

EXECUTIVE SUMMARY
Department of Health Promotion and Human Performance
Self-Study Document, Fall 2018

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Important Note of Understanding:

Beginning in the academic year 2016 – 2017, Human Performance Management (HPM) became the Exercise and Sports Science (ESS) program. Students are no longer allowed to declare an HPM degree, however students who declared as an HPM major prior to the ESS curriculum designation (before the 2016 – 2017 academic year) may continue to complete their HPM degree map emphasis. It is expected by 2022 – 2023 HPM will be completely phased out and students will no longer be able to graduate with this degree designation. As the phase out has not completely happened, both HPM and ESS information are discussed in the Self-Study and Executive Summary when available and known.

Mission Statements:

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.

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.

Curriculum:

The Exercise and Sport Science and the Human Performance Management 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.

Student Learning Outcomes and Assessment:

Since it became its own program starting in the 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.

With the recent change to the ESS curriculum (HPM to ESS) and the recent changes in program faculty some assessment of the outcomes has been limited, or at least knowledge of assessments being completed has been failed to be shared with the newer faculty from the previous faculty. The ESS program is currently developing strategies to meet these current short comings and to begin collecting data on all of the outcomes.

Academic Advising:

The ESS faculty and Academic Advisor are strongly committed to assisting each student in a planned advisement process. Student satisfaction is a goal, and students are counseled that the responsibility of successful completion of their programs lies in their hands. The ESS faculty and Academic Advisor work as a team to meet the needs of students, program standards, and course offerings so that students are able to achieve academic progress in a timely and supportive progression, ultimately resulting in graduation. A major change in this process and collaboration is that a new Academic Advisor began July 2018 and has since identified and worked with the Department Chair and Program Directors in effectively solving many areas of concern. In response, the level of trust and support from the ESS faculty has improved. Thus, more open, honest, and cooperative solutions to individual student concerns and program needs has occurred. Students have become more aware of requirements for graduation, that have been re-announced via Department Chair letter to all students in the Department on the first day of Fall 2018 classes, and a rejuvenating commitment by everyone to uphold the expectations, standards, and ethics of guiding students is beginning to flourish.

Faculty:

The ESS program has 2 full-time tenure track faculty, both at the Assistant level. Both are new faculty to WSU but have demonstrated skilled teaching, growing research agendas, and a commitment to students, the Department, College, and University. Each holds a doctorate

degree in Exercise and Sport Science with specific specialty training in areas that align to the courses each teaches. In response to one of the limitations of the previous program review, instructional support was created by adding instruction duties to the Human Performance Lab Coordinators job description. This Lab Coordinator/Instructor dual role allows for additional ESS courses and sections to be taught. The Lab Coordinator/Instructor has a Master's degree in ESS. All ESS based courses are taught by one of the 2 full-time faculty members or the Lab Coordinator/Instructor.

Program Support:

The Department of HPHP currently has one non-exempt administrative specialist, along with four exempt staff personnel that includes one academic advisor, one human performance lab coordinator/instructor, one internship coordinator, and one recreation manager. The College also employs a recruiter who assists with recruitment for the HPHP Department programs. The department also receives excellent support from the Stewart Library.

Relations with External Community:

Liaison with the community relies primarily on relationships cultivated between ESS/HPM students and the internship supervisor with the local businesses, hospitals, and schools, regional companies, and government facilities (county health departments, Hill Air Force Base) that serve as internship sites (See Appendix E). Faculty 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 former students which helps project human performance employment opportunities for current students.

Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:

Student, Faculty, Contract/Adjunct Faculty, and Staff statistical summaries appear in Appendices A-D. Appendix A shows the number of Health Promotion and Human Performance programs majors, their demographic profiles, number of graduates, FTE faculty, and student credit hours (SCHs) generated. Gender equity in students in the department programs is evident. The student/faculty ratio data indicates an increase in the number of students taking courses in the department and a higher student to faculty ratio over time. This data is in line with the increasing SCH data. The SCH's in ESS/HPM increased from 2013 to 2018. The number of declared ESS/HPM declared majors has also increased.

Results of Previous Program Reviews:

The department restructure and the revision of the program (separating the Human Performance Management Program into two separate programs and thus the creation of ESS) 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.

Information Regarding Current Review Team Members:

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