



Weber State University
Five-Year Program Review

Name of program under review:

Department of Health Promotion and Human Performance (HP/HP) Exercise and Sport Science Program

Name of reviewers and reviewer affiliations:

**Mr. Kraig Chugg, Weber State University College of Health Professions
Dr. Kathleen Carter, Central State University (Ohio)**

STANDARD A - MISSION STATEMENT

Evaluate how effectively the mission statement articulates the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The expected outcomes of the program need to be clearly defined.	A	The primary and secondary outcomes of the program were clearly defined in the Program Review Self-Study (C.4. Accreditation of Curriculum and C.6. Curriculum Competency Grid)
b.	A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.	A	
c.	A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.	S	Faculty and staff should be commended for the quality of their curriculum. The faculty are in tune with the profession and are willing to make curricular changes to better prepare students.
d.	The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.	A	The program mission statement adequately summarizes the program's goals and outcomes.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD B – CURRICULUM

Evaluate the effectiveness of the curriculum based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.	S	Curriculum planning and review is very evident with the exercise science program. Faculty are open to restructuring the curriculum when necessary to fulfill professional requirements.
b.	The curriculum should be consistent with the program's mission.	S	The program has made effective curriculum changes to meet market demands as well as requirements for clinical and fitness certifications.
c.	The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.	S/C	The current facilities used by the exercise science program are very good, with adequate equipment and space. Faculty specifically commented on the quality of their equipment and teaching resources. Faculty workload is a concern due to potential burnout. The entire program is managed by two full-time faculty.
d.	Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.	A/C	Classes are routinely offered to allow students to graduate, but the number of seats available in some classes is a concern. The program needs to find ways to decrease the waitlist size for high-demand courses

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

Evaluate the extent to which the program has clearly defined outcomes.

	Element	Rating	Comments and/or Recommendations for Change
a.	Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).	C	Quality learning outcomes are in place but not for long enough to gather sufficient data.
b.	Learning outcomes must support the goals of the program and the constituencies served.	A	
c.	Learning outcomes should be directly linked to the program's curriculum. An explicit curriculum grid illustrating this alignment, as well as the depth to which each course addresses each outcome, is publicly available.	A	Curriculum competency grid clearly shows alignment of courses with outcomes and level of emphasis in each course.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

Evaluate the effectiveness of the assessment process based on the following elements.

Element	Rating	Comments and/or Recommendations for Change
a. The program has a developed set of measures for assessment that are clearly defined and appropriately applied.	C	The assessment of program outcomes is only listed as a concern because comprehensive data is not yet in place due to the recent approval of the ESS program (May 2016). The program has aligned the curriculum with the Standards and Guidelines for the Accreditation of Educational Programs of Exercise Science. Assessment measures need to be put in place and routinely evaluated going forward.
b. Each learning outcome is assessed with <i>at least one direct measure</i> of learning; thresholds for acceptable performance are defined (for each measure) and published.	C	see above
c. Demonstrate that evidence of learning is being gathered on a regular basis across the program, that the evidence is aggregated, and reported at the aggregate.	C	see above
d. Demonstrate that these measures are being used in a systematic manner on a regular basis and are reviewed against department-established thresholds, i.e., are the program faculty meeting regularly to discuss the evidence?	C	see above
e. Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program. Is the evidence acted upon? Is it clear what drives program change?	C	see above

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STANDARD D - ACADEMIC ADVISING

Evaluate the following related to the advising process.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a clearly defined strategy for advising their major/minor, or BIS students that is continually assessed for its effectiveness.	S	The student advisor is very enthusiastic and demonstrates the desire to help students with their academic choices and progress.
b.	Students receive appropriate assistance in planning their individual programs of study.	S	The academic advisor makes herself available at various times (mornings, days, and evenings) to accommodate students' schedules.
c.	Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.	S	Faculty are very willing to speak with students about professional goals and experiences.

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STANDARD E – FACULTY

Evaluate the extent to which the faculty demonstrates the following characteristics.

	Element	Rating	Comments and/or Recommendations for Change
a.	Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.	S/C	Faculty are very well qualified for the courses delivered by the ESS program. The main concern here is the number of full-time faculty in relation to the number of majors and courses delivered by the program.
b.	The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.	C	With the interdisciplinary nature of the program, very few faculty directly report to the ESS program director. If the program is seeking to retain faculty and increase enrollments, additional faculty are necessary.
c.	Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.	X	The ESS program does not currently utilize adjunct faculty, but this should be explored.
d.	The program should demonstrate efforts to achieve demographic diversity in its faculty.	S	

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	Element	Rating	Comments and/or Recommendations for Change
e.	The program should have appropriate procedures for the orientation of new contract/adjunct faculty.	A	
f.	Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.	A	The review committee feels strongly that there is a considerable load of responsibility placed on the program director. She is responsible for a considerable student population with very few faculty tied directly to her program.
g.	Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of: <ul style="list-style-type: none"> • Effective creation and delivery of instruction. • Ongoing evaluation and improvement of instruction. • Innovation in instructional processes. 	A	Faculty course evaluations are open through final exams, increasing the possibility of students reacting to grades instead of faculty performance.
h.	A formal, periodic review process exists for all faculty, and the results of the reviews are available.	A	

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STANDARD F - PROGRAM SUPPORT

Evaluate the nature and adequacy of the program support based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.	S	The ESS program is making great use of their administrative specialist, internship coordinator, and their academic advisor.
b.	Administrative support is present in assisting in the selection and development of support staff.	A	
c.	The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.	S	The committee commends the program for their excellent facilities. Students have extensive resources at their disposal. The classroom space, computer lab, and performance lab are all great assets to the program. The committee also appreciated the library support staff.

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STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Evaluate the relationships according to the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	If there are formal relationships between the program and external communities of interest they should be clearly defined.	S	The internship program is a great asset to the program, community, and industry.
b.	Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated.	A	
c.	If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.	X/C	The ESS program currently does not have an established external advisory program, but at a minimum utilize their internship program to elicit and document program feedback.

Rating: S = Strength, A = Adequate, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD H - PROGRAM SUMMARY

Evaluate the effectiveness of the program to implement recommendations and make changes based on previous reviews.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program must show how it has implemented any recommendations from the previous review and what effect these changes had on the program. If any recommendations were not implemented the program should explain why they were not put into place.	X	This was the first formal review for the ESS program since its establishment.

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Exercise and Sport Science (ESS) Program Strengths

1) There is exceptional administrative support of the ESS program at all levels of administration, both college and department.

We want to commend the college and departmental administration for their support of the ESS program. The college endowments are a valuable resource for professional development. Faculty of the ESS program should take advantage.

Faculty and staff members felt like their interests and concerns were well supported by the Dean of College of Education as well as the HP/HP Department Chair.

2) The facilities and equipment for the ESS program are exceptional.

Faculty, staff, and students all commented on the quality of the facilities, equipment, and teaching resources available.

3) There is a very collegial and supportive environment in the ESS program.

Faculty and staff seem to work together as a team and serve as a resource for one another. The interdisciplinary nature of this program requires this type of environment. Overall, the environment seems to be working well, but the stability will need to be continually monitored.

4) The faculty and staff of the ESS program are very approachable and accessible to students.

Students complimented faculty at length on their approachability, friendliness, and helpfulness. Students appreciate the help and support they receive, and the fact that their instructors and professors have an open-door policy.

5) The ESS program, through their internship program, provides students with quality community-based experiences in the workplace prior to graduation.

The internship coordinator is a valuable resource for the program to establish opportunities for students as well as reaching out to the community. There are a large number of WSU students completing internship rotations for the ESS program. It is a recommendation of the committee that these students are recognizable as WSU students as much as possible. This will increase public awareness of the role WSU plays in the surrounding community.

Exercise and Sport Science Program – Recommendations

1) The ESS program should develop an external advisory committee or formally document feedback from their internship sites.

It is highly encouraged that the ESS program documents feedback from an organized external advisory committee or from their internship sites. This information is valuable to continually improve curriculum and outcomes. It will also help to direct students for future employment opportunities. Each of the community representatives interviewed stated that they would be willing to serve in such a role.

2) The ESS program would greatly benefit from an additional full-time faculty member.

Given the teaching responsibilities and number of ESS majors, the program needs another faculty member. The Dean of Education is aware of this and is supportive as soon as a faculty line becomes available.

3) Internship Recommendation

The internships are a strength of the curriculum; however, the expectations of the internships should be more clearly defined. With feedback from students and community representatives, the committee suggests that graduating students help create a database of information about the internship sites and expected outcomes. Students should be able to articulate what goals and objectives they have for their particular internship experience. Likewise, the supervisors at the internship sites should have a clear set of goals and objectives for the interns. A database with a brief summary of each internship experience is mutually beneficial to both students and the internship providers. A suggestion would be to create a short video of each internship site. This would allow internship sites to articulate expectations of students, and the potential students could find an experience that best fits their career goals.

4) Increase student exposure to real-world experiences

Students expressed that they would like to have more real-world-type experiences prior to their internships. The transition from the “book work” to the application of the information was difficult for them. It is suggested that the ESS program create a course or use an existing course to bring together ESS upper-division students and general WSU students. The committee feels that many students, like the general population, are intimidated by exercise and nutrition programs. They struggle to know

where to begin. ESS students could be matched with WSU students to begin applying course concepts to willing volunteers. This could be a win-win.

5) Decrease waitlists for high-volume classes

It was expressed to the committee that ESS 2200 and ESS 3450 classes can be hurdles for a student seeking to graduate in a timely fashion. The program should evaluate utilizing adjunct faculty to help add course sections or current professors could possibly benefit by adding qualified lab instructors to lighten the burden of their teaching loads and improve course offerings.