

APPROVED
AUGUST 16, 2022

Item #E-2
August 16, 2022

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of one degree program at one public university.

Action Requested: That the Illinois Board of Higher Education approve the following:

Eastern Illinois University

- Bachelor of Science in Health Sciences in the Prairie Region



STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education (IBHE) is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, addresses university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *A Thriving Illinois: Higher Education Pathways to Equity, Sustainability, and Growth*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions.

Executive Summary – Public Institutions

Eastern Illinois University

Eastern Illinois University (EIU or University) requests authorization to offer a Bachelor of Science in Health Sciences in the Prairie Region. The 120-credit-hour program will prepare students for career opportunities in health care, patient care and family support, client advocacy and assistance, and health care-related sectors or for advanced study in professional health programs. Curricular flexibility allows students to choose from three professional options (Policy and Ethics, Diversity and Equity in Health, or Generalist) which include a variety of curricular choices that will enhance their content-specific knowledge. Students will complete a required internship experience with a focus in public service, community outreach, or both. Graduates will emerge as future managers and leaders, as well as staff of health, human, and social service-related programs.

The University has laid out an equity plan that involves closing gaps in who enrolls, persists, and completes degrees in the field. Embedded strategies exist within the proposed program's curricular and academic support framework to promote student success. Programs and offices across campus are designed to reduce barriers and intentionally connect students with resources and experiences necessary to thrive at EIU. These programs are designed to facilitate successful student engagement and retention through mentoring, community building, advising, supplemental instruction and academic support.

Both EIU and the Department of Public Health and Nutrition, where this program will be housed, offer high-impact practices and pre-professional experiences to support student retention and success including internship, research, and participation in professional associations. Industry partners are in support of the program and will continue to inform the curriculum and research agenda through formal partnerships and advisory structures. These partners will also provide opportunities for students to engage in internships and jobs within their companies.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

Approval request summary, including staff conclusion, follows in Attachment A.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to grant the Bachelor of Science in Health Sciences in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Eastern Illinois University

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Health Sciences in the Prairie Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
5	50	15

Background

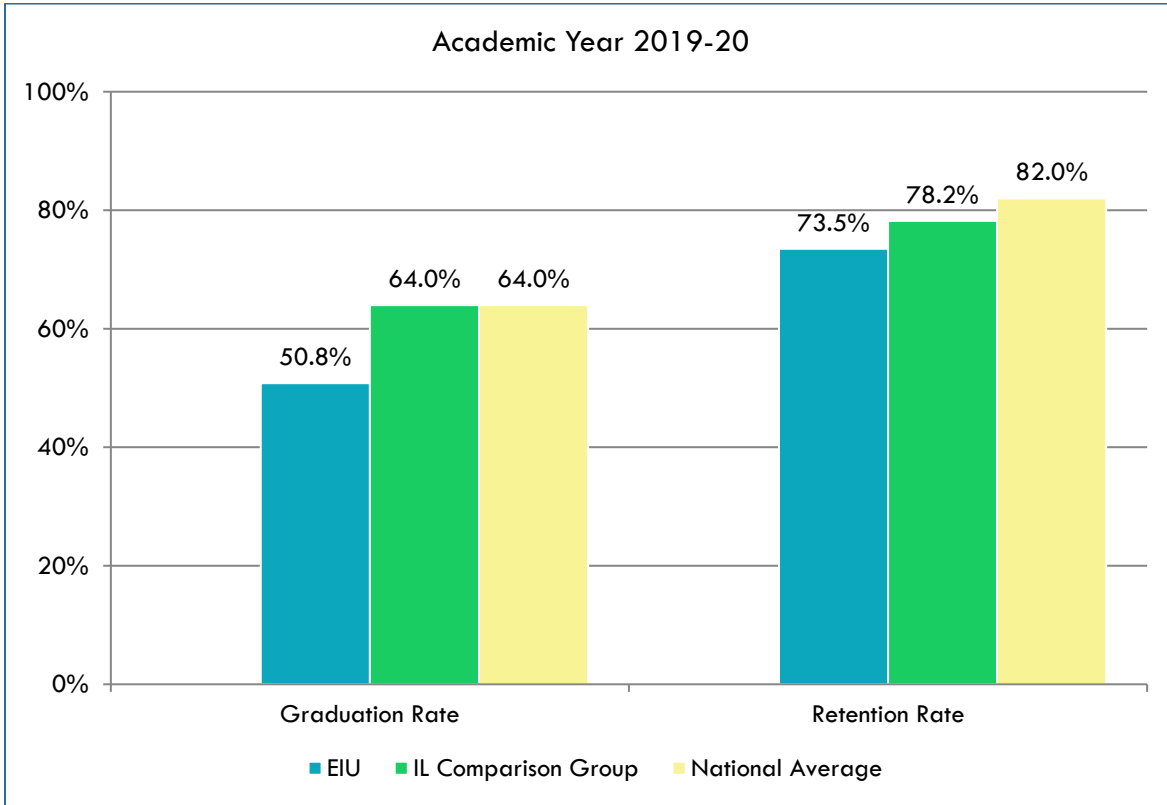
Eastern Illinois University (EIU or University) is seeking authorization to offer a Bachelor of Science in Health Sciences in the Prairie Region. The BS in Health Sciences will reside in the recently created College of Health and Human Services, which positions EIU well to serve the needs of prospective students interested in the growing number of professional disciplines within the health industry or who wish to pursue advanced study in a professional clinical or allied health program. The interdisciplinary program includes courses and elective options from 17 academic departments at Eastern Illinois University. The course of study was developed through a collaborative process between the College of Health and Human Services and the College of Liberal Arts and Sciences. The major will be directly overseen by the Department of Public Health and Nutrition, which resides in the College of Health and Human Services. Graduates of this program will be prepared for a variety of careers in health care, patient care and family support, client advocacy and assistance, health care-related sectors, and for advanced study in allied health.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention



*Source: National System for Education Statistics (NCES), US Department of Education
 Note: Eastern Illinois University is in the four-year, selective Illinois comparison group.
 Higher percentages are positive indicators.*

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

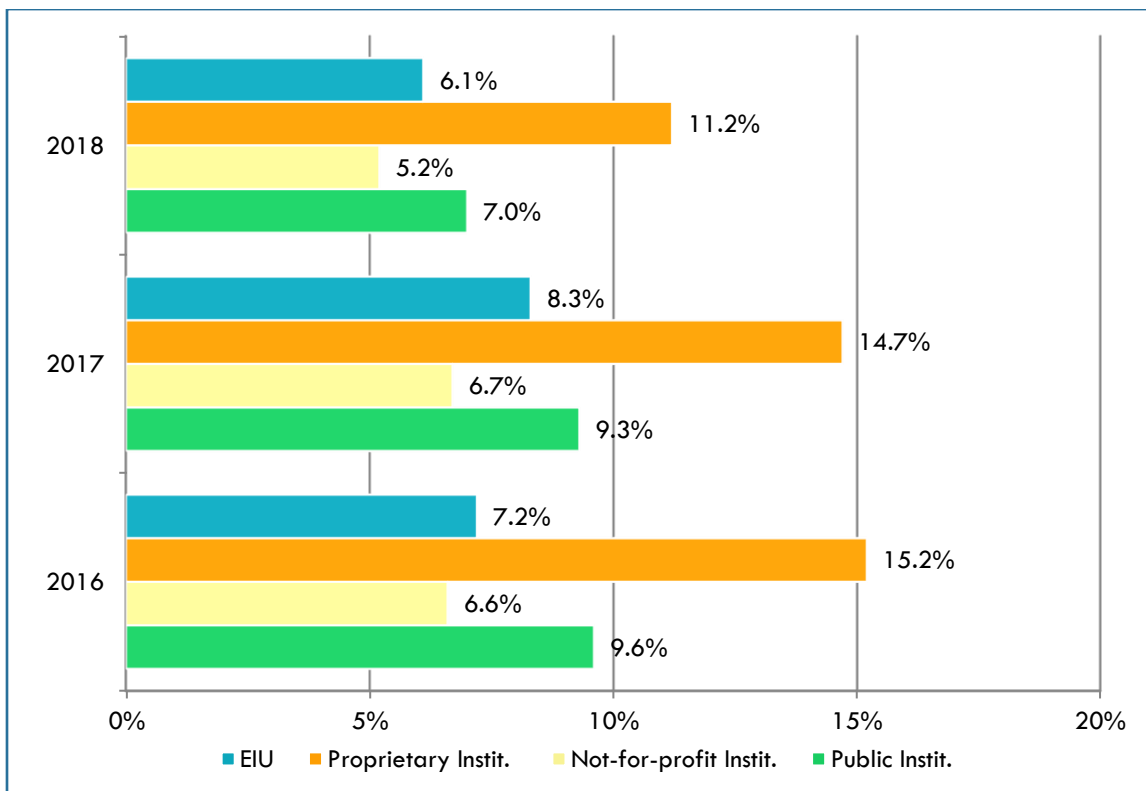
Undergraduate Completions per 100 FTE

Academic Year 2019-20	Eastern Illinois University	Comparable Illinois Institutions
	25	24.5

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours

offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2018 is 7.3 percent.

A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

According to the Bureau of Labor Statistics (BLS), occupations in the highest demand are in health care and health-provider sectors. Further, the 2021-2022 BLS data confirms a steady increase in number of jobs and hourly earnings coupled with a low unemployment rate of less than 2.8 percent within the Health Care and Social Assistance sector. Illinois Department of Employment Security (IDES) data indicates that between December 2020 and December 2021, 10,700 additional employees were hired in the Educational and Health Services sector. Additionally, the

IDES provides compelling metrics regarding employment outlook for individuals interested in careers related to Health Care and Social Assistance with a projected growth of 13.5 percent by 2026.

A graduate in the field of Health Sciences will be employable in many sectors of the health care industry and its related disciplines. Among the list of employment opportunities for students in health sciences: Occupational Health and Safety Specialist; Health Education Specialist and Community Health Worker; Substance Abuse, Behavior Disorder, and Mental Health Counselor; Medical and Health Services Manager; Biological Technician; Medical Science Liaison; Health Policy Analyst; Pharmaceutical Sales; Regulatory Specialist; and Patient Advocate. According to the BLS, employment of Health Education Specialists and Community Health Workers is projected to grow 17 percent from 2020 to 2030. The 2021 median annual salary for these two occupations was \$48,860. Health Education Specialists on average earn \$60,600, whereas the bottom ten percent of workers earn \$37,020 or less and the top ten percent earn \$102,480 or more. Community Health Workers on average earn \$46,590 whereas the bottom ten percent of workers earn \$30,440 or less and the top ten percent earn \$70,720 or more. The BLS projects employment of Medical and Health Services Managers to grow 32 percent from 2020 to 2030. Workers in this profession on average earn \$101,340, whereas the bottom ten percent of workers earn \$60,780 or less and the top ten percent earn \$205,620 or more.

Primary employers in the state include large healthcare companies. Within Eastern Illinois University's multi-county regional area, there is also a high demand for graduates in health-related occupations. Carle Hospital and Sarah Bush Lincoln Health Center are two local hospitals near EIU that provided statements of support for the development of healthcare-based academic programs that will increase the number of appropriately trained professionals in the region to satisfy future client, staffing, and service needs. Moreover, there has been a significant student demand for the discipline of nursing at EIU. This proposed Bachelor of Science in Health Sciences offers a sound alternative pathway for students interested in a health-related course of study who may not gain acceptance into the highly competitive nursing program at EIU or who may discover that nursing is not a good occupational match and decide to pivot to another health-related discipline.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed Bachelor of Science in Health Sciences supports Goal 1, Equity of A Thriving Illinois to *close the equity gaps for students who have historically been left behind*. Eastern Illinois University's current racial and ethnic student profile is comprised of 13.1 percent African American, 13.5 percent Hispanic, 3.2 percent Asian, 2.1 percent from two or more races, and 0.3 percent Native American. Additionally, the University's student population includes 46 percent Pell-Eligible students and 47 percent MAP recipients. The Department of Public Health and Nutrition, where this proposed program will be housed, has a long tradition of serving the needs of students from underrepresented and underserved groups. Currently, 77 percent of students with Public Health or Health Administration majors at EIU identify as female, and 52.4 percent identify with ethnic minority groups. EIU continues to focus efforts on recruiting and retaining a diverse student body including those who have been traditionally underrepresented and underserved.

Over the past decade, EIU has expanded their approach for monitoring student retention and graduation data disaggregated by race and ethnicity, as well as other factors. The University has developed a set of key performance indicators including first-time full-time (FTFT) cohort and new transfer demographics, as well as demographics by student type, socioeconomic status, and standing/progression. Data are reviewed and assessed each year by the Committee on Retention Efforts (CORE) and shared with internal and external shareholders. In 2021, the University

expanded its progress-monitoring capacities by investing in Tableau software to move beyond simple indicators towards a dashboard that permits data-brushing, including facilitating analysis of data to determine what barriers might exist relative to the recruitment and retention of minority pre-service K-12 educators and beyond. All members of CORE, Enrollment Management, and the Provost's Advisory Council have access to the dashboard and utilize it to inform offerings and orientation registration strategies. The University also assesses the impact of high impact practices on student success and participates in the National Survey of Student Engagement every three years to assess EIU's student performance relative to peers. Based on the data and a presidential charge to focus on student success for all learners, the Division of Academic Affairs initiated a student success taskforce that made a range of policy, practice, and structural recommendations that have been addressed over the past few years, including creation of an improved early alert system and streamlined, one-stop, online student services website.

The University has longstanding and new recruitment and retention efforts designed to support students from underrepresented backgrounds. EIU's Access Granted has been a successful recruitment and retention program for first-generation minority students for over 15 years. The College of Health and Human Services, where the proposed program will be housed, annually covers expenses associated with two major recruitment events in the Chicago area where students will be actively recruited to the proposed program and where the prospects for diversifying this major are especially strong. Gateway is a longstanding provisional admission program that provides intensive academic support and mentoring for students in their first year on campus and as needed after that.

The BS in Health Sciences proposal is a central component in the College of Health and Human Services, and EIU's retention strategy, and particularly so for students from underrepresented groups and underserved populations. When work began on the School of Nursing and Bachelor of Science in Nursing (BSN), conversations also circulated about how to best serve students who were not admitted because they knew demand for the program would be greater than available admissions spots. Fall 2022 enrollment data shows that students from underserved populations are seeking nursing and other pre-clinical preparation programs as an academic choice, but as at least 60 percent of pre-nursing students will not earn a seat in the very competitive School of Nursing cohort such that an additional pathway is needed. The BS in Health Sciences seeks to increase knowledge and exposure for all pre-nursing students to the wide variety of other healthcare and healthcare-adjacent professions. Academic advisors have worked with many students who did not continue to the BSN program. The proposed degree will provide an alternative degree option for students that will accept completed coursework, allow them to complete their degrees in a timely manner, and provide them with a meaningful and lucrative career in allied health professions.

EIU has various enhanced support services for students from underrepresented groups to assist them with their transition to the University. In 2020, the University was designated a First-Gen Forward campus by the National Association of Student Personnel Administrators and Center for First-Generation Success. EIU's programs offering academic assistance and skill development as well as accommodations include TRiO Student Support Services, Student Success Center, and Student Disability Services. In Fall 2020, EIU launched its Freshman Connection program that is a residentially based mentoring program intentionally designed to support first generation, Pell eligible, and minority students. The program doubled enrollment this year and expanded to include transfer students. Lastly, in addition to dedicated offices and units across campus, EIU has leveraged the Governor's Emergency Education Relief Fund (GEER) grants to expand student services by creating a one-stop tutoring center for all 1000-2000 level general education courses, obtaining

an AI-text chat-bot to provide real time responses to student questions around the clock, and online tutoring through a third-party service. The Department of Public Health and Nutrition has collaborative partnerships with these support systems on campus. For example, department staff work with the Office of Inclusion and Academic Engagement to offer meaningful student mentorship opportunities. Additionally, the Department is applying for a state grant to support minority student mentorship, and supplemental instruction support, to further reduce barriers to educational access and success for our students.

Eastern Illinois University promotes social integration and connectedness among students by investing in and supporting student organizations for all students, specifically programs and organizations serving students of color such as the Black Student Union, the Latin American Student Organization, and National Pan-Hellenic Council member fraternities and sororities. In collaboration with EIU's Housing and Dining Office, a new Health and Human Services Living Learning Community will launch in Taylor Hall, which all the departments in the College will leverage to provide supplemental learning, networking, and social support activities. Eta Sigma Gamma, the honorary Health Education student organization will hold its meetings in Taylor Hall to connect students to their major, department, faculty, and profession. Through the Living Learning Community and associated student organizations, students will be encouraged to engage in many professional development opportunities offered through the department including attending the annual association meetings, participating in case study competitions, mentoring program with the EIU Black Alumni Association, and the departmental honors program. Financial support is provided for students to participate in these activities through grants, associations, and the Department. All these groups and activities serve as wrap-around support to underserved and underrepresented students.

The Department of Public Health and Nutrition is built around proven academic and pre-professional practices that engage students and mentor them into their profession. The Department has a dedicated internship coordinator who guides students through the internship approval and placement process, monitors progress, and conducts assessments. Extensive network sites and preceptors have been developed locally and nationwide. The primary academic advisor for the proposed program will provide presentations to prospective students at admissions events and orientation to expose students to the full breadth of health-related professions in collaboration with other advising units across campus. These multi-disciplinary advising efforts will ensure all students have access to the proposed program. Last, the Department has a laptop lending library where eligible students can check out computers as needed, mitigating any potential disruptions to learning due to issues with technology access.

The proposed program will also address Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* Eastern Illinois University's historical value proposition has been to provide Illinois residents with a high-quality education at an affordable price point. For that reason, EIU continues to be the lowest cost of attendance of all four-year public institutions and has specifically developed scholarship programs that simultaneously support academic excellence and access. EIU has intentionally designed several need-based aid programs that enable students to leverage financial aid and merit-based programs effectively and efficiently. A variety of full and partial coverage scholarship programs exist for students and their families. In addition to the scholarship programs, EIU's admissions team has also created online resources to support students of color. The University has created a web resource for minority students that aggregates outside scholarship resources. Similar online resources have been developed for undocumented students, veterans, and children of veterans. Finally, EIU is always exploring new opportunities to partner with community-based organizations to promote student success and diversity. The University anticipates finalizing

a memorandum of understanding with Hope Chicago with a first cohort projected to arrive on campus in Fall 2022.

The proposed degree program will contribute to Goal 3, Growth, to *increase talent and innovation to drive economic growth*. The program utilized the newly created College of Health and Human Services Alumni Advisory Board as a consultative body in the creation of this major. The board includes alumni who work in or are recently retired from health-related professions, all of whom responded favorably to this proposal. Upon approval of this program, the East-Central Illinois Hub, EIU's local hub associated with the Illinois Innovation Network, will also be used as a body to share developments related to this program.

Strong student interest is also anticipated in the proposed program at Eastern Illinois University. Fall 2022 data show that 270 students are coming to EIU for pre-clinical studies and 225 students identified as pre-nursing. The Nursing program is highly competitive and is only allowed to admit 28 nursing students per cohort given class size and accreditation standards. The proposed degree would provide an opportunity to retain students and offer an alternate pathway in cases where there are no longer available seats in the Nursing program. Additionally, a survey of academic advisors in Biological Sciences, Public Health and Nutrition, and Nursing confirmed the need for another academic pathway for students interested in health sciences. The interdisciplinary major prepares students for well compensated careers in health care, patient care and family support, client advocacy and assistance, health care-related sectors, or for advanced study in allied health. Students will develop a diverse range of skill sets and core knowledge to better serve others in health science associated industries. Additionally, this program will support students hoping to enroll in professional health programs to prepare future clinical and allied health professionals to serve the needs of different generations of the population, including the aging Baby Boomers. Health Sciences graduates will emerge as future managers, leaders and staff of health, human, and social service-related programs designed to maintain the quality of life for senior citizens. Managing and leading these types of public and privatized programs will provide an opportunity for Health Sciences graduates to make a significant and profound civic impact on the residents of the neighborhoods and communities in which they live and reside. The Diversity track option also prepares students to work and serve the broadest demographic group possible in the region and across Illinois.

An inclusive committee consisting of discipline experts and well-connected academic representatives from the Colleges of Liberal Arts and Sciences, Health and Human Services, and Education initiated the process of developing the Health Sciences undergraduate degree curriculum to meet the staffing needs of healthcare organizations within the counties bordering Eastern Illinois University and beyond. Carle Hospital and Sarah Bush Lincoln Health Center are two partners that support the development of healthcare-based academic programs that will increase the number of appropriately trained professionals in the region to satisfy future client, staffing, and service needs. These organizations represent vibrant regional employers that stimulate the local economy by providing high quality and well-paying jobs.

Comparable Programs in Illinois

Currently, there are 14 health sciences bachelor's programs at three public universities and 11 independent institutions. Most programs are concentrated in the Chicago area. The BS in Health Sciences has considerable variation among the degree programs at other Illinois universities. Other programs differ by having a strong clinical component, heavy focus on medical sciences, and mental health counseling and substance abuse tracks. The proposed Bachelor of Science in Health Sciences

distinguishes itself by being an interdisciplinary degree with a pathway in diversity and equity in health.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the program's objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Applicants interested in the Bachelor of Science in Health Sciences program must meet the minimum admission standards at Eastern Illinois University which includes a 2.8 high school GPA without a standardized test score and the following:

- English (4 years)
- Mathematics (3 years)
- Science with lab experience (3 years)
- Social Studies (3 years)
- Electives (2 years)

Students whose GPA is below the minimum are encouraged to include a personal statement and letter of recommendation. EIU has been monitoring the last three first-time, full-time cohorts as part of a statewide initiative to reform developmental Math and English courses and student success. While the work continues, EIU has implemented a non-ACT and SAT-based placement process and is developing co-curricular learning resources to address any developmental concerns to ensure that progress towards degree is timely. The first non-test-based placements occurred with this year's cohort and will be monitored.

The University has established processes, policies, and programs for recruitment and retention of students from underrepresented backgrounds, as outlined in the *A Thriving Illinois* section of this report. EIU has expanded its degree completion programs and wrap around support to serve adults through online learning opportunities. Eight undergraduate programs are offered online as well as 20 graduate degree programs to meet the needs of adult learners. Additional initiatives are underway to recruit underrepresented students including outreach and engagement, overnight programs to view life as a college student at EIU, and translation of recruitment materials into Spanish to meet the needs of Latinx students and their families across the state. EIU plans to contact partners and negotiate 2+2 agreements with the new program.

Curriculum

The Bachelor of Science in Health Sciences is a 128-credit-hour program that includes 23-24 hours of required core courses and 21-22 credit hours in one of three professional pathway options:

- Policy and Ethics – prepares students to work in governmental agencies, administrative departments, or advocacy organizations in health-related fields.
- Diversity and Equity in Health - provides students with a background in social determinants of health and health care with an emphasis on understanding and serving marginalized groups.
- Generalist - offers flexibility in curriculum selections such that students can customize their courses to fit their career interests in the health sciences.

Core foundational courses of the program is comprised of courses in biology, chemistry, health and human services, community health, psychology, sociology, and medical terminology. The curriculum for each option provides content specific knowledge related to the path selected as well as a research methods course and a list of electives to choose from. All students must complete an internship in a community health agency or organization. Students that plan to enroll into a professional health program should complete the typical professional program prerequisites of Chemistry and Biology courses in their first semester or as early as possible.

The University has a long and established commitment to providing enhanced supports for students from underrepresented groups to assist them with their transition to the University. Critical resources, programs, and offices on campus provide wrap-around student support comprised of intrusive advising, counseling, tutoring, academic skills development, and mentoring. Specifically, the Office of Inclusion and Academic Engagement intentionally connects minority students with the resources and experiences necessary to thrive such as undergraduate research, study abroad, internships, scholarship information, and more. The Health Sciences bachelor's degree program will provide undergraduate students with high-impact, hands-on learning experiences, such as traditional laboratory training, along with undergraduate research mentoring and an internship experience as the capstone requirement of the course of study. Successful completion of these experiential learning opportunities will create more qualified and connected graduates who will be better prepared to succeed on career pathway leading to clinical and health-based professional schools or advanced graduate school training.

Assessment of Student Learning

Eastern Illinois University has established processes to measure and analyze student learning outcomes data. Direct measures include exams, case studies, papers, oral presentations, math or stats analysis, and a creative project. These metrics will be collected in core courses, selected

professional option courses, and during the student's internship experience and evaluated through rubrics to demonstrate desired student learning objective is met with a score of at least 75% or greater. Indirect measures will include job placement surveys and internship evaluations.

Services exist throughout the University and within the Department to support student learning. Student progress is monitored through the semester using an alert system, grade checks, and advising appointments. Appropriate and timely interventions are used to help students stay on track and receive wrap-around support for emerging needs. Internship experiences are a key component of the program and students are assessed through end-of-semester evaluations from supervisors.

Program Assessment

Program evaluation will be reviewed and updated annually by the Department of Public Health and Nutrition assessment committee. Assessment results will be used to refine the program to better prepare students for future employment. Assessment results will be used to refine the program to better prepare students for future employment. The following metrics will aid in program evaluation:

- Input from the College of Health and Human Sciences advisory board
- Career Services Placement Report
- Student Evaluations from internship site supervisors
- Success of historically underrepresented and underserved students

Assessment data focusing on the student learning objectives will be collected annually by faculty instructing the required core and professional pathway option courses as well as the internship site supervisor. A biennial Health Sciences major assessment report will be submitted every other year by the Department of Public Health and Nutrition to the Associate Dean of the College of Health and Human Services. Feedback will be provided in year two by the Associate Dean and Dean with additional feedback solicited from the Office of Academic Affairs in year four. Reviews will be shared, reviewed, and discussed with the Department of Public Health and Academic Affairs assessment coordinator. Reports will be uploaded to the website for transparent sharing with the campus and community.

Eastern Illinois University has identified goals and strategies to increase the retention and graduation rates for all students, including those from underrepresented and underserved backgrounds. Progress is monitored through the collection of data, external and internal reviews, and reports from committees. Measures of success include monitoring enrollment and retention numbers, program assessments, direct assessments of student learning, end-of-semester evaluations, and a tracking system for program participants. The University and Department also offer several key support services to ensure equitable access and facilitate student success in the proposed program.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to

support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Existing facilities are sufficient for implementing the proposed program. All buildings provide high-quality classroom space, with appropriate technology to support and enhance student learning and faculty innovations in teaching. The University possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources, to support teaching and scholarly work.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has identified institutional policies that ensure faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Eastern Illinois University supports faculty development through its own Faculty Development and Innovation Center (FDIC) devoted to faculty professional development activities. In addition, the University provides research release opportunities, research grant opportunities and professional travel support to enhance faculty professional development. In 2019, the University initiated a Higher Learning Commission Quality Initiative (QI) that resulted in the formulation of a campus-wide plan to diversify faculty and staff for student success. The plan is in active implementation, and the search for a Senior Diversity Officer is underway to support the actions and goals of the plan. All faculty at EIU will be encouraged to participate in the QI program, which is aimed at understanding the hiring practices utilized at the University to ensure that best practices are employed to promote a diverse workforce. EIU is in the process of updating critical internal governing policies by redefining role, structure, and make up of search committees for faculty, administrative, and professional searches. In addition to the QI, EIU's President's Council on Diversity serves as a coordinating and critical resource for campus programming, problem solving, and innovation. The Council is complemented by the faculty-led Making Excellence Inclusive (MEI) which coordinates First Generation Study Day to recognize and celebrate first-generation students, faculty, staff, and alumni and hosts an annual campus conference for faculty, advisors, and professional staff at EIU. Over the next few years, the University will be closely monitoring hiring and retention across all demographic groups with the articulated goal to increase diversity across all employee groups and create a campus community that reflects the demography of the student

community.

The faculty in the Eastern Illinois University's Faculty Development and Innovation Center has created new faculty programming, devoted in part to enhancing inclusivity in training. One workshop is devoted specifically to creating syllabi that enhance inclusivity. All faculty associated with the proposed program will be offered this training. Also, faculty in the Department of Public Health and Nutrition have been actively engaged in updating all course deliverables to meet accessibility standards as established by EIU's Online Course Development Institute. They are in process of redesigning delivery modalities and the classroom experience to better address technology challenges and decrease disparities exacerbated by the pandemic.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources to administer the proposed program.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the Bachelor of Science in Health Sciences proposed by Eastern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.