community Health Promotion sequence	16	24	34	26	27	40	31	26
School Health Education sequence	14	22	13	9	6	7	4	6
Total	30	46	47	35	33	47	35	32

Table note:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Provide the premier undergraduate Health Promotion and Education program in Illinois and one that is recognized nationally for its excellence and innovation.
- Create proficiency among undergraduate Health Promotion and Education students in the professionally-defined responsibilities and competencies of entry-level health educators.
- Provide educational opportunities for all students designed to increase their capacity for investigating multi-dimensional health problems, critical thinking, synthesis of health promotion and education knowledge, and the application of these abilities in their chosen professional setting.
- Provide co-curricular activities that augment the formal education of students, maximize their involvement, and recognize their achievement.
- Conduct research and scholarly work recognized and disseminated at the highest levels of the profession.
- Generate external funding to support research and scholarly work.
- Involve students in research and scholarly work in developmentally appropriate ways.
- Provide leadership in professional service that complements the educational and scholarship goals of the program.
- Assess and strengthen the Health Promotion and Education program on a continual basis.
- Promote sensitivity and understanding of diverse cultural health needs and expectations.

Students learning outcomes

In 2017 the Council for Teacher Education at Illinois State University adopted a new assessment process for all initial licensure educator preparation programs offered by the University, including the school health education sequence of the B.S., B.S.Ed. in Health Promotion and Education program. The new process is driven by accreditation standards of the Council for the Accreditation of Educator Preparation, which in 2013, as the successor to the National Council for Accreditation of Teacher Education, became the sole accrediting body for educator preparation providers including Illinois State University. The new process provides for annual assessment of student outcomes relative to five broad areas:

- Content knowledge
- Pedagogy (formative and content)
- Impact on student learning
- Clinical practice
- Dispositions

Program curriculum (2018-2019)

Students are enrolled in one of two sequences: community health promotion or school health education.

Graduation requirements (community health promotion sequence):

120 credit hours including 60 credit hours in the major, 39 credit hours in General Education courses, and the balance in electives. The 60 credit hours in the major include 12 credit hours of core health promotion and education courses taken by all students regardless of sequence and a 9 credit-hour professional practice experience.

Graduation requirements (school health promotion sequence):

120 credit hours including 59 credit hours in the major, 39 credit hours in General Education courses, and the balance in electives. The 59 credit hours in the major include 12 credit hours of core health promotion and education courses taken by all students regardless of sequence and a student teaching experience. Requirements of the school health education sequence include requirements for initial teacher licensure in Illinois with a health education endorsement.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of Health Sciences offers a short-term study abroad course during the spring term. The course spans four to six weeks, with the travel portion taking place over spring vacation. Travel destinations may differ from one year to the next.

Department faculty (Fall 2018)

14 tenure track faculty members (4 Professors, 3 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (3 full-time and 11 part-time, totaling 6.56 FTE)

Undergraduate student to faculty ratio: 19.0 to 1

Undergraduate student to tenure-line faculty ratio: 28.4 to 1

Core faculty for the B.S., B.S.Ed. in Health Promotion and Education program includes three tenure-line faculty members and one non-tenure track faculty member.

Specialized accreditation

The school health education sequence of the B.S., B.S.Ed. in Health Promotion and Education program is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The teacher education unit has applied for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to NCATE. In addition to being part of an accredited teacher education unit, the school health education sequence is currently recognized by the American Association for Health Education (AAHE), a specialized professional association previously affiliated with NCATE. AAHE recognition of the sequence is scheduled to expire February 1, 2020. Faculty members of the Health Promotion and Education program have opted not to continue program affiliation with AAHE beyond that date, to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

At the time of the prior program review, the community health promotion sequence of the B.S., B.S.Ed. in Health Promotion and Education program was recognized by the Society for Public Health Education/American Association for Health Education Baccalaureate Accreditation Council (SABPAC). The sequence was re-approved by SABPAC effective November 2012 through October 2017. However, in 2017 SABPAC was disestablished, and the responsibility for accrediting undergraduate community health programs was assumed by the Council on Education for Public Health (CEPH), which has traditionally focused on graduate programs. Health Promotion and Education faculty members have since embarked on a three-year effort to seek CEPH accreditation of the community health promotion sequence. An accreditation site visit is expected in 2019-2020.

Changes in the academic discipline, field, societal need, and program demand

Health promotion and education is a dynamic discipline that continues to evolve in response to advances in human health. New understandings in neuroscience, integrative health, genomics, and ecology continue to challenge the way health promotion programs and services are offered. Demands for systems change, community-based programs, and personalized health promotion are expected to increase in the coming decades. According to the *Occupational Outlook Handbook*, employment in the discipline is expected to grow 16 percent from 2016 to 2026, which, according to the handbook, is “much faster than average.” Trends in wellness and health promotion identified by industry experts suggest that practitioners will be needed in specializations such as worksite wellness, mind/body health, brain health, value-based healthcare, expansion of lifestyle and health-data driven health insurance, health and wellness coaching, and integrative population health services. An ongoing challenge in the discipline is recruiting students interested in careers as school health educators at the elementary or secondary school level. Enrollment in health education licensure plans of study in Illinois has declined in the last decade, including at Illinois State University, resulting in a shortage of applicants for school health educator positions.

Responses to previous program review recommendations

The 2011-2012 program review resulted in recommendations to formalize an advisory council, track levels of program satisfaction, evidence how assessment informs program direction, increase student participation in the university Honors program, provide opportunities for increasing faculty scholarship, and develop greater integration of library resources with the program. Program faculty has successfully addressed almost all of the recommendations. A program advisory council has been active with biannual meetings since 2015, alumni have been surveyed regarding their satisfaction with the program, assessment findings have been used to inform curriculum changes, scholarly productivity of faculty has increased, and faculty members have collaborated with Milner Library staff on a variety of projects. Increasing participation by Health Promotion and Education students in the university Honors program needs to be a priority moving forward, as there is little or no participation in the Honors program at this time.

Major findings

The B.S., B.S.Ed. in Health Promotion and Education program at Illinois State University provides students opportunities to develop the knowledge, skills, and dispositions to become competent, entry-level school and community health professionals. The curriculum has been revised since the last program review in important ways, with greater specialization in school health, population health, and mind/body health and with new minors in public health and in health and wellness coaching. Program faculty members are qualified, student-centered, and productive scholars and provide important professional, university, and community service. Scholarly productivity in the form of peer-reviewed journal articles and presentations has increased significantly since the prior program review. With current efforts to seek accreditation of the community health promotion sequence by the Council on Education for Public Health, the Health Promotion and Education program can become one of the only bachelor's degree programs in the nation with accredited sequences in both school health education and in community health promotion. The program has a multi-faceted student learning outcomes assessment effort that is being improved with increased outreach to alumni and could be further enhanced by more consistent use of assessment data to inform program development. Attention to building enrollment of the school health education sequence and increasing student participation in the university Honors program is needed.

Initiatives and plans

- Build enrollments in the school health education sequence by exploring the structure of comparable programs in the nation and investigating potential collaborations with other academic units at Illinois State.
- Develop strong systems for connecting with alumni through surveys, social media, web pages, and other outreach efforts.
- Secure Council on Education for Public Health accreditation for the community health promotion sequence.
- Recruit eligible students to participate in the university Honors program.
- Secure accreditation of the health and wellness coaching minor through the National Board for Health and Wellness Coaching.
- Add a global health course to the General Education program that would also be an important option for students in the Health Promotion and Education program.
- Track global and national health trends and emerging issues and adjust the curriculum as needed.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Health Promotion and Education program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Health Promotion and Education program for compiling the self-study report during a time of faculty changes and preparation of two specialized accreditation requests. The committee recognizes the program for its efforts to involve external stakeholders in the self-study process, including advisory committee members, alumni, professional practice supervisors, and cooperating teachers.

The committee commends efforts by faculty to maintain specialized accreditation of both sequences in the program since the 2011-2012 program review. The committee congratulates the program for re-accreditation of the community health promotion sequence in 2013 by the Society for Public Health Education/American Association for Health Education Baccalaureate Accreditation Council. The committee recognizes the program for its efforts to seek accreditation of the sequence by the new specialized accreditor in the field, the Council on Education for Public Health. The committee also recognizes faculty for their contributions in 2018-2019 to the first request by the teacher education unit at Illinois State, which includes the school health education sequence, for accreditation by the Council for the Accreditation of Educator Preparation, the successor to the National Council for Accreditation of Teacher Education.

The committee recognizes faculty members for their efforts to maintain a curriculum that is current with the discipline and responsive to student feedback, for their efforts to engage students in research, and for the numerous co-curricular opportunities offered to students. Since the prior program review, faculty has changed the name of the degree (from Health Education) and the name of the community health promotion sequence (from community health education) to better reflect the curriculum and the career options that program graduates have. Based on formal and informal assessments, faculty has reduced the number of core courses from seven to four so additional specialized courses could be added without increasing the total number of credit hours needed to complete the program. Faculty has added a professional practice elective for students seeking additional opportunities to prepare for their capstone professional practice experience. The Department of Health Sciences has also introduced a minor in public health and a minor in health and wellness coaching to help students in the program and students in other programs at the University qualify for additional career options. Health Promotion and Education faculty members have increased their research publications and presentations since the prior program review, have encouraged students to engage in research, and have documented results of those efforts. Students present at the annual University Research Symposium and at the annual Illinois Public Health Association conference. Co-curricular opportunities available to students include activities of Eta Sigma Gamma (the student chapter of the National Health Education Honorary), service as Student Wellness Ambassadors through the Office of Health Promotion and Wellness at the University, public policy advocacy work at the local and state levels, and a new study abroad opportunity available to students in all programs of the department.

Efforts by faculty to provide a relevant curriculum, engage students in research, and provide quality co-curricular opportunities have contributed to graduation rates at or above university-wide levels and successes by graduates in obtaining admission to graduate programs at research-intensive universities. Among them are the University of Illinois at Chicago, Indiana University Bloomington, the University of Iowa, and the University of Missouri.

The committee observes that of first-time-in-college students completing the program, a lower percentage do so in four years than the average across all undergraduate programs at the University. For example, in Fiscal 2018, 50.0 percent of Health Promotion and Education program completers graduated within four years compared to 72.0 percent university-wide. The self-study report recognizes this phenomenon and speculates reasons for it. The committee asks Health Promotion and Education faculty to continue studying the phenomenon to determine its causes and to identify strategies for decreasing time-to-degree. The committee also asks faculty to study time-to-degree and credits earned at the time of graduation by external transfer students. The committee asks faculty to summarize its findings in a follow-up report submitted by the Department of Health Sciences to the Office of the Provost by December 15, 2019.

The self-study report identifies programs at other universities that excel with respect to program quality indicators selected by faculty. The report cites bolstering enrollment, collaborating with other units at the University, and creating a more marketable program as broad approaches the program might take to meet or exceed quality levels of the aspirational programs. However, the report does not specify actions faculty members plan to take based on their study of actions taken by aspirational programs. Accordingly, the committee asks faculty to continue its study and discussion of aspirational programs and submit an expanded analysis of findings from that work as a follow-up report. The committee asks that the report contextualize findings by citing specific actions faculty plans to pursue with respect to the broad approaches cited in the aspirational programs section of self-study report or with respect to any other initiative cited in the report. The committee suggests that faculty consider conducting separate analyses for the community health promotion sequence and the school health education sequence, because they differ significantly in purpose and curriculum. The committee asks the Department of Health Sciences to submit the follow-up report to the Office of the Provost on behalf of the program by December 15, 2019.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop and implement a student recruitment and enrollment management plan. The committee recommends that faculty develop and implement a plan for student recruitment and enrollment management. The committee recommends that the plan set forth enrollment targets by sequence and by student admit type (i.e., first-time-in-college, external transfer, internal transfer) consistent with resources available to the program. The committee concurs with faculty that a focus of the plan should be building enrollments in the school health education sequence. The rationale for this committee recommendation is decline in program enrollment from 157 students in fall 2011 to 100 students in fall 2018 and a decline in school health education sequence enrollment during that same period from 78 students to 16. The three recommendations that immediately follow relate to issues faculty might address in components of a recruitment and enrollment management plan.

Focus enrollment recruitment efforts on School Health Education. Decline in school health education enrollment is not unique to Illinois State University; rather, it mirrors decline statewide in such programs and in educator preparation programs more generally. Therefore, the committee recommends that faculty monitor Illinois policies regarding educator licensure for their impacts on preparation of school health educators, trends in demand for school health educators, the status of other school health educator licensure programs in Illinois, and any efforts those programs have taken to stabilize or grow enrollment. The committee encourages faculty to also look to its aspirational programs for guidance in addressing this challenge, such as through collaborations with other licensure or endorsement programs offered by the institution.

Develop and implement strategies for maintaining a diverse student population. The committee recognizes faculty and staff for successes in enrolling a diverse student population with respect to race/ethnicity. The committee also recognizes faculty and staff for efforts to maintain an environment of inclusion for all students in the program through diverse course content and through service learning and professional practice opportunities in diverse settings. To maintain this record, the committee encourages faculty to adopt strategies for recruiting and retaining a diverse student population, either as part of or separate from a broader recruitment and enrollment management plan. The committee encourages the program to strategize for diversity in a broad sense, to include diversity with respect to identities (including gender), experiences, and perspectives. The committee suggests that faculty consider as one strategy fundraising for scholarships that could be used for student recruitment to complement awards offered by the department to students entering their third or fourth year in the program.

Seek articulation agreements with community colleges. The self-study report states that it is more common for a student to transfer into the B.S., B.S.Ed. in Health Promotion and Education program, either from another institution or from another program at Illinois State, than it is to enroll in the program as a first-time-in-college student. According to enrollment data in the self-study report, approximately 40 percent of students enrolled in the program are external transfer students. The committee suggests that faculty consider seeking articulation agreements with community colleges to guide transfer of their students into the Health Promotion and Education program and graduation from it. Having such agreements could help reduce time-to-degree for external transfer students and also help increase awareness among community college students of the program. Developing articulation agreements with community colleges serving high school districts with diverse student populations might also aid efforts to maintain a diverse student population in the Health Promotion and Education program (see above).

Maintain currency of the curriculum and explore strategies for broadening its appeal. The committee recognizes faculty for its efforts to respond to changes in the discipline since the prior review through curricular and co-curricular modifications. With the likelihood that health issues will continue to change and evolve nationally and internationally, the committee urges faculty to continue this vigilance. The committee also encourages faculty to explore alternative ways to prepare health educators. Examples might include broadening the community health promotion plan of study into a public health plan of study or a stand-alone public health major, exploring collaborations with Mennonite College of Nursing (e.g., with its study abroad program or its new School Nurse Graduate Certificate program), or exploring ways to streamline dual endorsement plans of study with other educator preparation programs at the University. Given the opportunities they provide students and the visibility they bring the program, the committee encourages faculty to continue its contributions to the General Education program

through its Dynamics of U.S. Contemporary Health Issues course and potentially through a new global health course.

Renew efforts to involve students in the Honors program. Increasing participation by Health Promotion and Education students in the university Honors program was an Academic Planning Committee recommendation resulting from the prior program review. However, from 2011 through 2017 no more than one Health Promotion and Education student was participating in the Honors program as of fall census day. The committee encourages faculty to renew its efforts to encourage students to enroll in the Honors program and to mentor those students through Honors projects. The committee concurs with the faculty plan to promote participation in the Honors program among students who meet Honors requirements and to recognize the students as they complete their Honors projects.

Continue efforts to secure and maintain dual accreditation of the program. The committee acknowledges and supports faculty efforts to obtain and maintain accreditation of both sequences in the program, an accomplishment achieved by just a few programs nationally. The committee supports faculty efforts to obtain recognition of the community health promotion sequence by the new accrediting association in the discipline (the Council on Education for Public Health). The committee also supports faculty efforts to obtain recognition of the teacher education unit at the University, of which the school health education sequence is part, through the new accrediting association in that field (the Council for the Accreditation of Educator Preparation). The committee encourages faculty to explore a third accreditation, of the minor in health and wellness coaching by the National Board for Health and Wellness Coaching, which would qualify graduates for National Board Certification in the field.

Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program. The committee recognizes collaborative efforts of Department of Health Sciences and Milner Library faculties to maintain access to research resources that support teaching and learning in the health sciences. The committee recognizes that those efforts include careful monitoring of costs associated with databases and academic journals. Those efforts will likely need to continue during the coming program review cycle. The committee also recognizes that collaborative efforts include helping students develop their information fluency skills. The committee encourages Health Promotion and Education faculty and Milner Library faculty to expand those efforts by collaborating to identify information fluency goals and strategies for the B.S., B.S.Ed. in Health Promotion and Education program, mapping strategies to the curriculum, providing opportunities for students to develop their information fluency skills at those points in the curriculum, and integrating assessment of student learning with respect to information fluency goals into the assessment plan for the program.

Continue refining and implementing the student learning outcomes assessment plan. The committee supports faculty efforts to continue refining the student learning outcomes assessment plan for the program, to maintain alignment of the plan with accreditation standards, and to incorporate efforts to obtain alumni feedback regarding the program. The committee encourages faculty to continue utilizing data collected through plan implementation to make program revisions as deemed necessary and to document why those revisions have been made.