WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Department of Health Promotion and Human Performance/ Exercise and Sport Science Program

Semester Submitted: Fall 2018

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Brief Introductory Statement

The Department of Health Promotion and Human Performance (HPHP) in the Jerry & Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The Department provides undergraduate programs for students wishing to complete degrees that include the Health Promotion major and minor, the Exercise and Sport Science major, the Physical Education Teaching and Non-Teaching majors, three Physical Education minors, and the Outdoor and Community Recreation Education, Outdoor Recreation Administration and Community Recreation Administration majors and minor. It also provides courses that contribute to the University's commitment to General Education, promote a general interest in living healthy lifestyles and studying fitness, physical activity and health care, and assist students in achieving their college and career goals.

The Exercise and Sport Science (ESS) major is an interdisciplinary program of studies that was approved by the Board of Regents in May 2016 as a revision of the Human Performance Management (HPM) major – Wellness Emphasis. The current 5-year program review includes data from both HPM major - Wellness Emphasis (2013 – 2014 through 2015 – 2016 academic years) and from ESS major (2016 – 2017 and 2017 – 2018 academic years). Two distinct emphases within this ESS major, Fitness Professional emphasis and Exercise Science emphasis, share a set of required common core courses. The Fitness Professional emphasis, primarily the revision of the HPM, integrates health promotion, physical education, athletic training, and nutrition disciplines within the HPHP and Athletic Training and Nutrition Departments in preparing undergraduate students to assess needs and develop, implement, and manage fitness, health, nutrition, and sport programs for diverse populations. Students who complete this track likely will seek health and fitness-related careers in a variety of public and private settings. The Exercise Science emphasis of the ESS major, which was a newly added emphasis in the 2016 – 2017 academic year, integrates coursework from departments beyond the College of Education. This emphasis serves students by providing an excellent foundation of education to prepare them for graduate school programs as well as professional employment opportunities while providing important knowledge, skills, and abilities for living healthily. The program strives to prepare its students to become effective exercise science clinicians and researchers by providing curriculum aligned with the professional competencies for exercise science professions identified by the American College of Sports Medicine (ACSM), the most comprehensive and reputable exercise science/sports medicine organization that leads the exercise science professions internationally.

Standard A - Mission Statement

The mission of the Health Promotion and Human Performance Department is to inspire future professionals by providing high quality education through an innovative, engaged learning environment.

The mission of the Exercise and Sport Science Program is to prepare students with the knowledge, skills, and abilities to enhance human lives through physical activity.

Summary:
ESS / HPM majors are a flexible and interdisciplinary program of studies within the Department of Health Promotion and Human Performance in the Jerry and Vickie Moyes College of Education. The program integrates every discipline within the Department in preparing undergraduate students to develop, implement, and manage fitness, nutrition, leisure, and sports programs for diverse populations. We attempt to inspire students to pursue the goals of providing activities that improve health-related quality of life and optimize the well-being of targeted populations. The changing landscape of health and health care in the 21st century will necessitate a new paradigm requiring Americans to seek knowledgeable professionals to empower them to actively improve their own health. The demand for well-trained individuals in the recreation, sport, and wellness industries continues to create employment opportunities for management careers in college and professional organizations, corporate wellness programs, fitness and sport clubs, resort and tourism agencies, a variety of municipal and outdoor service programs, sporting goods industry, and sport information outlets. In addition, fitness professionals and human performance managers offer expertise about translating the benefit of physical activity, nutrition, and recreational pursuits into effective policy solutions for both government and private sector. The ESS/HPM educational program provides students with knowledge and develops administrative skills in human performance, resource management, measurement and evaluation, as well as specific vocational preparation in fitness, nutrition, leisure, and sports careers.

Standard B - Curriculum

The Exercise and Sport Science (ESS) and the Human Performance Management (HPM) curriculum is similar in some respects and different in others, but both are designed with students' career and academic goals in mind, with courses offered reflecting breadth and variety between and within areas of emphases. The Human Performance and Health Promotion department offers a BS degree in ESS who may select either a Fitness Professional emphasis or an Exercise Science emphasis. Students completing their degree requirements under the HPM curriculum may earn a BS or BA degree with either a Wellness emphasis or Sport and Recreation services emphasis. Courses within the ESS or HPM majors may also comprise a Nutrition minor or BIS emphasis, a Recreation minor or BIS emphasis, and an Exercise Science BIS emphasis. General education courses within the Health Promotion and Human Performance department and ESS or HPM majors include Foundations of Healthy Lifestyles: HLTH SS 1030.

The ESS curriculum includes 63 credit hours, arranged with 24 hours of core courses and one of two areas of emphasis with 39 credit hours. The HPM curriculum includes 63 credit hours, arranged with 26 hours of core courses and one of two areas of emphasis with 37 credit hours. Each of the areas of emphasis has nine or ten hours of required support courses that may be counted toward university general education requirement. A major strength of the ESS/HPM curriculum is the numerous internship opportunities accorded ESS/HPM majors where Cooperative Work or Field Experience credit may be earned as well as financial compensation.

The increasingly diverse nature of the exercise science discipline, represented by recent changes in competencies required for fitness and clinical certifications offered by the ACSM, has made the needs for more various course offering in the ESS program evident. The ACSM identifies that knowledge, skills, and abilities in exercise prescription, including pre-participation screening/assessments of clients, interpretation of assessment results, development of exercise program and counseling for functional capacity improvement, as the area of the highest emphasis. The current ESS curriculum is limited in advanced-level health and fitness screening/assessments and exercise programming, counseling and prescription. A course addressing risk management and fitness administration specifically tailored to exercise and fitness professionals will benefit the students that the ESS program serves while addressing another important competency identified by the ACSM. The ESS program has failed to meet the students demands, specifically, offering enough seats for the required courses to allow them to graduate in a timely manner. The numbers of waitlists for the ESS courses for the recent years are included in the Appendix A.

Curriculum Map for Exercise and Sport Science Program (2016 -17 and 2017 – 18 academic years)

Required Core Courses (24 credit hours):

- AT 2300 – Emergency Response Credits: (3)
- ESS 2200 – Exploring Exercise Science Professions Credits: (2)
- ESS 2300 – Health/Fitness Evaluation and Exercise Prescription Credits: (3)
- ESS 3450 – Structural Kinesiology Credits: (3)
- ESS 3500 – Biomechanics Credits: (3)
- ESS 3510 – Exercise Physiology Credits: (3)
- ESS 3600 – Measurement and Statistics in Exercise Science Credits: (3)
- ESS 4370 – Clinical Exercise Physiology Credits: (3)
- ESS 4990 – Senior Seminar Credits: (1)

Professional Areas of Emphasis: A student must complete the required and support courses in either the Fitness Professional or the Exercise Science Emphasis.

Fitness Professional Emphasis (39 credit hours, 20 UD possible):

Required Core (23 credit hours)

- HLTH 3000 - Foundations of Health Promotion Credits: (3)
- HLTH 3200 - Methods in Health Education Credits: (3)
- NUTR 2320 - Food Values, Diet Design and Health Credits: (3)
- NUTR 3020 - Sports Nutrition Credits: (3) ***OR*** NUTR 4420 - Nutrition and Fitness Credits: (3)
- PEP 3280 - Methods of Teaching Strength and Conditioning Credits: (3)
- ESS 2890 - Cooperative Work Experience Credits: (1-6) ***AND/OR*** ESS 4890 - Cooperative Work Experience Credits: (1-6) - Total of 5 credit hours required
- PS 3203 - Customer Service Techniques Credits: (3) ***OR*** PS 3563 - Principles of Sales Supervision Credits: (3)

Skill Development (select 2) (2 credit hours total)

- PE 1010 - Aerobics, Level I Credits: (1)
- PE 1040 - Walking for Fitness, Level I Credits: (1)
- PE 1043 - Jogging, Level I Credits: (1)
- PE 1070 - Cross Training For Fitness, Level I Credits: (1)
- PE 1080 - Strength Training, Level I Credits: (1)
- PE 1300 - Swimming, Level I Credits: (1)

Required Support Courses (14 credit hours)

- HTHS 1110 LS - Integrated Human Anatomy and Physiology I Credits: (4)
- HTHS 1111 - Integrated Human Anatomy and Physiology II Credits: (4)
- NUTR 1020 LS - Science and Application of Human Nutrition Credits: (3)
- CHEM 1010 PS - Introductory Chemistry Credits: (3)

Exercise Science Emphasis (39 credits)

Required Electives (Choose 24 credits from College and Professional Development)

College (HPHP and ATN) (At least 12 credits)

- AT 2430 - Prevention and Care of Musculoskeletal Injuries Credits: (3)
- NUTR 2320 - Food Values, Diet Design and Health Credits: (3)
- NUTR 3020 - Sports Nutrition Credits: (3) ***OR*** NUTR 4420 - Nutrition and Fitness Credits: (3)
- NUTR 4320 - Current Issues in Nutrition Credits: (2)
- PEP 3100 - Principles of Motor Learning and Motor Development Credits: (3)
- PEP 3280 - Methods of Teaching Strength and Conditioning Credits: (3)
- PEP 3400 - Sport Psychology for Coaches Credits: (3)
- PEP 4800 - Individual Projects Credits: (1-4)

Professional Development (3-12 credits)

- CHEM 1110 PS - Elementary Chemistry Credits: (5)
- CHEM 1120 - Elementary Organic Bio-Chemistry Credits: (5)
- CHEM 1210 PS - Principles of Chemistry I Credits: (5)
- CHEM 1220 - Principles of Chemistry II Credits: (5)
- CHEM 2310 - Organic Chemistry I Credits: (4)
- CHEM 2315 - Organic Chemistry I Lab Credits: (1)
- MICR 2054 LS - Principles of Microbiology Credits: (4)
- MICR 3203 - The Immune System in Health & Disease Credits: (3)
- PHYS 2010 PS - College Physics I Credits: (5)
- PHYS 2020 - College Physics II Credits: (5)
- PSY 3010 - Abnormal Psychology Credits: (3)
- ZOOL 1110 LS - Principles of Zoology Credits: (4)
- ZOOL 3200 - Cell Biology Credits: (4)
- ZOOL 3300 - Genetics Credits: (4)

Required Support Courses (15 credit hours)

- HTHS 1110 LS - Integrated Human Anatomy and Physiology I Credits: (4) ***OR*** ZOOL 2100 - Human Anatomy Credits: (4)
- HTHS 1111 - Integrated Human Anatomy and Physiology II Credits: (4) ***OR*** ZOOL 2200 LS - Human Physiology Credits: (4)
- MATH 1050 QL - College Algebra Credits: (4) or higher level math
- NUTR 1020 LS - Science and Application of Human Nutrition Credits: (3)

Human Performance Management – Wellness Emphasis (2013 – 14 through 2015 – 16 academic years)

CORE COURSES (26 HOURS):

- AT 2300, Emergency Response (3)
- HLTH SS1030, Healthy Lifestyles (3)
- HLTH 3200, Methods of Health Education (3)
- PEP 2200, Foundations of Human Performance Management Professions (2)
- PEP 3600, Measurement for Evaluation and Research (3)
- SST 3203, Customer Service Techniques (3)
- SST 3563, Principles of Supervision (3)
- PEP/REC 2890 or 4890, or PEP/REC 4860, Cooperative Work or Field Experience (5):
  On-campus Cooperative Work &/or Field Experience (1)
  Off-campus Cooperative Work &/or Field Experience (1)
  Full Time Cooperative Work &/or Field Experience (3)
  Or PEP/REC 2890 or 4890, or PEP/REC 4860, Cooperative Work or Field Experience (4)
  And PEP/HLTH 4800, Independent Study Project (1)
- AT 4990, Senior Seminar (1)

PROFESSIONAL AREAS OF EMPHASIS: A student must complete the required and support courses in either the Wellness or the Sports and Recreation Services Emphasis

WELLNESS EMPHASIS

Required Core (25 hours)

- PEP 2300, Fitness Evaluation and Exercise Prescription (3)
- PEP 3270, Teaching Aerobic Conditioning (2) ***or*** PEP 3280 Teaching Neuromuscular Conditioning
- PEP 3450, Structural Kinesiology (3)
- PEP 3500, Biomechanics (3)
- PEP 3510, Exercise Physiology (3)
- PEP 4370, Exercise Management for Special Populations (2)
- NUTR 2320, Food Values, Diet Design, and Health (3)
- NUTR 3020, Sports Nutrition (3) ***or*** NUTR 4420, Nutrition and Fitness (3)
- HLTH 3000, Foundations of Health Promotion (3)

Electives: 2 hours total

- AT 3600, Ergonomics for Health and Safety (2)
- HLTH 2400, Mind/Body Wellness (3)
- HLTH 3400, Substance Abuse Programs (3)
- HLTH 4700, Wellness Coaching (3)
- PEP 3280, Teaching Neuromuscular Conditioning (2) ***or*** PEP 3270 Teaching Aerobic Conditioning (2) if not taken in the core
- NUTR 2220, Prenatal and Infant Nutrition (2)
- NUTR 2420, Childhood and Adolescent Nutrition (2)
- NUTR 3220, Foundations of Diet Therapy (2)
- NUTR 3420, Multicultural Health and Nutrition (3)
- NUTR 3020 ***or*** NUTR 4420 (3) if not taken in the core
- NUTR 3320, Health and Nutrition in the Older Adult (3)
- NUTR 4320, Current Issues in Nutrition (2)
- PE 1010, Aerobic Dance (1)
- PE 1040, Walking for Fitness (1)
- PE 1043, Jogging (1)
- PE 1070, Cross Training for Fitness (1)
- PE 1080, Strength Training (1)
- PE 1098, Fitness for Life (1)
- PE 1310, Water Aerobics (1)
- PE 1630, Cross-Country Skiing (1)

Required Support Courses (10 credit hours)

- HTHS LS1110 Bio-medical Core Lecture (4)
- NUTR LS1020, Science and Application of Human Nutrition (3)
- CHEM PS1010, Intro to Chemistry (3)

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

Curriculum Map for Exercise and Sports Science (2016 – 2017 & 2017 – 2018 academic years)

Core Courses in Department/ Program	Department/Program Learning Outcomes* *Detailed descriptions of learning outcomes are included below the table						
	1. Foundational Core Knowledge and Skills	2. Health and Fitness Assessment	3. Exercise Prescription	4. Implement Exercise Prescriptions	5. Exercise Counseling & Behavioral Strategies	6. Legal/ Professional	7. Management
ESS Major Required Core							
AT 2300 – Emergency Response	3		2			3	
ESS 2200 – Exploring Exercise Science Professions	1	1					
ESS 2300 – Health/Fitness Evaluation & Exercise Prescription	3	3	3	2	2	1	
ESS 3450 – Structural Kinesiology	3	1	2	1			
ESS 3500 – Biomechanics	3	1	1				
ESS 3510 – Exercise Physiology	3	2	2	1			
ESS 3600 – Measurement & Statistics in Exercise Science	3	2		1			
ESS 4370 – Clinical Exercise Physiology	3	3	3	3	2	1	
ESS 4990 – Senior Seminar	3					1	1
Fitness Professional Emphasis –Required core							
HLTH 3000 – Foundations of Health Promotions	2				2		2

Core Courses in Department/ Program	Department/Program Learning Outcomes* *Detailed descriptions of learning outcomes are included below the table						
	1. Foundational Core Knowledge and Skills	2. Health and Fitness Assessment	3. Exercise Prescription	4. Implement Exercise Prescriptions	5. Exercise Counseling & Behavioral Strategies	6. Legal/ Professional	7. Management
HLTH 3200 – Methods in Health Education	3			3	3		
NUTR 2320 – Food Values, Diet Design and Health	3	2	2		2	1	1
NUTR 3020 – Sports Nutrition – OR -	3	2	2	1	2	1	1
NUTR 4420 – Nutrition and Fitness	3						
PEP 3280 – Methods of Teaching Strength & Conditioning	3	3	3	2	2	2	2
ESS 2890/ESS 4890 Corporative Work Experience	3						3
PS 3203 – Customer Service Techniques – OR -							3
PS 3563 – Principles of Sales Supervision							3
Exercise Science Emphasis – Required Electives from College (HPHP and Athletic Training & Nutrition) at least 12 cr.							
AT 2430 – Prevention & Care of Musculoskeletal Injuries	3			2		2	

Core Courses in Department/ Program	Department/Program Learning Outcomes* *Detailed descriptions of learning outcomes are included below the table						
	1. Foundational Core Knowledge and Skills	2. Health and Fitness Assessment	3. Exercise Prescription	4. Implement Exercise Prescriptions	5. Exercise Counseling & Behavioral Strategies	6. Legal/ Professional	7. Management
NUTR 2320 – Food Values, Diet Design & Health	3						
NUTR 3020 – Sports Nutrition – OR -	3	2	2		2	1	1
NUTR 4420 – Nutrition and Fitness	3	2	2	1	2	1	1
NUTR 4320 – Current Issues in Nutrition	3						
PEP 3100 – Principles of Motor Learning & Motor Development				1	1		
PEP 3280 – Methods of Teaching Strength & Conditioning	3	3	3	2	2	2	2
PEP 3400 – Sport Psychology for Coaches	2				3		
PEP 4800 – Individual Projects	3						3

1= Minor Emphasis; 2 = Moderate Emphasis; 3 = Major Emphasis

See Appendix B for instructors who teach ESS-based and other courses in core and emphasis areas.

Exercise and Sport Science Program (2016 – 2017 & 2017 – 2018 academic years)

Since it became its own program starting in 2016 – 2017 academic year, the Exercise and Sport Science program has initiated a process to better align its curriculum with the Standards and Guidelines for the Accreditation of Educational Programs in Exercise Science adopted by the Committee on Accreditation for Exercise Sciences (CoAES) and Commission on Accreditation of Allied Health Education Programs (CAAHEP). The CoAES closely follows the knowledge, skills, and abilities (KSAs) identified for the fitness and clinical exercise science/physiology certifications offered by the American College of Sports

Medicine (ACSM). Below student learning outcomes were developed in the 2017 – 2018 academic year to align the program's student learning outcomes with the major areas of professional practice (i.e., domains) and KSAs identified by the ACSM.[1]

[1] American College of Sports Medicine's Certifications at a Glance. Table D.1. in *ACSM's Guidelines for Exercise Testing and Prescription*, 10th ed. 2018.

Student Learning Outcomes*:

At the end of their study at WSU, students in this program will

1. Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health/fitness setting.
2. Perform preparticipation health screenings and fitness assessments.
3. Interpret assessment results and develop exercise prescription.
4. Incorporate suitable physical activities to improve functional capacity.
5. Apply appropriate behavioral change techniques to effectively educate and counsel lifestyle modification.
6. Create and disseminate risk management guidelines for a health/fitness facility, department or organization to reduce member, employee and business risk. OR Create an effective injury prevention program and ensure that emergency policies and procedures are in place.
7. Perform duties related to fitness management, administration, and program supervision.

1. **Desired Outcome:** Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health/fitness setting.

   How Assessed:

   - Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
   - Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management.

   Results:

   - Selected courses in which "Core Knowledge and Skills" are major course emphases were identified. Standardized cognitive and skill assignments and exams related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Foundational Core Knowledge and Skills".
   - Structural Kinesiology – ESS 3450: 80% or better on Exercise Analysis Project
     - Students who met the criteria:
       - 2017-2018: 98.5% (66/67)
   - Biomechanics – ESS 3500: 80% or more students succcessfully completes the course (C or better)
     - Students who met the criteria:
       - 2017 – 2018: 83.3%
   - Additional/other possible measures to assess the results of "Core Knowledge and Skills" learning outcome were not identified and/or the data during the review period were not available.

2. **Desired Outcome:** Perform preparticipation health screenings and fitness assessments.

How Assessed:

- Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management Standards.

Results:

- Courses in which "Preparticipation Health Screenings and Fitness Assessments" are major course emphases were identified.
    - Health/Fitness Evaluation & Exercise Prescription – ESS 2300
    - Clinical Exercise Physiology – ESS 4370
    - NASPE Fitness Standard sub-scores on "Exercise Prescription"
- Specific measures to assess the results of "Preparticipation Health Screenings and Fitness Assessments" learning outcome were not specified and/or the data during the review period were not available.

3. **Desired Outcome:** Interpret assessment results and develop exercise prescription.

How Assessed:

- Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management Standards.

Results:

- Courses in which "Interpretation of Assessments and Development of Exercise Prescription" are major course emphases were identified.
    - Health/Fitness Evaluation & Exercise Prescription – ESS 2300
    - Clinical Exercise Physiology – ESS 4370
    - Methods of Teaching Strength & Conditioning – PEP 3280
    - NASPE Fitness Standard sub-scores on "Exercise Prescription"
- Specific measures to assess the results of "Interpretation of Assessments and Development of Exercise Prescription" learning outcome were not specified/and or the data during the review period were not available.

4. **Desired Outcome:** Incorporate suitable physical activities to improve functional capacity.

How Assessed:

- Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.

Results:

- Courses in which "Incorporation of Physical Activity of for Functional Improvement" are major course emphases were identified.
    - Methods in Health Education – HLTH 3200
    - Clinical Exercise Physiology – ESS 4370
    - Methods of Teaching Strength & Conditioning – PEP 3280
- Specific measures to assess the results of "Interpretation of Assessments and Development of Exercise Prescription" learning outcome were not specified/and or the data during the review period were not available.

5. **Desired Outcome:** Apply appropriate behavioral change techniques to effectively educate and counsel lifestyle modification.

   How Assessed:

   - Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
   - Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management Standards.

   Results:

   - Courses in which "Behavioral Change and Lifestyle Modification" are major course emphases were identified.
     - Methods in Health Education – HLTH 3200
     - Sport Psychology for Coaches – PEP 3400
     - NASPE Fitness Standard sub-scores on "Human Relations"
   - Specific measures to assess the results of "Interpretation of Assessments and Development of Exercise Prescription" learning outcome were not specified/and or the data during the review period were not available.

6. **Desired Outcome:** Create and disseminate risk management guidelines for a health/fitness facility, department or organization to reduce member, employee and business risk. OR Create an effective injury prevention program and ensure that emergency policies and procedures are in place.

   How Assessed:

   - Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
   - Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management Standards.

   Results:

   - Courses in which "Risk Management and Emergency Procedure" are major course emphases were identified.
     - Emergency Response – AT 2300
     - NASPE Fitness Standard sub-scores on "Administration Tasks"
   - Specific measures to assess the results of "Interpretation of Assessments and Development of Exercise Prescription" learning outcome were not specified/and or the data during the review period were not available.

7. **Desired Outcome:** Perform duties related to fitness management, administration, and program supervision.

   How Assessed:

   - Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
   - Self-evaluation in senior seminar course utilizing NASPE[1] Fitness and NASPE[1] Sport Management Standards.

   Results:

   - Courses in which "Management, Administration, and Supervision" are major course emphases were identified.
     - Corporative Work Experience – ESS 4890
     - NASPE Fitness Standard sub-scores on "Administration Tasks"

- Specific measures to assess the results of "Interpretation of Assessments and Development of Exercise Prescription" learning outcome were not specified/and or the data during the review period were not available.

[1] NASPE - National Academy of Sport and Physical Education

Curriculum Map for Human Performance Management – Wellness Emphasis (2013 – 14 through 2015 – 16 academic years)

	Learning Outcomes						
	1. Foundational Core Knowledge & Skills	2. Communications & Human Relations	3. Management : Administration & Leadership	4. Operations Management : Strategic Planning, Marketing & Finance	5. Programming: Assess, Plan, Implement, Evaluate	6. Human Performance Promotion	7. Professional Development and Practical Experience
Core Courses							
AT 2300	3: first aid, CPR						
PEP 2200	2: program of studies	1: oral interview			1: site review	2: fitness, recreation	2: portfolio, resume
PEP 3600	3: measurement & evaluation				3: measurement & evaluation		
PEP 4890						3: internship	3: internship
AT 4990		3: seminar			1: self-evaluation		3: portfolio, resume
PS 3203		3: customer service skills		3: marketing plan, sales			
PS 3563		3: human relations	3: supervisory	2: organizing, training			
HLTH SS 1030	3: personal health	2. cultural interactions				2: multi-dimensional	
HLTH 3200		3: oral presentations			3: teach health lessons	3: teach health	

Professional Development Courses							
HLTH 3000	2: online database	2: health advocate	2: manage health program	2: strategic program plan	3: case study	3: health promotion plan	
NUTR 2320	3: healthy diets				2: assess, plan diets	3: design healthy diet	
NUTR 3020						3: sport nutrition	
PEP 2300	2: health-related fitness				2: fitness evaluation, ex rx	3: fitness evaluation, ex rx	
PEP 3280		1: slide presentation			3: n-m program	3: teach lifts	
PEP 3450	3: functional anatomy	2: group oral presentation					
PEP 3500	3:quantitative literacy				1: motion analysis	2: exercise skills	
PEP 3510	3: human physiology				2: assess physiology	3:exercise responses	
PEP 4370		2: client interaction	1: risk management		3: fitness evaluation, ex rx	3: fitness evaluation, ex rx	
Support Courses							
HTHSLS 1010	3: life science						
NUTR LS 1020	3: life science				1: diet analysis	2: personal diet	
CHEM PS 1050	3: physical science						

1= Minor Emphasis; 2 = Moderate Emphasis; 3 = Major Emphasis

Human Performance Management Program (2013 – 2014 to 2015 – 2016 academic years)

The Human Performance Management graduate will be able to:

1. Incorporate foundational knowledge and skills related to the respective content areas in developing, implementing, managing and evaluating human performance programs.
2. Demonstrate proficiency in a variety of communication methods and in human relations/interpersonal skills, such as motivating, counseling, and working effectively in a team environment.
3. Effectively manage wellness, recreation or sport organizations and professional responsibilities and demonstrate effective leadership by guiding personnel toward organizational goals and objectives.

4. Perform general business operations including organizational policy formation, financial management, marketing, quality assurance, customer service, and facility and equipment operations.
5. Systematically assess target population or individual needs, identify goals, and develop a plan to meet the goals, implement the program, and conduct formative and summative evaluations of the program.
6. Provide multi-dimensional human performance programs in exercise testing and prescription, wellness, nutrition, and/or sport and leisure services.
7. Demonstrate knowledge and utilization of resources related to career planning, job opportunities, and professional organizations and relevant publications that enhance professional growth, and have experience in the community which further develops qualifications.

The following Outcomes have been assessed each semester. Data have been compiled through Senior Seminar exit evaluation and internship evaluations. The results of this Outcomes Assessment have been circulated among Human Performance Management faculty.

1. **Desired Outcome:** The Human Performance Management (HPM) graduate will be able to incorporate foundational knowledge and skills related to the respective content areas in developing, implementing, managing and evaluating human performance programs.

How Assessed:

- Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Routine assignments related to review of literature and utilizing information technology.

Results:

- Courses in which "Core Knowledge and Skills" are major course emphases were identified. Standardized cognitive and skill assignments exams related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Foundational Core Knowledge and Skills". Unable to select Human Performance Management students from HLTH SS1030, AT 2300, Biomedical Courses, NUTR LS1020, CHEM PS1010, COMM HU1020. All graduating HPM students must pass all core classes with C- or better.
- Foundations of Human Performance Management-PEP 2200: 80% or better on Program of Studies Assignment
    - Students who met the criteria:
        - 2013-2013: 84% (43/51)
        - 2014-2015: 92% (44/48)
        - 2015-2016: 92% (47/51)
- Foundations of Health Promotion-HLTH 3000: 80% or better on an assignment to located and critique an article related to some aspect of health education using an online database.
    - Students who met the criteria:
        - 2013-2014: 94%
        - 2014-2015: 94%
        - 2015-2016: 100% (n = 240)
- Graduating majors= self-evaluation of "Foundational Core Knowledge and Skills"
        - 2013-2014: mean = 4.03/5.0, s.d. = 0.88 (n=34)
        - 2014-2015: mean = 4.00/5.0, s.d.= 0.77 (n=26)

- 2015-2016: mean = 4.14/5.0, s.d. = 0.90 (n=29)

2. Desired Outcome: The Human Performance Management graduate will be able to demonstrate proficiency in a variety of communication methods and in human relations/interpersonal skills, such as motivating, counseling, and working effectively in a team environment.

How Assessed:

- Degree of success in required curriculum including general education, support courses outside the department, and core courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Routine assignments in upper division courses demonstrating effective public speaking through presentation reports, written communication through business letters, technical reports, etc. and interpersonal communication facilitating group dynamics.
- Demonstrated ability to communicate and relate with others during internship, evaluations submitted by site supervisors.

Results:

- Courses in which "Communication and Human Relations" are major course emphases were identified. Standardized cognitive exams and communication performance assignments related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Communication and Human Relations".
- Relevant Communication Assignments in Senior Seminar, AT 4990.
    - 2013-2014 Cover Letter Grades: 87% (n = 32); Resume Grades: 92% (n = 32)
    - 2014-2015 Cover Letter Grades: 93% (n = 23); Resume Grades 75% or better = 79% (n = 24)
    - 2015-2016 Cover Letter and Resume Grades 75% or better = 92 % (n = 29)
- Oral Multimedia Presentation in Exercise Prescription for Special Populations, PEP 4370
    - 2013-2014: Mean grade = 95% (n = 30)
    - 2014-2015: Mean grade = 94 % (n = 23)
    - 2015-2016: Mean grade = 94.8% (n =25)
- Relevant assignments identified and included in student portfolio; grade 75% or better, AT 4990.
    - Stuents who met the criteria:
        - 2013-2014: 97% (n=32)
        - 2014-2015 : 71% (n = 24)
        - 2015-2016: 92% (n = 27)
- Graduating majors= self-evaluation of "Communication and Human Relations"
    - 2013-2014: mean = 4.02/5.0, s.d.= 0.92 (n=34)
    - 2014-2015: mean = 4.08/5.0, s.d.= 0.77 (n=26)
    - 2015-2016: mean = 4.25/5.0, s.d.= 0.90 (n=29)
- Summary of Internship Performance Evaluations, Learning outcome #2 4 or better on a 5.0 scale
    - Students who met the criteria:
        - 2013-2014: Data unavailable
        - 2014-2015: 98% (n = 45)
        - 2015-2016: 84% (n = 59)

3. Desired Outcome: The Human Performance Management graduate will be able to effectively manage wellness, recreation or sport organizations and professional responsibilities, and demonstrate effective leadership by guiding personnel toward organizational goals and objectives.

How Assessed:

- Degree of success in required core and emphasis courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Assignments in upper division courses demonstrating leadership skills, supervision knowledge, conflict resolution, legal liability and risk management in human performance.
- Demonstrated ability to administer and/or manage people during internship, evaluations submitted by site supervisors.

Results:

- Courses in which "Management - Administration and Leadership" are major course emphases were identified. Standardized cognitive exams and administrative assignments related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Management - Administration and Leadership".
- Relevant assignments identified and included in student portfolio.
- Graduating Majors= self-evaluation of "Management - Administration and Leadership"
    - 2013-2014: mean = 3.58/5.0, s.d.= 0.98 (n=34)
    - 2014-2015: mean = 3.97/5.0, s.d. = 0.80 (n=26)
    - 2015-2016: mean = 3.98/5.0, s.d. = 0.91 (n=29)
- Summary of Internship Performance Evaluations "Management - Administration and Leadership":
    - 2013-2014: Data unavailable
    - 2014-2015: mean= 3.97/5, s.d.= 0.8 (n= 26)
    - 2015-2016: 92.7% attained 4 or better on a 5.0 scale (n= 55)

4. Desired Outcome: The Human Performance Management graduate will be able to perform general business operations including organizational policy formation, financial management, marketing, quality assurance, customer service, and facility and equipment operations.

How Assessed:

- Degree of success in required core and emphasis courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Assignments in upper division courses demonstrating policy formation, budget and finance, and facility and equipment operations in human performance.
- Demonstrated ability to assist with managing business operations during, internship evaluations submitted by site supervisors.

Results:

- Courses in which "Operations Management - Strategic Planning, Marketing, and Finance" are major course emphases were identified. Standardized cognitive exams and administrative assignments related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Operations Management - Strategic Planning, Marketing, and Finance".
- Relevant assignments identified and included in student portfolio.

- Graduating Majors= self-evaluation of "Operations Management - Strategic Planning, Marketing, and Finance"
    - 2013-2014: mean = 3.37 /5.0, s.d. = 0.95 (n=34)
    - 2014-2015: mean = 3.46/5.0, s.d. = 0.98 (n= 26)
    - 2015-2016: mean = 3.61/5.0, s.d. = 1.03 (n=29)
- Summary of Internship Performance Evaluations "Operations Management - Strategic Planning, Marketing, and Finance" 4 or better on a 5.0 scale
    - Students who met the criteria
        - 2013-2014: data unavailable
        - 2014-2015: 97% (n=31)
        - 2015-2016: 91% (n= 49)

5. **Desired Outcome:** The Human Performance Management graduate will be able to systematically assess target population or individual needs, identify goals, develop a plan to meet the goals, implement the program, and conduct formative and summative evaluations of the program.

How Assessed:

- Degree of success in required core and emphasis courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Program or individual assessment assignments placed in portfolio.
- Development and delivery of unit and lesson plans placed in portfolio.
- Perform measurement and evaluation skills in a myriad of ways including interpreting statistics, using software to organize, graph, and analyze data, and develop relevant reports in PEP 3600.
- Demonstrated ability to assess, plan, implement and evaluate a program during internship, evaluations submitted by site supervisors.

Results:

- Courses in which "Programming - Assess, Plan, Implement and Evaluate" are major course emphases were identified. Standardized cognitive exams and administrative assignments related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Programming - Assess, Plan, Implement and Evaluate".
- Relevant assignments identified and included in student portfolio.
- Multicultural Health and Nutrition – 80% or better on Multicultural Research with Dietary Analysis Assignments, NUTR 3420
    - 2013-2014: Diet Analysis written- mean = 93%, Diet Analysis oral- mean = 86.3% (n = 105)
    - 2014-2015: Diet Analysis written- mean = 91%, Diet Analysis oral- mean = 88.4% (n = 22)
- Sports Nutrition Dietary Analysis, interpretation of dietary adequacy, providing feedback to athletes, 75% or better, NUTR 3020
    - Students who met the criteria
        - 2015-2016: 90% (n = 21)
- Fitness Evaluation & Exercise Prescription, PEP 2300
    - Average Score on Practical Exam to Evaluate Fitness
    - 2013-2014: 79% (n=30)
    - 2014-2015: 79.8% (n= 38)
    - 2015-2016: 80.9% (n= 33)

- Graduating Majors= self-evaluation of "Programming - Assess, Plan, Implement and Evaluate"
    - 2013-2014: mean = 4.07 /5.0, s.d.= 0.77 (n=34)
    - 2014-2015 mean = 4.10/ 5.0, s.d.= 0.89 (n= 38)
    - 2015-2016: mean = 4.31/5.0, s.d.= 0.65 (n= 29)

6. **Desired Outcome:** The Human Performance Management graduate will be able to provide multi-dimensional human performance programs in exercise testing and prescription, wellness, nutrition, sport, and/or leisure services.

How Assessed:

- Degree of success in required core and emphasis courses within the program.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Exercise prescriptions are evaluated according to ACSM[3] standards; diet analyses and prescriptions are evaluated within specific courses.
- Development and delivery of unit and lesson plans placed in portfolio.
- Major methods course requires presentations, writing curriculum and unit plan, videotape self-evaluation of presentation
- Demonstrated ability to provide human performance programs during internship evaluations submitted by site supervisors.

Results:

- Courses in which "Human Performance Promotion" are major course emphases were identified. Standardized cognitive exams and administrative assignments related to respective content areas were administered and evaluated in all courses which have a major emphasis in "Human Performance Promotion".
- Teaching Health Methods: Planning and implementation of 3 experimental methods of instruction, HLTH 3200
    - 2013-2014: 90% of students effectively planned and implemented 3 experiential methods of instruction
    - 2014-2015: 90% of students effectively planned and implemented 3 experiential methods of instruction
- Foundation of Health Promotion: 70% or better competence on exam questions related to implementing health education
    - Students who met the criteria
        - 2014-2015: 86%
- Fitness Evaluation & Exercise Prescription, demonstrate effective cardiorespiratory and resistive training exercise prescriptions following ACSM guidelines, PEP 2300
    - 2013-2014: cardiorespiratory score = 84% and resistive score 92% (n=29)
    - 2014-2015: cardiorespiratory score = 85 % and resistive score 98% (n=38)
    - 2015-2016: cardiorespiratory score = 85% and resistive score 87% (n= 70)
- Exercise Prescription for Special Populations, perform SOAP on a client with a chronic disease or disability and create an appropriate 3-month exercise prescription, PEP 4370
    - 2013-2014: 95% successful completion (n=31)
    - 2014-2015: 95% successful completion (n= 22)
    - 2015-2016: 96% successful completion (n= 22)
- Graduating Majors= self-evaluation of "Human Performance Promotion"

- 2013-2014: mean = 4.07 /5.0, s.d.= 0.86 (n=34)
- 2014-2015 mean = 3.9/ 5.0, s.d.= 0.86 (n=20)
- 2015-2016: mean = 4.31/5.0, s.d.= 0.72 (n=29)

7. **Desired Outcome:** The Human Performance Management graduate will be able to demonstrate knowledge of career planning/opportunities and organizations and relevant publications that enhance professional growth and have experience in the community which further develops qualifications.

How Assessed:

- Successful completion of required 300-hours in internship which may include a combination of experiences in nutrition, fitness, recreation, and sport agencies, or 240-hours in internship and 1 hour senior capstone project.
- Successful completion of senior seminar professional file development, job search, and mock interviews.
- Self-evaluation in senior seminar course utilizing NASPE[1] Fitness, NASPE[1] Sport Management, and NRPA[2] Certified Park & Recreation Professional standards.
- Demonstration of professional development and practical experiences during internships.

Results:

- All students completed 240 or more hours of internship in a fitness, recreation, or sport facility approved and evaluated by the professor. All students articulated a professional mission and philosophy based on personally identified values and principles, and submitted comprehensive Portfolios.
- Relevant assignments identified and included in student portfolio, AT 4990
  - 2013-2014 Portfolio Grades: 90% (n = 31)
  - 2014-2015 Portfolio Grades: 85.4% (n= 17)
  - 2015-2016 Portfolio Grades: 85.4% (n= 17)
- Graduating Majors= self-evaluation of "Professional Development and Practical Experience"
  - 2013-2014: mean = 4.24/ 5.0, s.d.= 0.78 (n=34)
  - 2014-2015: mean = 4.28/5.0, s.d.= 0.95 (n=26)
  - 2015-2016: mean = 4.44/5.0, s.d. = 0.90 (n= 29)
- Summary of Internship Performance Evaluations related to "Professional Development and the Quality of Service Provided"
  - 2013-2014; mean = 91.1% (n=43)
  - 2014-2015; mean = 96.7% (n=55)
  - 2015-2016; mean = 91.5% (n= 59)

[1] NASPE - National Academy of Sport and Physical Education
[2] NRPA - National Recreation and Park Association
[3] ACSM - American College of Sports Medicine

Five-year Assessment Summary

Academic years 2013 – 2014 through 2015 – 2016, the program existed as the Human Performance Management (HPM) major – Wellness Emphasis. Since HPM included Wellness Emphasis and the Sports and Recreation Services Emphasis, the student learning outcomes were designated to assess wide spectrum of competencies in this highly interdisciplinary program. Since the establishment of the Exercise and Sport Science (ESS) major (2016 – 2017 and beyond), the program has been in the process of refining its student learning outcomes that meets the competencies identified by the ACSM and are suitable for the students that the program serves. In 2017 – 2018 academic year above mentioned student learning outcomes were developed using the Standards and Guidelines for the CoAES and CAAHEP. The program is also in the process of identifying the specific measures to evaluate the results of the student learning outcomes. Recent major turnovers of program faculty and limited continuity have made this progress difficult, and we have not yet established a complete list of measures to assess the student learning outcomes.

Assessment of Graduating Students

Assessment of graduating seniors of the Bachelor's of Science in Exercise and Sport Science Program primarily occurs in the Senior Seminar (ESS 4990) and Corporative Work Experience (ESS 4890, Internship) courses. All students enrolled in ESS 4990 complete self-evaluations using various tools including a Professional Preparation Profile, the NASPE[1] Fitness Professional Standards, and Professional Attribute Profiles, which provide data from indirect measures. The direct measurement of students' critical thinking is also assessed using the Collegiate Learning Assessment. Additionally, qualitative data are gathered through several discussion/seminar sessions during the ESS 4990 course. The competencies of the students in clinical/practical settings are directly evaluated both by the internship site supervisor and the internship coordinator through assignments in ESS 4890 course.

Standard D - Academic Advising

The faculty and academic advisor are strongly committed to assisting each of our students in a supportive and enriching advisement process that is the most effective for each independent student. Through the academic advising process, students are informed and provided opportunities that enhance their capacity to accomplish their desired degree and area emphases. In the HPHP Department, student success is partly achieved by the open communication, plan development, and progress evaluations each student has with the Academic Advisor, our faculty, and the student themselves; creating an advising partnership that is informed, trusted, and effective. Students are informed that the responsibility of their successful completion of their programs lies in their hands, however, we are here to provide them with the necessary information and support for them to achieve their goals. To achieve this goal of student success, students are advised of program admission requirements, courses in the department that satisfy general education requirements, transfer articulation, student support services, and other pertinent information related to their individualized degree path. At this point, students are then encouraged to make thoughtful and meaningful decisions regarding their education goals to achieve their desired success.

Advising Strategy and Process

The HPHP Department is excited to have a new academic advisor who is focused on balancing students' needs and goals with faculty, program, and Department expectations and standards. In the short tenure of the new academic advisor (hired July 1, 2018), we have evaluated and where necessary improved the advising strategy and process from the previous advisor.
The current advisement process is: new students attend new student orientation; students schedule individual advisement sessions with the academic advisor; students then may meet with faculty or the program director depending on their individual specific needs and goals.
The academic advisor guides students through academic program requirements, their degree maps, and assists in developing their semester schedule of courses. Ultimately it is up to each student to be aware of their progress towards graduation and ensuring they register and complete the necessary courses to achieve their desired degree. When students meet with the academic advisor, together, they review their progress and the next steps needed to maintain this progress. The academic advisor will also follow up with students for encouragement and progress "check-ins" to assist those students who may need a little more support. The academic advisor also consults with program faculty and the Department Chair, as necessary, to ensure open communication and unanimous agreement for special student circumstances requiring course overrides and exceptions while maintaining program and Department policies, standards, and expectations.

The academic advisor has specific responsibilities (as does the student).

Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.
- Encourage and guide students as they define realistic academic goals.
- Support students as they acquire the skills to develop clear and attainable educational plans.

- Provide students with information about and strategies for utilizing the available resources and services on campus.
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals.
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA).
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Promote and encourage students to develop productive working relationships with their professors.
- Attend training and conferences related to advisement and WSU, and attend department and program meetings.

Student Responsibilities: Students' responsibilities in order for the advising partnership to be successful include:

- Schedule regular advisement appointments each semester.
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.
- Ask questions when necessary.
- Keep a personal record of graduation progress and goals including organizing official documents (academic records, communications from professors or the academic advisor—including emails, letters, and/or phone calls).
- Communicate academic goals.
- Become knowledgeable about University programs, policies and procedures.
- Be responsible for their decisions.
- Respond to official notification from the academic advisor (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

Effectiveness of Advising

At our current time, we are unaware of the effectiveness of our new academic advisor from a data driven perspective. Since the advisors employment, several changes in policy and procedures were implemented that have had unrecorded, yet positive effects within the belief and support among the Department's faculty and staff in the advising process. The nature of the advising partnership has been strengthened and is more positive than it was prior to July 1, 2018. The advisor is eager to correct errors when they are recognized, communicates openly with faculty and staff, creates new policies that positively impact students and the programs involved, and maintains a set of ethics shared by all the members of the Department. We look forward to and anticipate the healing between the advising process and the rest of the Department to strengthen our goals of achieving high rates of student success.

In Fall 2019, following the advisor's first full year of employment, a survey will be created by the Department Chair and distributed to faculty and students to participate in evaluating the advisor's performance, identify strengths and potential areas of improvement. The results of the survey will be shared with the advisor and praise and corrective measures where warranted will be implemented.

Past Changes and Future Recommendations

Corrective measures, such as developing a Course Permission Form to notify, identify, and unanimously approve course waivers or overrides by the advising partnership, have already taken place. We believe these changes will keep the lines of communication among all participating open and knowledgeable. This in turn will return the trust and enhance the support of this critical relationship for student success that was fractured before.

Advisement will continue to be progressive, include using technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results to be conducted Fall 2019. Continued support of the academic advisor will be a priority as the importance of this position in assisting with student success cannot be understated.

Standard E - Faculty

Faculty Demographic Information

Currently, there are 3 faculty members, 2 tenure track, assistant-level faculty members and 1 lab coordinator/instructor who are dedicated to the Exercise and Sport Science (ESS) Program. In addition to these ESS faculty/staff members, there are 12 additional faculty members, 8 tenured/tenure track faculty and 3 full-time instructors, in the Department of Health Promotion and Human Performance (HPHP). Five of these non-ESS, HPHP faculty members teach courses contained in the ESS major. All but the instructors hold doctorate degrees (Ph.D.) from a variety of institutions in the U.S. There are several adjunct faculty who teach ESS core or emphasis required courses and numerous other adjuncts who teach physical education activity courses that may be used to fulfill elective credit hours in either emphasis area. Additionally, many allied courses required for the ESS majors are taught by faculty of other programs outside of the HPHP Department. Summary of current faculty who teaches courses in ESS are summarized in Appendix B.

The 3 ESS faculty/staff members accounts for approximately 17% of the total instructional resources allocated to the Department of HPHP (excluding instructional resources for the physical education activity courses). Due to the limited instructional resource allocated to the program, combined with a large increase in program enrollment, has resulted in a dramatic increase in waitlist numbers in most of the ESS courses (see Appendix A). This issue has forced the ESS majors to take the required courses elsewhere and/or to delay their graduation.

Programmatic/Departmental Teaching Standards

The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and sixth years, also according to policy. Instructors are evaluated yearly by the Department Chair.

Faculty's teaching schedules are determined by the department chair in consultation with the program director and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students on Chi-Tester and compared to program and department standards and averages. Results include student commendations and recommendations. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years.

Faculty Qualifications

Each faculty member is highly qualified to teach in this program. A summary of the current (2017-18) faculty who teach courses required by ESS majors is shown in the table below. Adjunct faculty must meet the department minimum qualifications to teach in the department and program. This includes holding a master's degree.

Faculty & Staff (current academic year)

ESS-Based Courses

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	2		
Number of faculty with Master's degrees		1	
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	2	1	

Allied Courses

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	9		1
Number of faculty with Master's degrees		1	5
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	11	1	6

Evidence of Effective Instruction

i. Regular Faculty

Results of end of course/instructor evaluations conducted on Chi Tester (an online exam administration platform) are included in each faculty member's professional files kept in the College Dean's office. Support files are stored in the faculty member's office in the Swenson Building, and end of course evaluation results are housed on Chi Tester and electronically by the department. The minimum standard for tenure in the College of Education is GOOD, therefore all tenured faculty have demonstrated quality teaching, and tenure-track faculty are striving for this standard. Tenured faculty must also go under post-tenure review, which ensures continued teaching quality. Instructors are evaluated similarly, but they do not undergo the tenure and promotion evaluations.

ii. Adjunct Faculty

When adjunct faculty members are used to teach a course, they use a department approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook, undergo student and at times peer evaluation, and adopt standardized courses when applicable. The results of evaluations are housed in the department chair's office or through WSU secure department cloud document storage. From the results of ongoing review of faculty members, it can be surmised that the adjunct faculty are doing a good to excellent job in providing effective instruction.

Faculty Scholarship

Faculty members of Exercise and Sport Science regularly and actively engage in scholarly activity. Research projects are usually carried out in collaboration with students and faculty members within and outside the program and the department. ESS faculty regularly serve as a faculty mentor for students in the Athletic Training Master's Program in completing their thesis projects and work with undergraduate students in conducting various research projects. Most of the research projects lead to a presentation at a professional conference and/or a research article in a scholarly journal. This scholarly effort has been well supported by institutional funding sources including Research, Scholarship, and Professional Growth Committee grants (RSPG), Academic Resources and Computing Committee (ARCC) grant, and College of Education Endowment grants to acquire instruments necessary for human performance analyses.

Mentoring Activities

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPHP department. Adjunct instructors are mentored by a faculty member most familiar with the course taught by the adjunct.

Diversity of Faculty

The faculty during the last five-year review included seven females and eight males. Currently, of 11 full-time faculty who teaches courses taken by ESS majors, 7 are male, 4 are females, and one is Asian. The department and program aspire to have diversity within the faculty but always hire the most qualified applicant in faculty searches regardless of factors such as gender, ethnicity, and age.

Ongoing Review and Professional Development

Department faculty members are reviewed according to the institutional Policies and Procedures Manual schedules. Adjunct faculty are evaluated annually via peer review and review of end of course evaluations. The typical schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair review
- 3rd Year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee
- 6th Year: formal tenure rank and evaluation committee review
- if tenure and rank advancement was granted
- 11th year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

Current Exercise and Sport Science faculty attend professional conferences each year. The primary one is the American College of Sports Medicine's Annual Meeting; however, these conferences vary based on the faculty member's expertise. Funding for attending conferences comes from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG), WSU College of Education Endowment grants, and WSU Department of Health Promotion and Human Performance travel funds. The faculty also regularly attend teaching workshops on campus sponsored by the Teaching and Learning Forum. As needed, the faculty also attend trainings offered through WSU Training Tracker.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The HPHP Department supports each program, in part, through the staff within, and in relation to the Department. Within the HPHP Department we have an Academic Advisor (exempt), Brittni Strickland, an Administrative Specialist II (non-exempt), Marcia Kawa, an Internship Coordinator (exempt), Barbara Dirks, our HP Lab Coordinator/Instructor (exempt), Tim Ruden, and a Recreation Manager for HPHP (exempt), Derek DeBruin. All of our staff are integral and vital members of our Department and each are essential to the success of our programs.

Outside of the HPHP Department, we receive staff support from many areas. The Stromberg Complex Manager, Matt Barker, ensures the classrooms, building, fields, and natatorium are appropriately scheduled and maintained for academic, scholarly, and community based experiences. The College of Education College Recruiter (a new recruiter is in the process of being hired) assists in recruiting students into each program. We also have support from the College of Education Academic Advisor, Natalie Struhs, who leads the COE's Starfish notification and retention efforts.

As of Fall 2018, the needs of the HPHP Department and their programs, are being adequately met with the number of staff support we employ. Each have met "above average - excellent" ratings during the 2017- 2018 annual reviews. Both our Academic Advisor, and Administrative Specialist II, started in their respective positions in July 2018 and are in the process of completing University trainings and on the job training, to learn the necessary KSA's required to perform their job duties. Both, are performing in an exemplary manner for the short time that they have been in these critical positions. We have seen an improvement in trust, ethics, standards, transparency, and protocols since their arrival. Our Internship Coordinator, Recreation Manager, and Lab Coordinator are dedicated, insightful, and passionate staff who assist multiple programs both inside and outside of the HPHP Department. They help to ensure high quality learning experiences, job opportunities, and quality of work and support are provided to our students, staff, and faculty for the HPHP Department, College of Education, and all Weber State University levels.

i. Ongoing Staff Development

Department staff members have extended opportunities for WSU development including travel to appropriate professional conferences, financial support for professional membership organizations, WSU specific trainings through training tracker, and enrollment in WSU courses. Staff members participate in trainings and other professional development practices dependent on their job duties, interests, and opportunities to enhance our programs and Department.

Adequacy of Administrative Support

Since our last Program Review (2013) we have added one additional staff, the Recreation Manager for HPHP who oversees the climbing wall (maintenance, care, budget, staff, etc.), the REC based courses, instructs, and supports the OCRE program (e.g. professional support during OCRE based trips; program policy and procedure development and review) and Department in various ways (e.g. Departmental committees). This position was made available by assistance form the Dean and COE. In addition, the Department receives great support from the Dean and the Provost when requested or necessary. For example, assistance in paying for additional necessary courses/overloads (semester dependent).

Adequacy of Facilities and Equipment

The HPHP Department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. A recently completed (August 2018) building project has created an additional classroom (SW 405) dedicated to the OCRE program, bike and equipment storage areas, 4 new offices, and a new dedicated student lounge area (SW 404). Another newly completed project (October 2018) renovated the entire natatorium and locker room areas. In addition, since the last Program Review, 4 pickleball courts have been installed which allow for multiple sections of pickleball classes, use by the CAPES! Program, and community members for recreational use. Finally, the Stress Relief Center has relocated (from SW 225 to SW 124) which has improved the functionality of this important campus resource.

Faculty members along with some staff members and at times in collaboration with campus recreation and other Departments across WSU write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

Adequacy of Library Resources

The Stewart Library provides information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and met student and faculty needs. The library website (http://library.weber.edu) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested. The resources adequately met the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials.

Standard G - Relationships with External Communities

Description of Role in External Communities

Department and program faculty and staff build and maintain relationships with external communities in multiple ways. Connection with the external community relies in part on relationships cultivated between individual faculty members and local businesses, hospitals, schools, regional companies, and government facilities, such as city and county parks and recreation departments, and county health departments (See Appendix E). Faculty often maintain contact with former graduates of the program informally. Numerous former students initiate contact with faculty when requesting updated letters of recommendation or permission to contact when changing jobs. Each faculty has placement information about some of the former students which helps project employment opportunities for current students.

Exercise and Sport Science with Fitness Profession emphasis completes minimum of 2 internships (minimum of 5 credits; 300 contact hours/credit hour). The Exercise Science track has an option of completing internship as an elective. The HPHP Internship Coordinator serves as the course instructor for the internship class and ensures that students choose appropriate internships, submit signed contracts, evaluates the students' progress, and complete the required reports and evaluations.

Summary of External Advisory Committee Minutes

Not Applicable: The Exercise and Sport Science Program currently does not have a formal external advisory committee. However, the program seeks and utilizes ongoing feedback received from external community members via its academic internship program.

Standard H – Program Summary
Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1: Mission Statement Evaluate how effectively the mission statement articulates a process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	With the start of new program (ESS), new mission statement was established
Issue 2: Student Learning Outcomes & Assessment Evaluate the effectiveness of the assessment process; Demonstrate that the assessment of the programs mission and student outcomes is being used to improve and further develop the program.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	With ESS becoming its own program, new student learning outcomes are identified; however, specific measures to assess the learning outcomes have not been identified.
Issue 3: Faculty Evaluate the extent to which the faculty demonstrates that the program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	ESS becoming its own program allowed the program faculty to focus on its own degree program.
Issue 3: Faculty There is a considerable load of responsibility placed up the program director; responsible for	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	

a considerable student population with very few faculty tied directly to the program.	Year 4 Action taken:	ESS becoming its own program helped reducing the program director's responsibility.
Issue 5: Relationships with External Communities Evaluate relationships with External Communities	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	No action has been taken.

Summary Information (as needed):
The department restructure and the revision of the program (separating the Human Performance Management Program into two separate programs) has resolved many of the concerns indicated in the previous 5-year program review. A few other problems identified in the past 5-year review have not been addressed primarily due to the recent major turnovers in program faculty.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Issue 1: Student Learning Outcomes Lack of a specific mechanism for effective and consistent student learning outcome assessments	Current 5 Year Program Review: Student learning outcomes assessment method for Human Performance Management (pre-ESS) was well-established. There is no mechanism to gather student learning outcome data effectively and efficiently for the current, ESS program.
	Year 1 Action to Be Taken: Identify specific measures to assess student learning outcomes. Establish a mechanism for a regular and ongoing assessments of student learning outcomes. Start gathering student learning outcome data using the established mechanism.
	Year 2 Action to Be Taken: Continue gathering student learning outcome data using the mechanism established during Year 1 and modify it as appropriate.
	Year 3 Action to Be Taken: Continue gathering student learning outcome data using the mechanism and modify it as appropriate.
	Year 4 Action to Be Taken: Continue gathering student learning outcome data using the mechanism and modify it as appropriate.
Issue 2: Documentation of Program Updates Actions taken after each annual review are unclear/not well-documented.	Current 5 Year Program Review: Actions taken based on findings on annual reviews were not clearly documented.
	Year 1 Action to Be Taken: Identify a mechanism to document any actions taken as the results of review findings. Hold monthly program meetings to monitor the progress on action to be taken.
	Year 2 Action to Be Taken: Continue holding monthly program meetings to monitor the progress on action to be taken.

	Year 3 Action to Be Taken: Continue holding monthly program meetings to monitor the progress on action to be taken.
	Year 4 Action to Be Taken: Continue holding monthly program meetings to monitor the progress on action to be taken.

Summary Information (as needed):
Much of the effectiveness of instruction data since the establishment of the Exercise and Sport Science (ESS) were not collected – there was no data on student learning outcome artifacts reported in the 2016 – 2017 annual review report. This was largely because the student learning outcomes need to be better aligned with each emphasis area. The program needs to identify specific measures and artifacts for regular and effective assessments of effectiveness of instruction. This process will be completed by all faculty teaching courses required by ESS majors submitting updated course evaluations for a revised curriculum grid and evidence of student learning for every course. Further, a mechanism that allows easy and regular data collections needs to be developed to consistently and effectively gather the instructional effective data, even with turnovers of program faculty due to retirement etc..

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1: Administration - Faculty Under-staffed program not meeting the instructional demands (see Appendix A for the waitlist number data)	Current 5 Year Program Review: The ESS program has 2 full-time faculty members and one lab coordinator/instructor serving its majors that accounts approximately for 40% of all majors in the department. Currently, even with the program faculty's overloads, the program is unable to offer enough sections for it majors to graduate in a timely manner.
	Year 1 Action to Be Taken: Consider/Propose hiring additional faculty for the program.
	Year 2 Action to Be Taken: Propose to hire additional faculty for the program
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2: Administration – Course Development Lacking courses to fulfill the student learning objectives	Current 5 Year Program Review: The learning objectives emphasize heavily on designing and implementing exercise prescription; however, the program currently does not offer advance courses addressing exercise prescription. The program currently does not offer management courses specifically geared toward exercise science/fitness professions.
	Year 1 Action to Be Taken: Consider courses that fulfill the program's learning objectives related to exercise prescription and management.
	Year 2 Action to Be Taken: Develop and offer courses that fulfil program's learning objectives related to exercise prescription and management.
	Year 3 Action to Be Taken: Evaluate course effectiveness and improve the courses as appropriate.

	Year 4 Action to Be Taken: Continue evaluating course effectiveness and improve the courses as appropriate.
Issue 2: Administration – Equipment Some Human Performance Lab equipment requires updates	Current 5 Year Program Review: Some instruments used for teaching (ex. photo cells) do not work well/unreliable affecting the quality of laboratory activities.
	Year 1 Action to Be Taken: Identify and prioritize equipment purchase. Consider applying for funding for equipment purchase/updates. Evaluate the course fees to sufficiently maintain equipment used in courses.
	Year 2 Action to Be Taken: Continue evaluating the condition of lab equipment and update as needed.
	Year 3 Action to Be Taken: Continue evaluating the condition of lab equipment and update as needed.
	Year 4 Action to Be Taken: Continue evaluating the condition of lab equipment and update as needed.

Summary Information (as needed):

The demands for the ESS program has shown a constant increase due to a number of reasons, primarily: 1) increase in enrollment in the programs and its courses and 2) modified the student learning outcomes that align with the competencies identified by American College of Sports Medicine. In order to prepare the ESS majors with appropriate competencies in a timely manner, the program needs to offer more sections of existing courses as well as developing additional courses.

Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Senior Seminar Self-Evaluation Surveys	All Outcomes: #1 – 7 for Human Performance Management	End of each semester	Retired faculty's/former program director's file (hardcopy/electronic) Data reported in annual reports
Specific Course Assignments Scores Course Grades	All Outcomes: #1 – 7 for Human Performance Management	End of each semester	Retired faculty's/former program director's file (hardcopy/electronic) Data reported in annual reports
Specific Course Assignments Scores Course Grades	Outcome #1 for Exercise and Sport Science	End of each semester	Course instructor's/current program director's file (electronic) and in Canvas
Specific Course Assignments Scores Course Grades	Outcomes #2 - #7	Currently lacking a mechanism of collecting specific artifacts.	

Summary Information (as needed)

An updated assessment plan and identification of specific measures are needed to gather the evidence of instructional effectiveness. Continuous and effective data gathering and comprehensive reporting in the annual review documents will allow accurate and comprehensive evidence to be included in the future 5-year program reviews. Collaborative work is essential in obtaining and reporting the complete data due to the interdisciplinary nature of the program.

APPENDICES

Appendix A: Student and Faculty Statistical Summary (*Note*: Data provided by Institutional Effectiveness)

Exercise and Sport Science	2013-14*	2014-15*	2015-16	2016-17	2017-18
Program SCH Total [1]	n/a	n/a	n/a	1,326	1,452
Program FTE Total [2]	n/a	n/a	n/a	44.20	48.40
Program Major Totals [3] (% of Dept)	146 (21%)	154 (20%)	161 (21%)	167 (40%)	203 (42%)
Program Grad Totals [4] (% of Dept)	39 (30%)	25 (17%)	28 (21%)	31 (36%)	37 (37%)
Major Demographics [5] Female Male	 112 (50%) 111 (50%)	 122 (53%) 109 (47%)	 122 (50%) 124 (50%)	 123 (44%) 154 (56%)	 143 (47%) 163 (53%)
Faculty FTE Total [6]	44.86	46.78	42.68	24.69	n/a
Student/Faculty Ratio [7]	21.40	21.49	22.89	19.81	n/a

HPHP Department	2013-14	2014-15	2015-16	2016-17	2017-18
ESS	0	0	0	1,326	1,452
Hlth Promo	8,429	8,901	8,543	8,293	8,266
PE	2,454	2,773	2,764	2,564	2,551
PEP	2,861	2,788	2,744	1,982	2,345
REC	338	365	269	248	0
OCRE	0	0	0	260	997
AT	5,714	6,078	308	n/a	n/a
ATHL	352	383	0	n/a	n/a
NUTR	8,653	8,874	1,004	n/a	n/a
Dept SCH Totals	28,801	30,162	15,632	14,673	15,611

Legend:

HPHP prior to July 1, 2015
Transition year, 7/1/15 to 7/1/16
New HPHP, 7/1/16 forward

HPHP Department	2013-14	2014-15	2015-16	2016-17	2017-18
Dept FTE Totals	960.03	1005.40	521.07	489.10	520.37
Dept Major Totals	688	755	778	413	481
Dept Grad Totals	131	146	135	87	99

* Some of the metrics in 2013-14 and 2014-15 academic years are unavailable as the program was not yet an individual program.

1. **Program Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.
2. **Program Student FTE Total** is the Student Credit Hours Total divided by 30.
3. **Program Major Totals** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. For 2016-17 and 2017-18 academic years, both HPM-Wellness majors and ESS majors are included.
4. **Program Grad Totals** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year. For 2016-17 and 2017-18 academic years, both HPM-Wellness majors and ESS majors are included.
5. **Major Demographics** is data retrieved from the Banner system.
6. **Faculty FTE Total** is the aggregate of contract and adjunct instructors during the fiscal year.
7. **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Exercise and Sport Science Courses' Waitlist Numbers*

Course	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
PEP/ESS 2200			8		23	26
PEP/ESS 2300					17	10
PEP/ESS 3450				15	25	22
PEP/ESS 3500	10		42		4	20
PEP/ESS 3510						19
PEP/ESS 3600					2	
PEP/ESS 4370						
Total	***10***		***50***	***15***	***71***	***97***

*'Cumulative waitlist numbers' (rather than 'current remaining waitlisted students') were provided by Instructional Effectiveness as a more realistic picture of demands.

Academic Year		2013	2014	2015	2016	2017
90-CH majors graduating w/in 1 year	University	987 (33.2%)	1044 (34.8%)	993 (34.7%)	1050 (35.3%)	226 (7.5%)
	College	134 (50.8%)	122 (45.7%)	117 (43.8%)	144 (51.6%)	28 (10.2%)
	Department	11 (52.4%)	20 (57.1%)	19 (50.0%)	26 (52.0%)	2 (5.1%)
90-CH majors graduating w/in 2 years	University	714 (24.0%)	740 (24.7%)	704 (24.6%)	118 (4.0%)	
	College	69 (26.1%)	52 (19.5%)	71 (26.6%)	18 (6.5%)	
	Department	6 (28.6%)	4 (11.4%)	7 (18.4%)	2 (4.0%)	
90-CH majors graduating w/in 3 years	University	300 (10.1%)	273 (9.1%)	46 (1.6%)		
	College	13 (4.9%)	25 (9.4%)	3 (1.1%)		
	Department	0 (0)	3 (8.6%)	0 (0.0%)		
Average overall hours of graduates	University	140.00	139.67	141.00	139.50	138.00
	College	137.00	136.75	134.00	133.00	133.50
	Department	124.75	129.50	128.00	123.58	131.08
Average 'years to degree' for bachelor degree	University	5.98	5.69	5.99	5.99	5.67
	College	4.81	5.30	5.32	4.67	4.98
	Department	4.31	4.33	4.33	4.67	4.49
Other Analyses		2013	2014	2015	2016	2017

Summary Information (as needed):
As indicated above, the Health Promotion and Human Performance department underwent a restructure in the previous 5 years. The Human Performance Management's Wellness Emphasis became the Exercise and Sport Science (ESS) major during this time period. Overall, the number of student majors and program graduates has increased, particularly after the establishment of ESS major, accounting for 40 to 42 % and 36 to 37% of department majors and graduates, respectively. Gender equity in students in the department programs is evident. The student/faculty ratio data indicates a consistently high student to faculty ratio. This data is in line with the increasing SCH data. The waitlist numbers indicate a significant increase in students' demand in most ESS courses, which is in line with the increase in number of ESS majors.

Appendix B: Contract/Adjunct Faculty Profile (Current Academic Year)

Current ESS Faculty Members/Rank:

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Saori Hanaki	Female	Asian	Assistant	Tenure Track	PhD	2 (WSU) 8 total	Exercise Science; Biomechanics ESS 2200; ESS 3450; ESS 3500; ESS 4990
Cory Butts	Male	Caucasian	Assistant	Tenure Track	PhD	1st year (WSU)	Exercise Science; Exercise Physiology ESS 3500; ESS 3600; ESS 4370
Tim Ruden	Male	Caucasian	Adjunct	Contract/Instructor	MS	23	Fitness Assessment and ExRx ESS 2300; ESS 4370

ESS Major Support Course Faculty* Members/Rank:

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Michael Olpin	Male	Caucasian	Professor	Tenured	PhD	19 (WSU) 28 (total)	Health Promotion HLTH 4700
Christopher Eisenbarth	Male	Caucasian	Associate Professor	Tenured	PhD	12 (WSU) 21 (total)	Health Promotion HLTH 3000
Jennifer Turley	Female	Caucasian	Professor	Tenured	PhD	22 (WSU)	Nutrition NUTR 4320
Rodney Hansen	Male	Caucasian	Professor	Tenured	PhD	15 (WSU)	Nutrition NUTR4320; NUTR 4420
James Zagrodnik	Male	Caucasian	Associate	Tenured	PhD	8 (WSU)	Physical Education; Motor Leaning PEP 3100
Chad Smith	Male	Caucasian	Assistant	Tenure Track	PhD	7 (WSU)	Physical Education; Coaching PEP 3280; PEP 3400
David Agulilar-Alvarez	Male	Caucasian	Assistant	Tenure Track	PhD	4 (WSU)	Nutrition NUTR 2320
Damon Joyner	Male	Caucasian	Assistant	Tenure Track	PhD	1st year (WSU)	Nutrition NUTR 2320; NUTR 3020
Heather Hunter	Female	Caucasian	Instructor	Non-Tenure Track	MS	6 (WSU)	Health Promotion HLTH 3200
Christina Agulilar	Female	Caucasian	Instructor	Non-Tenure Track	MS	2 (WSU)	Health Promotion & Nutrition

*Courses taught by non-ESS program, but fulfill degree requirements for ESS major.

Adjunct Faculty for ESS Support Courses*:

Name	Gender	Ethnicity	Rank	Highest Degree	Years Teaching	Areas of Expertise
Joel Bass	Male	Caucasian	Adjunct	MS, EMT	27 – WSU 30 - Total	Emergency Medical Response; AT 2300
Lester Stone	Male	Causasian	Adjunct	BS, EMT	11 – WSU 11 – Total	Emergency Medical Response; AT 2300
Paul Bugnet	Male	Caucasian	Adjunct	MS	8– WSU 10 - Total	Emergency Medical Response; AT 2300
Maria Richards	Female	Caucasian	Adjunct	PhD	18	Nutrition; NUTR 2320
Julie Hansen	Female	Caucasian	Adjunct	MS, RDN	15	Sports Nutrition; NUTR 3020

*Courses taught by non-ESS program, but fulfill degree requirements for ESS major.

Summary Information (as needed)
All ESS program courses are taught by 2 full-time faculty members and 1 lab coordinator/instructor. Allied courses are taught by faculty of other programs within and outside of the HPHP Department.

Appendix C: Staff Profile (Current Academic Year)

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Timothy Ruden	Male	Caucasian	Human Performance Lab Coordinator/Instructor	23	Human performance lab functioning, research, technology, purchasing, customer services, and other. Teaches up to 11 credit hours of ESS-based courses.
Barbara Dirks	Female	Caucasian	Internship Coordinator	2	Coordinate, implement, organize, and balance daily operations and office functions of the department related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and non-exempt staff co-workers.
Brittni Strickland	Female	Caucasian	Academic Advisor	<1	Student advisement, knowledge of department and program careers and degree requirements, referral to faculty and campus entities, use WSU systems such as CAT tracks and canvas. Tracking and managing data.
Marcia Kawa	Female	Caucasian	Administrative Assistant	<1	Budget, purchasing, class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking and managing data etc.

Derek Debruin	Male	Caucasian	Recreation Manager	4	Coordinates and manage the rock climbing wall, manages the REC courses, and instructs various REC courses.

Summary Information (as needed)

Appendix D: Financial Analysis Summary
(This information is provided by the Provost's Office)

HPHP - Health Promotion, Human Performance, Nutrition, PE, PEP, Athl Trn					
Funding	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Appropriated Fund	2,037,518	2,216,706			
CE - IW Wage	415,695	475,967			
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	94,650	117,595			
Total	2,547,863	2,810,268			

HPHP - Exercise Science, Health Promotion, Phys Ed, PEP, Recreation					
Funding	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
Appropriated Fund			1,307,207	1,417,809	1,579,698
CE - IW Wage			254,870	204,897	220,608
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition			76,122	189,192	18,084
Total			1,638,199	1,811,898	1,818,390

FTE	960.0	1005.4	521.1	489.1	520.4
Cost per FTE	$2,654	$2,795	$3,144	$3,705	$3,494

Appendix E: External Community Involvement Names and Organizations

Following table includes selected external community organizations that are consistently active in mentoring the ESS students through internship courses in recent few years. The program includes approximately 80 formally involved community organizations.

Name	Primary Contact	Phone Number	Email Address
Brigham City Community Hospital	Kylie Layton	435-734-4337	Kylie.layton@mountainstarhealth.com
Clearfield City Recreation	Pat Bergseng, CPRP	801-525-2794	pat.bergseng@clearfieldcity.org
Competitive Edge Fitness	Arlo Gagestein, BA (HPM), CSCS, LMT	801-920-4106	arlogagestein1@gmail.com
Horizon Sports & Spine PT/Balance Center	Brent Webb	801-479-5777	horizonbalance@msn.com
Lakeview Cardiac & Pulmonary Rehab	Tawnya Zeidler	801-295-5416	tawna.zeidler@mountainstarhealth.com
Layton City Recreation	Dave Thomas	801-336-3921	dthomas@laytoncity.org
Lifelong Fitness	Griff Nielson, BS, NSACPT, ACSM, HFI	801-444-2296	griff@llfit.com
McKay Dee Hospital, Cardiac Rehab	Julie Brandt, internship coordinator	801-387-3041	julie.brandt@imail.org
Mountain Land Physical	Daniel Sedgwick, DPT, ATC	801-773-4191	daniel@mlrehab.com

Therapy Clinton			
Mountain Land Rehabilitation Ogden	Gillian McGeorge	801-782-0300	gillian@mlrehab.com
Mountain Land Physical Therapy, Layton	Kurt Leschke	801-547-9462	kurt@mlrehab.com
Mountain Land PT	Brian Pennock	801-547-1155	bpennock@mlrehab.com
Ogden City Recreation	Edd Bridge, BS outdoor recreation director	801-629-8259	eddbridge@ogdencity.com
Ogden Regional Medical Center Cardiac Rehab	Stephanie Madison, Coordinator Cardiac Rehab	801-479-2482	stephanie.brinkmann@mountainstarhealth.com
Sundance Physical Therarpy	Clay Sniteman, PT, ATC, Owner	801-626-7712	sundancept@hotmail.com
TOSH, The Orthopedic Specialty Hospital, Intermountain	Jim Walker, PhD, sport science director	801-314-4163	james.walker2@imail.org
Women in Motion	Rachel Smith, Program Director	801-336-8526	rslivewell@gmail.com
WSU Campus Recreation	Jonathan Rivera	801-710-1693	jonathanrivera@weber.edu
WSU Employee Wellness	Raeanna Johnson, Employee	801-626-6480	raeannajohnson@weber.edu

	Wellness Coordinator, BS (HPM)		
WSU Men's Basketball	David Moats, BB Operations	307-331-9611	davidmoats@weber.edu
WSU Strength & Conditioning	Christopher Fritz, CSCS, Head of Strength & Conditioning	801-626-7128	christopherfritz@weber.edu
WSU Women's Basketball	Matt Thune, Director, Women's Basketball	317-989-7545	matthewthune@weber.edu

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Kraig Chugg	Department Chair, Department of Health Sciences	Weber State University
Kathy Carter	Associate Professor of Exercise Science	Central State University (Ohio)

Appendix G: Evidence of Learning Courses within the Major

See Desired Outcomes and Assessment for Exercise and Sport Science (pages 13 – 16) and for Human Performance Management (pages 20 – 22).

(use as a supplement to your five-year summary, if needed. Be sure to delete the sample text before using)

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 85% of students will score 80% or better on 10 questions)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

Evidence of Learning: General Education Courses

Not Applicable.

(use as a supplement to your five-year summary, if needed)

Evidence of Learning: General Education					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 85% of students will score 80% or better on 10 questions)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge,	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review

Evidence of Learning: General Education					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				where only 69% of questions were answered correctly	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)