

See attached Resources page and the EIU report archive:

<https://www.eiu.edu/assess/archivepr.php>

## PROGRAM REVIEW SHORT PROGRESS REPORT

1. **Reporting Institution: Eastern Illinois University**
2. **Program Reviewed**

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| BS Health Administration |
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3. **Date**

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| 2.20.2026 |
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4. **Contact Person**

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| Julie Dietz |
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- 4.1. **Telephone**

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| 217.581.5761 |
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- 4.2. **E-mail**

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| jcdietz@eiu.edu |
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5. **Summarize your program's goals and objectives and the program's progress in meeting those goals; if applicable, identify any concerns at the conclusion of the last review.**

Our primary goal for students in the BS Health Administration is that they leave our program prepared to be competent, functional entry-level health administration professionals, and/or be prepared for the rigors of graduate school. To that end, and as the result of our on-going assessment efforts, a number of changes have been made to improve performance on the Student Learning Outcomes for the BS Health Administration. Although the vast majority of students were meeting or exceeding our goals for our SLOs, they consistently expressed a lack of confidence in their ability to demonstrate and practice key skills we knew they had been taught, and had demonstrated competence in, throughout their coursework.

1. We adopted an entirely new set of SLOs specifically designed for Health Administration rather than use those of its parent, the BS Public Health [the BS Health Administration, historically, was an option under the BS Health Studies/Health Promotion/Public Health].
2. Based on student feedback and assessment results, we added an additional choice for the required minor: Civic and Nonprofit Leadership. This minor was better aligned with many of our student's professional interests, and provided an appropriate alternative to the Business Administration minor for many.
3. Shortly after adding the Civic and Nonprofit Leadership minor, we were notified that the minor was being revised, increasing the number of hours in the minor, and also removing the possibility of developing an online delivery modality for the major (an option that is a frequent request from prospective non-traditional students). As a result, the BS Health Administration curriculum was fully revised, replacing a required minor with a curated set of major electives coupled with a revised core curriculum specifically tailored to the needs of those interested in working in the health care/service sector. We also added an online delivery modality. The revised curriculum is effective Fall 2026.
4. We re-incorporated PUBH 3800 Research Methods II into the curriculum, and reinfused our strong focus on application of skills learned in earlier coursework throughout the entire upper division coursework.

Annual assessments completed with the new SLOs show progress; the faculty will do a more comprehensive examination after they have 4 years of data with the new SLO's. They also plan a comprehensive assessment and discussion in 2030, which should allow us to review 2-3 cohorts of students coming through the new curriculum. There is a high percentage of transfer and major change students, and in 4 academic years, it would be reasonable to expect to have at least two graduating classes, and perhaps 3, under the new curriculum. They will also be monitoring enrollment levels in the new online option to confirm that it is financially viable and sustainable.

If necessary, continue your summary of program goals and progress.

Moving forward, the faculty are planning to review the Department's approach to student course evaluations. The University is actively seeking a new vendor for course evaluations, and they need to wait to see what options will be available before making any changes. The faculty are not happy with current response rates as they either skew the data, or provide little meaningful feedback. They are discussing a two-tiered student course evaluation approach. The contractually-obligated anonymous student evaluations typically do not provide useful information because of low response rates, so the faculty is considering adding other, more wholistic assessment which will provide timely, meaningful student feedback that can inform course and curricular design.

### Comments from the College Dean:

Faculty in the Public Health program have continuously worked to refine the Health Administration program. Their work to revise the student learning outcome goals for the program is noteworthy, especially when they aligned the 19-student learning comes to the Health Administration field versus using student learning outcomes that more broadly align with the field of public health. Faculty review of assessment and student feedback has been ongoing in the last several years and has provided faculty with guidance on curricular revisions; the curriculum focus has moved towards a focus on improving students' confidence and ability to apply health administration skills.

### VPAA Decision:

- ☒ Program in good standing
- ☐ Program flagged for priority review
- ☐ Program enrollment suspended

### VPAA Explanation:

#### **Health Administration BS (510701)**

The summary above describes a revised and refreshed approach to the assessment and operation of the B.S. in Health Administration. In particular, the program's faculty addressed the observed need for closer tailoring of the program's learning outcomes to the specific demands of health administration (rather than public health more broadly). By streamlining its core requirements, removing the requirement of a minor, and offering an online option, the program responded to the more numerous requests for students to complete necessary courses in the Civic and Nonprofit Leadership minor instead of the Business Administration minor.

## Resources for Completing the Eight-Year IBHE Program Review Report

### Section 5. Overview

This section will focus the review for your reader.

In **no more than half a page**, please explain your program's mission and its relationship to Eastern's mission (and, if applicable, to the mission of graduate education). Identify similar programs in the state; distinguish your program from others. You also should identify your program's student learning objectives and career/further education objectives, and summarize significant changes, achievements (by faculty and students and the program itself), and plans.

### Section 6. Major Findings and Recommendations

These are the standard IBHE questions.

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| <b>a. Description and assessment of any major changes in the program:</b> |
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- changes in the overall discipline or field
- student demand
- societal needs
- institutional context for offering the degree
- other elements appropriate to the discipline in question

What, if any, internal or external events have affected your program since the last review? Have enrollments, degree production, costs, student satisfaction, job placement, etc. changed significantly? Has the discipline's governing body approved a new name for the programs it represents; updated or revised curricular requirements; identified new markets; developed new emphases? Have nationwide demographic changes or social policies affected enrollments or requirements for good or for ill?

The resources listed below may help you respond to item 6.a:

1. **EIU Institutional Research** houses all EIU common data sets, program enrollment and graduation data; see the "Facts & Figures" tab; staff members in IR are also available to help you assemble and analyze different program data: <https://www.eiu.edu/ir/>
2. **IBHE Data Points** track public university enrollment data across Illinois: <https://www.ibhe.org/datapoints.html>
3. **IBHE Enrollment and Degrees Conferred Data Tool**: <https://enrollmentsdegrees.ibhe.org>
4. **CIP Code** (classification of instructional programs) for each academic program, something you need for using the IBHE tool above: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>
5. **EIU Career Services Annual Report**: <https://www.eiu.edu/careers/annualreport.php>

6. **Occupational projections** are available from many professional journals and organizations, including:
- a. Bureau of Labor Statistics: <http://stats.bls.gov/>
  - b. BLS Occupational Outlook Handbook: <https://www.bls.gov/ooh/>
  - c. ISBE's Educator Supply and Demand Report: <https://www.isbe.net/edsupplydemand>
  - d. Illinois Workforce Information Center:  
[http://www.ides.illinois.gov/Pages/Workforce\\_Information\\_Center.aspx](http://www.ides.illinois.gov/Pages/Workforce_Information_Center.aspx)
  - e. O\*Net Online: <https://www.onetonline.org>

**a. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement**

While 6.b also asks you to discuss other significant findings, it is basically the assessment section of the program review. As such, the responses here are crucial to your review's success. Departments unable to demonstrate that their assessment programs meet the established guidelines will be expected to revise those programs within six months of the final review deadline. The IBHE's assessment guidelines are appended to this document.

Since your overview already identifies your student learning objectives, focus here on the assessment program and its results. What measures are you using to assess learning? How well are students achieving the objectives identified for them? What are their specific strengths and weaknesses? What changes have you made and will you be making because of your findings from assessment? Emphasize direct assessment but mention the indirect measures you are using as well. Support your generalizations with specific data/evidence. And be sure to include feedback from key stakeholders—students, alums, employers, peer reviewers, etc.—since the IBHE requires it.

**b. Description of actions taken since the last review, including instructional resources and practices, and curricular changes**

**c. Description of actions to be taken because of this review, including instructional resources and practices, and curricular changes**

6.c and 6.d are straightforward. However, by this point, you already may have mentioned the most significant actions your department has taken/is planning to take. **Do not repeat yourself.** Merely refer the reader to a previous section or sections.

## Section 7. Outcome

After consultation with the College Dean, the Provost's Office will indicate whether the program will be deemed "in good standing" or "flagged for priority review." The latter category is used to identify programs experiencing serious concerns—significantly low enrollments, high costs, negative accreditation findings, below-average pass rates on statewide exams, below-average employment placement rates, a continuing lack of satisfaction among students or employers, etc. Departments will be asked to examine and address the identified concern(s) and report the results in an interim review, due in 1-3 years. Typically, however, the IBHE program review results in a positive decision, and the next review is due in eight years.