

EXECUTIVE SUMMARY

Department of Health Promotion and Human Performance
Bachelors of Science in Human Performance Management Program
Self-Study Document, Fall 2013

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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.

1. MISSION

The Human Performance Management (HPM) major is 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 optimizing 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 good industry, and sport information outlets. In addition, 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 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.

2. CURRICULUM

The Human Performance Management (HPM) curriculum is 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 or BA degree for HPM majors who select either a wellness emphasis or sport and recreation services emphasis. Courses within the HPM major 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 HPM major include Foundations of Nutrition: NUTR LS 1020 and Healthy Lifestyles: HLTH SS 1030.

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. The arrangement of core classes followed by two emphases paths is unique among Utah universities. A major strength of the curriculum is the numerous internship opportunities accorded HPM majors where Cooperative Work or Field Experience credit may be earned as well as financial compensation.

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

During the 2001-2002 and 2007-2008 academic years the Human Performance Management major conducted its comprehensive Assessment Plan. This plan involved: (a) Rewriting a mission statement, (b) Identifying student learning outcomes, (c) Developing a curriculum grid wherein we address each course with respect to the outcomes emphasized in (b), (d) Developing an assessment plan wherein we identify how each learning outcome in (b) is assessed, when, and by whom, and (e) Gathering data on assessment of these learning outcomes. This assessment plan continues to guide curriculum development in the program as we assess student learning outcomes each semester. Reports of these assessments can be found on our web site at: <http://program.weber.edu/assessment/participants/hpm.htm>.

Assessment of student learning outcomes and skills has been occurring each semester for over 15 years. Data have been compiled to compare assessment of the lifestyle management major 1996-2004 and the human performance management major 2004-2013. The results of this assessment have been circulated among the Human Performance Management faculty and are discussed in open forum at a department meeting and with individual course instructors.

4. ACADEMIC ADVISING

All faculty members advise students with the department advisement coordinator assuming much of the advising load particularly during their last semester of study as students prepare to clear for graduation. All students are encouraged to meet with a faculty advisor each semester and review progress on their program of study. These reminders are given in the 2200 course. Exit surveys by graduating seniors have been used to assess advising quality. Advising handouts have been developed to assist students in course scheduling, progress toward graduation, and selecting elective courses for particular emphases in the human performance management curriculum. Students are instructed how to perform graduation evaluations in Cat Tracks in the 2200 foundations course to enable them to track their own progress and explore what-if scenarios with catalog changes, adding minors, or second baccalaureate degrees.

Students are tracked and supported through their academic programs by meeting periodically (usually a minimum of once per semester) with their faculty advisor and the department advisement coordinator. Students have access to the department advisement coordinator by appointment Monday through Thursday from 9:00 a.m. to 4:00 p.m. Drop-in time

is available for a quick meeting on Fridays from 9:00 a.m. to 11:00 a.m. The department advisement coordinator also holds group advisement for each major and minor field of study each term. These advisement sessions, usually held in the evening, allow the students an opportunity to meet with the department advisement coordinator even if they are not available for an appointment during normal business hours. Faculty advisors are available to students through normal office hours, which are posted each semester, or by setting up a special appointment using the contact information (telephone and e-mail) that is posted, available on-line, or through the WSU operator/phone book.

In addition to the HPHP department advisement, all Weber State University students have access to the academic advisement center on campus as well as a wide variety of services to help students deal with personal and/or academic related problems or issues. There are also brochures and other informative materials as well as on-line sources of information <http://www.weber.edu/HPHP/Advisement.html>.

5. FACULTY

The strength of the Department of Health Promotion and Human Performance (HPHP) lies in the dedication and expertise of both the faculty and staff. The department of HPHP is made up of tenured and tenure-track faculty who are well-trained in diverse areas. Currently, there are 19 tenured/tenure track faculty and one instructor in the Department of Health Promotion and Human Performance, of which 15 (75%) teach courses contained in the Human Performance Management (HPM) major. All but the instructor hold doctorate degrees, Ph.D., Ed.D. or P.E.D., from a variety of institutions in the U.S. Because of retirements, a resignation, and additional faculty positions, Appendix B lists faculty who have taught in the Human Performance Management Program during the past five years and is not necessarily reflective of the Health Promotion and Human Performance Department now. There are six adjunct faculty who teach HPM 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. (Appendix C).

The Human Performance Management faculty seek to provide a quality education for all students and strive to serve as mentors and role models in areas like physical fitness, sports, recreational activities, nutritious eating, and stress management. The faculty remain actively involved in professional development activities including research, field work, grant writing, teaching improvements, conferences/workshops, professional presentations, consulting, etc. which are supported through departmental, institutional, and external funding sources.

The many tools we use to determine the quality of teaching are the student course evaluations, peer evaluations of faculty during their tenure/promotion reviews, and through annual faculty evaluations at the Department Chair and Dean level. While tenured faculty are required by the university to be evaluated in two courses per year, most students evaluate them in each course they teach, which is the requirement for non-tenured, tenure-track, and adjunct faculty. The Department Chair and the individual faculty member review the evaluations and discuss them in the annual review of the faculty. We also get some information about the quality of our teaching from our graduating seniors during Senior Seminar and during their exit interviews. Each faculty member is evaluated during the tenure and promotion process, and a teaching portfolio documenting the quality of instruction is part of the peer review process.

6. PROGRAM SUPPORT

The HPHP Department is supported by two non-exempt staff secretaries (Danielle Orozco and Jackelyn Luther) along with three exempt staff personnel including one advisor (Sherrie Jensen), one human performance lab coordinator (Tim Ruden) and one internship coordinator (Heather Hunter). The college also employs a recruiter who assists with recruitment for the HPHP department programs. (Appendix D). Staff members are evaluated each year using the PREP system.

The principal source of support is the annual legislative appropriation and its E & G budget allocation to the department. A modest amount comes from student laboratory fees which are levied to offset the cost of operating an in-house computer lab and the human performance laboratory. Faculty may apply for financial support from the Jerry and Vickie Moyes Endowment to assist with faculty development. In addition, private donors have made some funds available for use as student scholarships and student tuition waivers although these donations are usually earmarked for the other majors in the HPHP Department.

Significant gains have been made in our science library holdings and information access during the period since our last self-study. Through special one-time legislative appropriations, careful resource management to maximize the acquisition of learning resources at minimal cost, especially major databases and expanded use of electronic media and interlibrary loans, faculty and students both are served well. Courses and less formal workshops and seminars led by library personnel have made our students more aware of all electronic information available. Significant progress is being made in this most critical area of resource need. One skill set for students requires that they be able to “Seek Information” and because of this the information resources of the library have played a more meaningful role in student preparation.

7. RELATIONSHIPS WITH EXTERNAL COMMUNITY

Liaison with the community relies primarily on relationships cultivated between human performance management 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.

8. STUDENT, FACULTY, CONTRACT/ADJUNCT FACULTY AND STAFF STATISTICAL SUMMARIES

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 human performance management have increased slightly from 2008 to 2013. The number of declared human performance management majors has also increased; however, the number of students graduating has remained relatively about the same.

9. FINANCIAL ANALYSIS

Institutional research provided financial analysis for the entire health promotion and human performance (HPHP) department. Human Performance Management is one of six majors (five undergraduate and one graduate) housed within the department. Instructional expenditures have remained relatively consistent from 2008-2013. The cost per student FTE has declined. This is attributed to the increase in class sizes for many academic programs in HPHP. The HPHP department has a number of course fees and a tuition differential from the Masters of Athletic Training program.

10. RESULTS OF PREVIOUS PROGRAM REVIEWS

The Human Performance Management (HPM) program conducted outcomes assessment in 2000-01, program review in 2003-2004, and the most recent program review in 2008-09. The review team identified eight HPM strengths and nine areas to be examined. Six of the nine problems identified in the 2008-09 Program Review Response and Dean's Response were addressed (see section I of the full program report). Two problems identified have been addressed and resolved. The only remaining area to be examined from the review conducted on March 2, 2009 is developing a tracking system of program graduates and forming an external advisory committee to give feedback and direction to the program. While generating a list of graduates from University Relations is immediately and easily obtained, the contacting and collecting data from graduates is an unreasonable project for any faculty to be asked or required to pursue on top of teaching, scholarship, and service to the institution. Delegating the project to staff would still require time-consuming oversight from faculty who are teaching full loads and overload.

11. INFORMATION OF REVIEW TEAM MEMBERS

Self-Study Review Team:

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