

East Carolina University

**Department of Health Education and Promotion
College of Health and Human Performance**

**BS in Public Health Studies and
MA in Health Education**

Program Review Committee Report

Prepared by:

**Dr. Robert F. Valois, Professor
Department of Health Promotion, Education and Behavior Arnold School
of Public Health, University of South Carolina**

**Dr. Jerome E. Kotecki, Professor
Department of Physiology and Health Science College of Sciences
and Humanities, Ball State University**

**Dr. Laura C. Prividera, Associate Dean and Associate Director College of
Fine Arts and Communication School of Communication, East Carolina
University**

**Submitted in fulfillment of the unit program pursuit
of improving undergraduate and graduate education.**

**Submitted to the Coordinator
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Department of Health Education & Promotion
College of Health and Human Performance
East Carolina University

Program Overview

The Department of Health Education & Promotion is one of three departments currently in the College of Health and Human Performance. The original Department of Physical Education was part of the East Carolina Teachers Training School. By the early 1940's, the term "health" was added to the Department name, making it the Department of Health and Physical Education. In 1950, the school name changed to East Carolina Teachers College, and an MA degree in secondary education was initiated. Health & Physical Education was one of seven majors or minors in the secondary education degree program during this era.

As East Carolina grew and evolved to obtain university status, the Department also expanded and resided in the College of Arts and Sciences, as the Department of Health, Physical Education, Recreation and Safety (1973). In 1977, the MAEd and MA in Health and Physical Education added the emphasis areas of adapted physical education and administration of physical education and athletics.

In 1976, Dr. Rick Barnes was appointed Coordinator of Health Education, and in 1984 a fitness director option was added to the MA in Health and Physical Education. In 1986, a health education track was added to the MAEd in Health and Physical Education. In 1990, Dr. David White was appointed the Interim Chair of Department of Health, Physical Education, Recreation and Safety.

The Department of Health, Physical Education, Recreation and Safety became the 11th professional school on campus in 1993, and in 1994, Dr. Christian Zauner became the founding Dean of the College of Health and Human Performance. In 1995, the Health Education unit was renamed and became the Department of Health Education and Promotion. In 1999-2000, Dr. Zauner retired, and Dr. Glen Gilbert was appointed Dean of the School of Health and Human Performance and Dr. David White was appointed Chair of the Department of Health Education and Promotion.

In 2001, the first distance education degree program (MAEd in Health Education) was initiated, and prehealth professions was added as the fourth option for the BS in Health Education & Promotion. The name change from School of Health and Human Performance to College of Health and Human Performance occurred in 2002-2003, and presently, the College of Health and Human Performance is home to three Departments: Kinesiology, Health Education and Promotion, and Recreation and Leisure Studies.

The Department experienced several administrative changes between 2008 and 2013. Dr. David White became Interim Dean of the College of Technology and Computer Science in 2008, and Dr. Sharon Knight became the Interim Chair of the Department of Health Education & Promotion until 2010, when Dr. Tim Kelley became Interim Chair (2010-2011) and later Chair (2011-2012). In 2012, Dr. Michael Felts served as Interim Chair, and in 2013, Dr. Don Chaney was appointed Chair of the Department.

In 2011, the BS in Health Education degree name was changed to a BS in Public Health Studies (BSPHS). Under the direction of Program Director, Dr. Michael Felts, there are three tracks offered, prehealth professions, community health education, and worksite health promotion, to over 260 undergraduate majors in the BSPHS degree program.

In 2005, the MA in Health Education became an online only program. Presently, the MA in Health Education is under the direction of Graduate Program Director, Dr. Jennifer Cremeens, and offers

academic training for individuals currently employed or planning to seek employment as health education specialists in academic, clinical, community or corporate settings.

Review Committee Comment: It should be noted here that the events described above vis-à-vis the evolution of the current Department of Health Education and Promotion are consistent with national and international trends in Health Promotion and Education, Physical Education/Kinesiology, Recreation/Leisure Studies, Dance and Safety. Since the late 1960s and 1970s traditional teacher preparation schools and colleges have been evolving into more comprehensive universities. This evolution was motivated by significant social, cultural and economic changes in the United States and other progressive countries that affect personal and community health and well-being.

Procedures

The **Program Review Committee [PRC]** members (Dr. Laura Privera, ECU Internal Reviewer, Dr. Jerome Kotecki, Ball State University and Dr. Robert Valois, University of South Carolina) were contacted in May 2013 and agreed to review the Department of Health Education and Promotion's Bachelor of Science in Public Health Studies (BSPHS) and Master of Arts in Health Education (MA) in the College of Health and Human Performance. Supporting materials (ECU Procedures for Unit Academic Program Review; ECU Department of Health Education & Promotion Unit Review Self-Report with appropriate Appendices, and guidelines for final report composition) were forwarded to PRC members on December 19, 2013 for their review in advance of their January 16 and 17, 2014 onsite review. The itinerary for the two-day onsite review is located in Appendix A of this PRC Report. This PRC Report will address the: (1) Bachelor of Science in Public Health Studies program; (2) HLTH 1000, Health in Modern Society, the required health course in "Health and Physical Education" section of the ECU Foundations Curriculum-Multidisciplinary Disciplines; (3) the online Master of Arts in Health Education program; (4) the emerging development of a School of Public Health from the already existing Department of Public Health at the Brody School of Medicine; and (5) the overall review with the PRC summary and conclusions.

It should be noted that the PRC members were favorably impressed with the depth, thoroughness and meticulous attention to detail of the Program Review Self-Report document prepared by the unit's administrative staff and teaching faculty. The following sections include the essence of our report based on the careful reading of the unit Self-Report document and what committee members observed and learned regarding the program during the onsite review process, focused on program strengths, areas for improvement and recommendations for improvement.

Bachelor of Science in Public Health Studies

East Carolina University Statement of Mission (Approved by UNC Board of Governors, November, 2009 states that ECU will strive to serve as a national model for public service and regional transformation by:

- Preparing our students to compete and succeed in a global economy and multicultural society,
- Distinguishing ourselves by the ability to train and prepare leaders (for our state and nation),
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
- Saving lives, curing diseases, and positively transforming (the quality of) health and health care (for the region and state), and

- Providing cultural enrichment (world-class entertainment) and powerful inspiration as we work to sustain and improve (the community's) quality of life.

It is the PRCs opinion that the Department of Health Education and Promotion BSPHS program meets the UNC mission and the mission and strategic directions of ECU for improving health and quality of life of individuals and communities, particularly those within the State of North Carolina and the rural eastern region of the State. The overarching goal of the BSPHS program is to prepare public health professionals who will ultimately work with individuals, communities, and populations to promote health and wellbeing, provide health-related education, and prevent disease. At the bachelors level, these graduates will work in county health departments, voluntary agencies, community based health organizations, schools, government agencies and schools. Additional emerging markets include that of Health Coaches, Chronic Disease Managers, and Health Care System/Patient Navigators.

Through curricular and extracurricular activities and experiences, the program strives to develop graduates who become members of a knowledgeable and skilled health workforce. Specifically, the BSPHS prepares graduates to improve the health of individuals and communities through theory-based best practices in health education, health promotion, and disease prevention. The PRC believes that the BSPHS program does an exemplary job of preparing future Health Education professionals in one of three concentrations of study: community health, worksite health promotion, and pre-health professions and is responsive to increasing local, regional and national needs for Health Education professionals. Graduating BSPHS students who take the examination score high on the Certified Health Education Specialist (CHES) exam and are subsequently employed in one of the three concentration areas as well as pursuing graduate degrees.

BSPHS Program Strengths

The Bachelor of Science in Public Health Studies (BSPHS) at ECU has a number of strengths and compares favorably to similar programs in North Carolina, colleges on the east coast, the Midwest (where Health Education is very strong) and nationally.

- ⌚ The PRC spent significant time interacting with a dynamic and dedicated faculty (Tenured, Tenure Track and Fixed Term/Part-time Faculty) who are comfortable in their assigned teaching roles, research responsibilities and departmental, college and community service activities and assignments. The HE&P faculty exhibited a genuine concern for fellow faculty, staff, students and the university community.
- ⌚ The BSPHS degree is aligned with the undergraduate seven core responsibilities /competencies outlined by the National Commission for Health Education Credentialing NCHEC. NCHEC certifies Health Education Specialists, promotes professional development, and strengthens professional preparation and practice.
- ⌚ Three years ago the BSPHS degree program was significantly revised and reorganized following the “critical component elements” prescribed by the Council on Education for Public Health (CEPH). This was perceptive planning and thoughtful anticipation for the eminent pursuit certification of the CEPH as a Standalone Baccalaureate Program (currently CEPH accredits only graduate programs) by the department for its BSPHS degree program. CEPH began accepting applications on January 1, 2014 and the Department of HE&P has submitted its application on January 13, 2014 for CEPH

accreditation, with a CEPH site visit planned in Fall 2015. This anticipation and proactive planning is commendable and places ECU-HE&P at the forefront of BS training in public health studies in North Carolina and nationally. This proactive approach to CEPH accreditation is a strong competitive advantage.

- ⌚ This curriculum reorganization and planning led to the degree name change to “Public Health Studies” resulting in greater elucidation of what types of health careers were available and tripling the number of students selecting Public Health Studies as a major since Fall 2006.
- ⌚ The BSPH curriculum has a blend of biological, social/behavioral and public health sciences included in all three concentration areas (Community Health, Pre-Health Professions and Worksite Health Promotion).
- ⌚ The Pre-Health Professions curriculum is impressive as it prepares students for entry in graduate health professional schools in areas such as: medicine, dentistry, physician assistant, pharmacy, veterinary sciences, and optometry. Students take courses in natural and physical sciences, social sciences, as well as public health. Health Professional schools of today are interested in “well-rounded” students with diversity in academic preparation. This curriculum provides a competitive advantage.
- ⌚ From Fall 2006 to Spring 2013, the number of students in the BS in Public Health Studies program has nearly tripled. This growth is correlated with a 2010-2020 predicted 37% growth in the need for “Health Educators” (BLS, 2013), the program name change to Public Health Studies and a dynamic and engaging faculty.
- ⌚ The Pre-Health Professions option is a significant factor in the significant increase of BSPHS majors over the past three year period.
- ⌚ The BSPHS program has student diversity. The average race/ethnicity distribution of BSPHS students from 2006 to 2013 was 30% African-American, 60% white and 10% all others. The majors were approximately 75% female. The high percentage of female students is a traditional trend among undergraduate programs in Health Promotion, Health Education and Public Health Studies. The 25% male rate of BSPHS students is commendable compared to national trends on public health undergraduates.
- ⌚ HE&P has 17 full-time faculty members who primarily serve the BSPHS (and MA) program. Six are tenured, six are tenure-track, and five are instructors. Seventy-five percent are female and similar percentages hold for the terminal degree in their field of study. Three HE&P faculty are considered minority status. This is a good balance with the possible need for an additional assistant professor and/or instructor.
- ⌚ The overwhelming majority of HE&P faculty are highly productive in research and scholarship. According to the self-reported data provided by the unit faculty for the 2006-2012 academic years, HE&P faculty produced 181 refereed articles, 12 refereed books, 199 refereed presentations, and 3 refereed books chapters. This is respectable scholarly productivity for a department without a doctoral program and with a high proportion workload relative to teaching and service compared to research.

- ⌚ HE&P notes four ongoing funded research projects that are innovative, focused on youth, involve technology, deal with health disparities and have a rural health focus.
- ⌚ HE&P are also engaged in a high level of service and outreach. Data secured from the Sedona system note 1,593 professional, institutional and community service activities from academic year 2007-2008 to academic year 2011-2012.
- ⌚ Student internship experiences are robust in Greenville, via the Health Sciences campus and in other towns and cities in North Carolina. Students report good administration, supervision and coordination of the undergraduate (BSPHS) internship experience
- ⌚ The HE&P faculty are involved in interdisciplinary projects involving: tobacco use prevention and cessation; reduction of high-risk college student drinking; international AIDS relief; health disparities research for cancer & cardiovascular disease; COPD Selfmanagement via technology; and work with the Irish Red Cross and Trinity College in Dublin, the World Health Organization and Switzerland and relationships with the University of Geneva Hospitals. This interdisciplinary work is noteworthy vis-à-vis current teaching, research and service responsibilities for HE&P faculty. Overall, the HE&P faculty are good academic citizens.
- ⌚ The HE&P faculty has good leadership at the Associate and Professor levels. In addition the Department Chair is a former Assistant Dean and understands coordination, communication and cooperation. Noteworthy here is the Department Chair stepping in to teach a section of HLTH 1000 when a committed instructor could not meet a promised commitment.

BSPHS Areas for Improvement

- ⌚ The PRC visited the undergraduate class HLTH 4609 “Needs Assessment and Program Planning” and noted that approximately one-third of the class was involved in Eta Sigma Gamma (ESG), the National Honorary in Health Education. It was anticipated that this should be a higher percentage. Membership in ESG provides students the opportunity to assume leadership roles while participating in professional health education activities. The mission of ESG is promotion of the discipline by elevating the standards, ideals, competence and ethics of professionally prepared men and women in Health Education. The goals of the honorary include: Supporting the planning, implementation and evaluation of Health Education programs and resources; Stimulating and disseminating scientific research; Motivating and providing health education services; Recognizing academic achievement; Supporting health education advocacy initiatives; Promoting professional standards and ethics and; Promoting networking activities among Health Educators and related professionals. Early engagement in professional organizations would be a competitive advantage that all ECU BSPHS students. Membership and active involvement in ESG should be more actively promoted.
- ⌚ Also in HLTH 4609 Needs Assessment and Program Planning class the PRC also discovered students being advised on resume building in an antiquated fashion and

anchored to a one-page format, more indicative of a different academic culture (e.g., Business, Economics, etc) and not appropriate for students with community voluntary service, certifications in CPR, First Aid etc., previous work experience, research and service experience with a faculty member, required internship experience and other experiences. HE&P should conduct their own “culturally competent” seminars on resume construction and cover letter composition (and if possible professional dress, interviewing skills and post interview etiquette).

- ⌚ The Certified Health Education Specialist (CHES) examination is a competency-based tool used to measure possession, application and interpretation of knowledge and skills in the Seven Areas of Responsibility for Health Educators delineated by A *CompetencyBased Framework for Health Education Specialists 2010*. The exam reflects the entrylevel Sub-competencies of these Areas of Responsibility. Unfortunately, very few ECU BSPHS students take this examination. The HE&P faculty and staff need to improve their communication and persuasion tactics for students to take and pass this important examination. With the emergence of the Patient Protection and Affordable Care Act and the future need for Health Educators, taking and passing this exam reflects favorably on HE&P, ECU the profession of Health Education & Promotion and ultimately the community members that are served by CHES trained Health Educators and Health Promoters.
- ⌚ Preceptors for undergraduate internship experiences noted that for a certain percentage of students, there is a need for presentation skills and skills for effective delivery of messages to ethnically diverse groups.
- ⌚ Continue to nurture close relationships with faculty colleagues at Pitt Community College who are involved in the development of a Health Coaches concentration.
- ⌚ Recently, the Society for Public Health Education (SOPHE) successfully petitioned the American diabetes Association (ADA) to include Health Educators as candidates for becoming Certified Diabetes Educators (CDE). The ADA sets the guidelines used by health insurers to determine 3rd-party reimbursement for services. The National Certification Board for Diabetes Education approved Master Certified Health Education Specialists (MCHES) eligibility to qualify for the CDE® exam. Beginning January 1, 2014 MCHES are eligible to submit an application to become a CDE®. Contact Julia Gin (202) 408-9804 | jgin@sophe.org www.sophe.org. The preponderance BSPHS students did not seem to be aware of this opportunity. The Patient Protection and Affordable Care Act, commonly called the Affordable Care Act (ACA) that was passed in March 2010 will assuredly increase employment opportunities in this area.

BSPHS Recommendations for Improvement

- ⌚ Promotion of student involvement in Eta Sigma Gamma should be conducted through a number of communication channels. Each semester at advising sessions ESG membership and involvement could be encouraged by faculty and staff. Constant reminders via the HE&P list serve, by faculty in each class and via the HE&P website. Responsible HE&P faculty should conduct ESG socials/information sessions where faculty and students espouse the virtues of ESG membership and active involvement.

- ⌚ Designated HE&P faculty and staff should conduct seminars on resume construction and cover letter composition on campus. Examples of effective resumes and cover letters could be uploaded to the HE&P website. Community preceptors for student internships and agency directors could be invited to discuss what they have experienced as effective and non-effective resumes and cover letters and interview skills.
- ⌚ In the appropriate classes, undergraduate students should have ample opportunity to make presentations and prepare presentation for diverse community groups. Faculty should observe these presentations and provide written and verbal feedback to these developing professionals. Special seminars on presentation skills could be offered via Eta Sigma Gamma and other channels.
- ⌚ The evolving field of “health coaching” should not be left to the purview of health or positive psychologists. Health Coaching appears to be an emerging opportunity for employment for BSPHS students at ECU. HE&P should develop relationships with faculty at Pitt community College and create a smooth transition to ECU for students who want to pursue Health Coaching as a possible career.
- ⌚ Promotion of students becoming Certified Health Education Specialists (CHES) should be conducted through a number of communication channels. Each semester at advising sessions CHES certification and preparation for the examination could be encouraged by faculty and staff. Constant reminders via the HE&P list serve, by faculty in each class and via the HE&P website. Responsible HE&P faculty should conduct information and motivation sessions where faculty and graduate students espouse the virtues of being CHES certified personally and how CHES advances the Health Education & Promotion profession.
- ⌚ East Carolina University BSPHS students should be notified of the opportunity and encouraged to pursue CHES, MCHES and become a certified Diabetes Educator if desired.
- ⌚ The program Review committee (PRC) sends a note of caution to the Department of Health Education & Promotion. With the current trend of increasing enrollment in the BSPHS program the department needs to strike a balance between the number of majors it can reasonably educate and serve vis-à-vis the number of HE&P faculty. Careful considerations are warranted for the number of majors accepted and the possible need for additional HE&P faculty.

Health in Modern Society (HLTH 1000)

The Department of Health Education & Promotion is responsible for delivering **HLTH 1000, “Health in Modern Society,”** the required health promotion course in the “Health and Physical Education” section of the ECU Foundations Curriculum-Multidisciplinary Disciplines. It is one of only three courses listed by specific department and number in the Foundations Curriculum (ENGL 1100: English Composition 1; ENGL 1200: English Composition 2; and HLTH 1000: Health in Modern Society). Owing to its listing by course number as a required foundations course, all students pursuing a degree at ECU take the course which translates to approximately 4000 ECU students per year. Transfer students who have previously completed a Personal Health or Community Health course may provide a course description and/or

syllabus to the academic advising center to determine equivalency and possible substitution. Military veterans and active duty military personnel may be exempt from this health requirement by providing a DD-214 form, AARTS transcript, or a SMART transcript to the Veterans Affairs Office. HLTH 1000 is also a prerequisite for all HLTH courses.

The purpose of HLTH 1000 is to enable students to gain health-related knowledge, attitudes, beliefs, intentions, self-efficacy and skills for informed decision making for continuous health and well-being. Course content and methodologies are designed to actively engage the learner for application of healthrelated behavioral skills during undergraduate matriculation at ECU and into life-long habits for health promotion.

During the PRC visit to ECU and the interaction with individuals ranging from top level academic administrators to undergraduate students, two consistent themes emerged: 1) East Carolina University is an academic institution with a rich history that values the art and science of effective teaching and learning and; 2) ECU's evolution into a comprehensive university appears to value the concept of health and the preparation of future health science professionals.

HLTH 1000 Course Strengths

- ⌚ This ECU graduation requirement (HLTH 1000) is highly valued and effectively administered and coordinated by the HE&P department and the course has outstanding instructors.
- ⌚ Owing to the importance of HLTH 1000, the course is rigorously assessed at the end of each academic year to include: 1) a Standardized Pre-test and Post-test Knowledge gain assessment; 2) administration of the CDC College Health Risk Behavior Survey [since 2006]; and 3) an End of Course Survey [since 2001] to capture student perceptions of the course, and course impact on student knowledge, attitudes and skills for health and wellbeing.
- ⌚ In pursuit of continuous improvement, the HE&P department since 2007 has offered HLTH 1000 as a hybrid [50% of content delivered via small group discussion (25 students per group) and 50% via on-line (Blackboard)]. These methodological enhancements were met with approval 95% of students in HLTH 1000 in the Spring semester of 2013 noting that the course “concepts, content and experience increased my knowledge of health.” Also in the Spring semester of 2013, 86% reported that the course improved their attitudes about health and the majority of students noted that they were likely to recommend the course to a friend. Endorsement of HLTH 1000 as a graduation requirement was noted by 83 percent of students in the Spring semester of 2013 and 90% reported that they liked the current hybrid format of Health in Modern Society.
- ⌚ HLTH 1000 generates annually, the opportunity for employment of 10-12 Graduate Teaching Assistants. This is an excellent opportunity for growth and development for graduate students. Initial preparation for this course can be somewhat time and labor intensive. However, HLTH 1000 is the foundation course for all other Health Education, Promotion and Behavior courses. A vast majority of professors in HE&P nationally have taught this course at the beginning of their careers. Instruction in HLTH as a graduate assistant is a competitive advantage for students pursuing graduate studies in healthrelated careers with a subsequent goal being a college professor.

- ⌚ Owing to the excellent instructors in HLTH 1000 and its requirement for graduation, this course sends a clear and consistent message to the ECU community, potential students and proud alumni that East Carolina University continues to value effective instruction and the health and well-being of all members of the community.

HLTH 1000 Areas for Improvement

- ⌚ To enhance the quality of student feedback on HLTH 1000, an improved response rate for the end of semester student perceptions and engagement survey is needed.
- ⌚ Securing 10-12 Graduate Teaching Assistants instructors for HLTH 1000 can be challenging from semester to semester.
- ⌚ The health knowledge and health risk behavior survey data that are collected from each section of HLTH 1000 since 2006 is a rich and robust longitudinal data set that could serve as the foundation for the ECU Center for Research and Development on Adolescent & Emerging Adult Health and Development. The life-course research and service that could be generated from the students at ECU that take this course could be a competitive advantage in recruiting and retaining graduate students and faculty in the Health Sciences at ECU

HLTH 1000 Recommendations for Improvement

- ⌚ To enhance the quality of student feedback on HLTH 1000, and improve the response rate for the end of semester student perceptions and engagement survey the HE&P faculty should consider some type of incentive such as the possibility of winning an IPOD or iPad (or other attractive incentives) via lottery. Tickets to performing arts events or ECU sporting wear. Any incentive that the HE&P faculty feels would increase the number and percent of students who complete and submit this survey to increase the reliability of the results for departmental decision making.
- ⌚ For securing the 10-12 Graduate Teaching Assistants instructors needed for HLTH 1000 from semester to semester, this opportunity could be used as a recruiting tool. Each year Eta Sigma Gamma submits a report of the top undergraduate students at schools with an ESG chapter. Proactive recruiting of these students who would have a keen interest in pursuing a graduate degree at ECU with its emerging Health Sciences campus and the guarantee of a funded position would be a competitive advantage to ECU. In addition, advertisement of these positions on the Health Education List Serve HEDIR.org could also be effective.
- ⌚ The Department of Health Education & Promotion should begin the process of developing the ECU Center for Research and Development on Adolescent & Emerging Adult Health. This could be coupled with advertizing to award winning undergraduate students the opportunity to serve at HLTH 1000 instructors and conduct research on the participants that you instruct. HE&P should begin the process of securing informed

consent from every ECU student for follow-up research while matriculating at ECU and for follow-up research after graduation. Future research could involve longitudinal lifecourse research in addition to mass media, eHealth and mHealth interventions. The PRC recommends a core group of faculty from HE&P and the other health, education, and behavior-related departments and colleges at ECU with a research and service focus on adolescent and emerging health. Adjunct and visiting appoints could be granted as appropriate. This type of interdisciplinary research center can create a unique centrifugal force for attracting researchers for the design, implementation and evaluation of funded research. The William T. Grant Foundation would be very interested in this type of research center as well as the National Institute on Child Health and Development, the NIH Group on Psychosocial Development, Risk and Prevention among other federal and foundation funding sources. (see: Pearman SN, Valois RF, Drane JW, Sargent RG, Saunders R, Macera C. (1997). The impact of a college health and physical education class on the health status of alumni. *Journal of American College Health*, Volume 46, Number 2, 77-85; and Valois RF, Ory JC, Stone DB. (1989). A study of the relationship between cognitive and affective taxonomic performance in college health education. *Advances in Health Education: Current Research*, Volume 2, 27-45).

Master of Arts in Health Education

In 2005, the Master of Arts (MA) in Health Education became an online program. Presently, the MA in Health Education is under the direction of Graduate Program Director, Dr. Jennifer Cremeens, and offers academic training for individuals employed or planning to seek employment as health education specialists in academic, clinical, community or corporate settings. Program graduates contribute to maintaining or improving the quality of life of those with whom they work. In comparison to the BSPHS, the MA in Health Education provides more advanced training, specific to the framework of entry-level practice of health education specialists, and provides three options: thesis, internship, or additional coursework. The thesis and coursework options include research and literature review on approved topic(s), either in the thesis research study or required coursework assignments. The internship is supervised and requires students to work within the field. This option provides an enrichment opportunity for students to learn about emerging issues in health education, as well as network with employers for possible subsequent employment. The MA Graduate Program Director, is responsive to MA student needs, and provides individual student advising to monitor student progress toward degree completion. The MA academic program requires a minimum of 36-semester hours. All students take 21-semester hours of required courses and select from one of three previously noted options. HE&P notes that students completing the MA in Health Education are trained to: 1) Apply leadership capacity principles relevant to the chosen discipline; 2) Identify, describe, analyze, and use data that informs health education and promotion practice; 3) Identify and implement strategies to assess, plan, and evaluate effective health education and promotion programs; 4) Apply multicultural and global perspective to the delivery of health education and promotion programs; and 5) Apply appropriate research design principles and methods for specific research questions.

MA Program Strengths

- 🕒 The Master of Arts (MA) in Health Education is an “On-line” degree.

- ⌚ This degree option is very attractive to individuals who are currently employed, cannot come to the ECU campus on a consistent basis or are in significant care-giving situations, yet still desire to pursue a graduate degree in Health Education.
- ⌚ The MA fills a community niche and does not appear to compete with the Master of Public Health (MPH) degree in the Brody School of Medicine.
- ⌚ MA students reported that their professors were attentive to their needs and had good response time to course queries.
- ⌚ Students in the MA program reported that the videos and webcasts were attractive and informative.
- ⌚ MA students reported that the program was rigorous, comprehensive and of good integrity.

MA Areas for Improvement

- ⌚ Students in the MA in Health Education did report some minor frustration with the arrangement of course assignments in BlackBoard. Students noted that for some courses a number of mouse clicks were need to secure a document or an assignment.
- ⌚ Students also noted a mild level of concern for the proctoring of an open book – open note course examination.

MA Recommendations for Improvement

- ⌚ If possible, some standardization across MA courses would create a level of continuity for students for location of course documents, messages etc.
- ⌚ Determine consistent guidelines for the use of open book and open note examinations for all courses in the MA in Health Education.

Additional Areas of Appraisal and Evaluation

1. Faculty Salary Compression

According to data supplied to the Program Review Committee, there appears to be a serious departmental challenge associated with faculty salary. The average 9 month mean salary for an Assistant Professor in HE&P is currently \$64,376 and the average 9 month mean salary for an Associate Professor in HE&P is currently \$64,679. Salary compression is a serious challenge on most college and university campuses. However, an academic unit that has Assistant and Associate professors at relatively the same 9 month salary is a serious problem. As seasoned veterans of college academic cultures and environments the Program Review Committee has witnessed the frustration and potential lack of motivation and lack of job performance enthusiasm that can result from serious salary compression. Salary compression can also lead to the loss of experienced faculty members to peer and aspirant colleges and universities.

Recommendations for Faculty Salary Compression

The program Review committee recommends ECU and the College of Health & Human Performance initiate measures aimed at salary decompression especially for 9 month Associate Professors in HE&P. Owing to the data documenting current 9 month Assistant Professor mean salary at \$64,367 and the current 9 month mean Professor salary currently at \$84,482, the current mean 9 month Associate Professor salary should be adjusted to approximately \$74,424. Additional salary adjustments could be in order based on hire date, merit performance and salary compression however, the intricacies of additional faculty salary modifications are beyond the purview of the PRC.

2. The Emerging Development of a School of Public Health at ECU

At the initial meeting of the Program Review Committee and high-ranking ECU Campus Administrators, a discussion ensued regarding the eminent development of a school of public health either in the ECU Brody School of Medicine or through renaming the existing College of Health and Human Performance. One vision included utilizing the current Department of Public Health in the ECU Brody School of Medicine and expanding capacity by acquiring existing departmental programs from the ECU Campus, subsequently advancing the development of the School of Public Health on the Health Sciences Campus. A contrasting vision suggested renaming the College of Health and Human Performance on the ECU campus and adding the Department of Public Health from the Health Sciences Campus to the renamed college. Highranking ECU Campus Administrators were interested in the PRC's perceptions and opinions on the "integration of components and departments moving toward a School of Public Health" and "what in this regard via PRC perspectives made sense" as it related to our review of the HE&P program. After prolonged and careful consideration, the PRC members determined that the pursuit of this request was complex, and beyond the scope of an academic program review of HE&P and the sequence of a two-day campus site visit.

Summary and Conclusions

The PRC members were favorably impressed with quality, thoroughness, depth, and meticulous attention to detail in the Program Review Self-Report document prepared by the Department of Health Education and Promotion's administrative staff and faculty. The Self-Report clearly articulated the role of the Department of Health Education and Promotion in the larger context of East Carolina University's strategic priorities and illuminated the recent developments in its discipline. The Self-Report clearly took into account the program's role within the university. It addressed the major issues facing the program, commented on the compatibility of program purpose, achievements, plans and goals with those of the college and university strategic priorities and provided strategies for achieving program and university goals. In onsite meetings with East Carolina University campus administrators, in particular, Dr. Marilyn Sheerer, Provost and Senior Vice Chancellor, Dr. Ron Mitchelson, Interim Vice Chancellor for Research and Graduate Studies, Dr. Phyllis Horns, Vice Chancellor for Health Sciences, Dr. Paul Gemperline, Dean of the Graduate School, and Rita Reaves, Interim Director, Office of Academic Program Planning

and Development, the PRC members received similar affirmative feedback regarding the accuracy and transparency of the HE&P Program Self-Report. Furthermore, the Department of Health Education and Promotion faculty were highly valued and respected colleagues by ECU campus administrators. This appreciation for program accomplishments and faculty was also endorsed by each of the 10 internal constituents that the PRC members engaged with during the site visit. The PRC members conclude with the following summary points:

- ⌚ Both the Bachelor of Science in Public Health Studies (BSPHS) and the online Master of Arts in Health Education (MA) are competitive programs not only within the state of North Carolina but regionally and nationally. The current benchmarks to measure the effectiveness and efficiency for both the BSPHS and MA are appropriate as they are aligned with National Commission for Health Education Credentialing (NCHEC) and the Council on Education for Public Health (CEPH). This proactive approach to CEPH accreditation is a strong competitive advantage. The preemptive planning is commendable and places East Carolina University's Health Education and Promotion Program at the forefront of training future health educators in public health studies in North Carolina and nationally. Modifying the BSPHS to include the core public health areas, which was previously not part of the BS in Health Education (i.e. epidemiology, health policy, environmental health core requirements were added as part of the degree) significantly strengthens this program.
- ⌚ The tenured, tenure-track, and fixed faculty promote excellence in teaching at all ranks and excellence in student learning inside and outside the classroom. They perceive teaching equally valued with research as a professional commitment. They believe student learning extends far beyond the classroom. However, the quality of teaching could be threatened should the current trend of increasing enrollment of majors in the BSPHS program continue (enrollment of majors has nearly tripled since 2006 moving from 99 majors in Fall 2006 to 272 majors in Fall 2013) and should the number of faculty member remain constant. This increased growth in BSPHS graduates is imperative for matching increasing employment demands. It is estimated by the U.S. Department of Labor Statistics (BLS) that Health Education employment is expected to grow by 37% from 2010-2020, much faster than the average growth for all occupations.
- ⌚ The online MA degree program fills a specific advanced quality Health Promotion & Education degree option for North Carolina residents who are currently employed, not able to commute to the ECU campus, or are in significant care-giving situations, yet still desire the pursuit of a graduate degree in Health Education & Promotion. While enrollment has declined since reaching a zenith of 85 students in both Fall 2009 and Fall 2010, enrollment had an unduplicated head count of 76 students in Fall 2012. Moreover, while the overall acceptance rate for the program has declined, the quality of applicants and incoming students has increased. ECU is committed to providing an excellent information technology infrastructure and services for faculty, staff, and students. BlackBoard is utilized as the preferred learning platform, and is used for high quality education and engaging learning activities for students. This is particularly important for the online MA in Health Education degree program.
- ⌚ Faculty have made several revisions to the MA in Health Education & Promotion degree program curriculum in response to changes in the field of Health Education & Promotion. For example, in the past 2 years, increased emphasis has been placed on aligning the MA

in Health Education with the Responsibilities and Competencies outlined by the NCHEC. To this end, program curriculum has been modified to ensure that graduates of the MA program can assess the needs of a community, plan appropriate interventions, and evaluate subsequent effectiveness. Knowing evaluation was a weak area for their students, the MA faculty are in the process of adding a specific course on this content and methodological area. Removing non-profit management and social marketing as required courses also demonstrates this alignment with NCHEC Responsibilities and Competences.

- ⌚ The ECU graduation requirement HLTH 1000 in Modern Society is highly valued and effectively administered and coordinated by the Health Education and Promotion Department. Furthermore, the course instructors are well trained and outstanding. According to data collected annually in spring for the past seven years, students' perceptions that their engagement in HLTH 1000 increased their knowledge of health has been excellent. In the most recent administration of the survey (spring 2013), 95% of students who responded to the instrument (N=1,109) agreed with the statement, "The concepts, content, and experience of this class increased my knowledge of health." The majority of spring 2013 students agreed that the course enhanced their skills in dealing with their own level of health (88%) and helped them develop a more positive attitude toward their health (86%). Fifty-six percent of students were "very likely" to recommend the course to their friends and 34% were "somewhat likely" to do so. The continuation of HLTH 1000 as an undergraduate course requirement was endorsed by 83% of students. These findings fully support the quality teaching course instructors are providing and definitely endorse the fact that healthier students are better learners.
- ⌚ The overwhelming majority of Health Education and Promotion faculty are highly productive in their scholarship and research activities. Faculty have produced 181 refereed journal articles, 12 refereed books, 199 refereed presentations, and 3 refereed books chapters during the review period. This is respectable scholarly productivity for a department without a doctoral program and with a high proportion workload relative to teaching and service compared to research. This research and creative activity of the HE&P faculty is appropriate to the program's mission and overall responsibilities with regard to quantity and quality.
- ⌚ The Department of Health Education and Promotion faculty represent very diverse areas of research and currently have four ongoing funded research projects that are innovative, focused on youth, involve technology, deal with health disparities and have a rural health focus.
- ⌚ The Department of Health Education and Promotion faculty have a tradition of strong local and regional relationships and community outreach in public health education. The faculty members are extensively engaged in a variety of community, statewide, regional, national, and international service engagements. Students are also engaged in a variety of outreach activities including students completing 15 hours of service learning activities in HLTH 4880 Capstone: Applied Principles of Health Education, developing evaluation plans for American Health Education initiatives and interaction with local women's health organizations to better understand public health and women's health issues.

- ⌚ The Health Education and Promotion faculty are sufficiently engaged in professional service at many levels. Data provided via the Sedona system enumerated 1,593 professional, institutional and community service activities from academic year 20072008 to academic year 2011-2012.
- ⌚ Salary compression at the Associate Professor (9 month) level is a serious challenge that needs to be rectified as soon as possible. Procedures for salary modifications should take into account strategies for decompression, merit performance and date of hire. The current national economic environment showing a slow but steady rebound is favorable politically and fiscally for salary adjustment.

The Department of Health Education and Promotion has strong departmental leadership with six experienced tenured faculty and a dynamic and effective chairperson. The guidance and direction provided by these individuals have provided long-term stability for the program. The Department of Health Education and Promotion also have five untenured faculty members that have been highly productive in both teaching and research and scholarship resulting in an excellent balance among departmental personnel. In closing, the Program Review Committee is of the opinion that the Department of Health Education & Promotion should remain intact, regardless of future ECU administrative decision making and subsequent manipulation of college, department and faculty components.