

Human Performance Management Program's Response to the Review Team Report

by Molly Smith, Jennifer Turley, Chris Eisenbarth, Cass Morgan, Joan Thompson, and Rod Hansen.

Introduction and Commendations: The Human Performance Management Program faculty appreciates the efforts of the Review Team to evaluate the program. The team identified several strengths of the program including: Exceptional college and departmental administrative support, great facilities, a strong collegial and supportive environment among HPM faculty who are very approachable and accessible to students, and quality community-based internship experiences.

Identified Challenges and Recommendations: The Review Team noted several challenges that are included and addressed below by standard. We believe that the team's findings and our responses implemented will serve to further strengthen the HPM program.

STANDARD A - MISSION STATEMENT *response by Molly Smith and Jennifer Turley*

- **Element with Concern:** 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.*
- **Review Team Observation:** The Self-Study documented how each desired outcome was assessed and the results for the last several years. Because faculty that teach in the HPM program are more closely tied to other programs in the department, and students have a great deal of flexibility with their educational experience, actual outcomes assessment can be difficult. Due to the interdisciplinary approach of this program and the diversity of the curriculum, although the outcomes are clearly defined, in practice some of the interdisciplinary courses do not always achieve the outcomes as described for this program.
- **Program Response:** The faculty who teach required courses in the HPM major will meet, Biennially with to the program director to review the program outcomes, course syllabi, and align or assure the alignment of the measurable learning outcomes to the program outcomes. See also the response to the recommendation to form an external advisory committee on page 3.

STANDARD B – CURRICULUM *response by Joan Thompson and Rod Hansen*

- The Review Team identified no challenges or recommendations.
- **Review Team Recommendation:** Evaluate the content of sports nutrition course.
- **Program Response:** There was a break in the opportunity to inform students between the differences of NUTR 3020 (Sports Nutrition) and NUTR 4420 (Nutrition and Fitness) due to the unavailability of a qualified individual to represent in the PEP 2200 course leading to the student comment regarding the lack of high performance nutrition.
 - **Action:** A brief description between NUTR 3020 which has high performance nutrition content and NUTR 4420 which has nutrition content that supports a life-long, active lifestyle supporting weight control. Students have a choice to take either 3020 or 4420. Those students who desire to learn high performance nutritional management need to take 3020.

- **Assessment:** Once students are properly informed about the differences between the two classes, then students in 3020 will be assessed to confirm that there was adequate content addressing high performance nutrition.

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT *response by Molly Smith and Jennifer Turley*

- **Element with Concern:** 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. Is the evidence acted upon? Is it clear what drives program change?
- **Review Team Recommendation:** Establish a procedure for faculty review and possible action based on outcome assessments.
- **Program Response:** The faculty who teach required courses in the HPM major will meet, minimally the beginning of every fall semester on or before October 15th, to provide outcomes assessment data to the program director for inclusion in the annual report due every November 15th.

STANDARD D - ACADEMIC ADVISING *response by Jennifer Turley*

- The Review Team identified no challenges.
- **Review Team Recommendation:** They noted that information related to specific internship experiences should be made available to students as they request their sites.
- **Program Response:** The HPHP department now has a full-time internship coordinator who will assist in this process and help students through use of the department's extensive database and web resources.

STANDARD E – FACULTY *response by Jennifer Turley*

- **Element with Concern:** 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.
 - **Review Team Recommendation 1:** With the interdisciplinary nature of the program, very few faculty directly report to the HPM program director.
 - **Program Response 1:** Meetings with faculty teaching required courses in HPM (as described in the standards A and C responses above) are expected to resolve this concern.
 - **Review Team Recommendation 2:** If the program is seeking to increase enrollments and offerings in outdoor recreation, additional faculty are necessary (see also page 5).
 - **Program Response 2:** As enrollments increase proposals for new faculty members will be presented to the department chair, department faculty members, and Dean of the college. Past history has shown administrative support for securing new faculty lines when clearly justified.
 - **Review Team Recommendation 3:** With the load placed upon the current program director and the possibility of upcoming retirement, the HPM program needs to increase their faculty in anticipation of these needs.
 - **Program Response 3:** The department has a new faculty hire in HPM starting fall 2014 and will search for a faculty member to replace the current program

director in the year of her announced retirement. To fill her position immediately after it is vacated. The current new faculty member in HPM will likely become the new program director at that time and mentor the new hire.

- **Element with Concern:** 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.
 - **Review Team Observation 4:** The review committee feels strongly that there is a considerable load of responsibility placed up the program director. She is responsible for a considerable student population with very few faculty tied directly to her program.
 - **Program Response 4:** The program director works closely with the department chair and faculty and has advisement and secretarial support when needed.

STANDARD F - PROGRAM SUPPORT *response by Jennifer Turley*

- The Review Team identified no challenges.
- **Review Team Recommendation 3:** They suggested that the program director and department chair review the workload of the department advisor.
- **Program Response:** On April 1, 2013 the department hired a second secretary. Both secretaries now schedule all advisement appointments for the academic advisement coordinator. There was also an agreement made with department faculty and the advisement coordinator, in April of 2013, that difficult cases such as those involving transfer students would be handled by the program director rather than the advisement coordination. The department chair, in consultation with program faculty when needed also does all the transfer articulation. This is a workload off the advisement coordinator. The Department Chair is currently exploring ways to add either a 50/50 part-time hourly student worker or other additional part-time advisement support. As needs are viewed in light of all the department needs, a vision and plan for the upcoming years will be communication to the Dean of the college.

STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES *response by Chris Eisenbarth*

- **Element with Concern:** Evaluate relationships.
- **Review Team Recommendation 1:** The HPM program should develop an external advisory committee. Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated. If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.
- **Program Response 1:** The HPM program has many strong community partners that provide relevant, hands-on, service-oriented internships for HPM students. The use of a formal advisory committee would assist the HPM program to: (a) strengthen existing community partnerships, (b) facilitate the placement of student interns at community agencies, and (c) receive feedback from community partners to ensure that HPM students are appropriately trained to meet the professional needs of selected agencies.
 - **Action Plan:** The HPM program, in consultation with the HPHP Internship Coordinator, will biennially (every other year) select a 5-person advisory committee of key community stakeholders to provide feedback to the HPM

program regarding internship placement, student training, and service-learning opportunities.

- **Assessment Objective:** By April 2016, the HPM program will establish and implement a biennial meeting with key community stakeholders (i.e., an external advisory committee) to discuss student internship opportunities, student service-learning projects, and perceived training needs to support student internship placements.
- **Review Team Recommendation 2:** Develop a stronger WSU identity in the community.
- **Program Response 2:** Students completing internships are considered representatives, primarily, of WSU and, secondarily, the agencies selected for field experiences. The use of WSU-branded name tags (or badges, imprinted lanyards, etc.) would allow individuals working as interns to: (a) be identified as WSU students; and (b) communicate to prospective clients the students' qualifications and limitations to provide services consistent with their competencies.
 - **Action Plan:** To increase the visibility and recognizability of WSU student interns working in professional settings, the HPM program intends to investigate a program policy that requires students to wear appropriate professional attire (preferably WSU branded shirts with collars) and, when practical, a name tag that identifies individual interns as WSU students.
 - **Assessment Objective:** By March 2015, the HPM Internship Coordinator will investigate the feasibility (e.g., dress-code variations among internship settings), cost (e.g., bulk prices for WSU shirts, name tags, etc.), and proposed policy (e.g., dress codes) to require HPM students to wear WSU-branded name tags while working at approved internship sites.
- **Review Team Recommendation 3:** Internship expectations should be more clearly defined.
- **Program Response:** A successful internship program necessitates clearly-articulated expectations for students and agency supervisors. Although the HPM program utilizes an internship manual to guide student placement, supervision, and evaluation of internships, the manual could be updated and redesigned based on feedback from community partners. Similarly, the HPM program uses an electronic data base (posted to the HPM program website) to describe internship sites and student-intern responsibilities but this resource, too, could be updated to specify more clearly site-specific goals and student objectives.
 - **Action Plan:** To enable effective communication among students and supervisors, the HPM Internship Coordinator will be charged with updating: (a) the HPM internship manual (i.e., to define more clearly the internship expectations for both students and site supervisors), (b) the HPM electronic database that details internship opportunities (i.e., to identify goals unique to specific locations), and (c) the feedback form used by site supervisors to evaluate student interns (i.e., to align internship objectives with specific program standards).
 - **Assessment Objective:** By April 2015, the HPM Internship Coordinator will submit for faculty approval a revised HPM internship manual, updated database with internship opportunities, and redesigned feedback form for site supervisors to use when evaluating student interns.

OTHER: *response by Cass Morgan*

- **Review Team Recommendation:** The sports and recreation area should broaden its presence in the area of outdoor recreation. The program ought to consider addressing the following items.
 1. **Web presence**—this program doesn't seem to exist anywhere beyond campus itself. In searching out information on the Recreation Minor there is little to nothing to find regardless of whether you're using Google or the university's own search engine.
 - **Program Response 1:** The significant reliance on the Internet to locate information necessitates that the Recreation program develop a website with information on the curriculum, degree options (minor, emphasis area, or BIS), and career opportunities. There is virtually no information on the Recreation Program on the WSU website aside from a link to the course catalog. The lack of web presence, does not lend to promoting the Recreation program to the extent that a website and social media page could provide.
 - a. **Action Plan:** To increase the visibility and web presence of the Recreation program, the Recreation program will develop a website to promote greater access to information on the program, curriculum, career opportunities, contact information, forms, and field experience updates (trip summaries, trip photos, student experience testimonies, etc.).
 - b. **Assessment Objective:** By December 2014, the Recreation Program Director will develop a website for the Recreation program. In addition, she will consult with the COE recruitment specialist and/or HPHP support staff to develop a Facebook page for the program by the end of the fall 2014 semester.
 2. **Courses Offered**—the current curriculum is broad and lacks cohesion and direction. It would serve students and the community better if the program focus was narrowed and curriculum was developed to support that focus (i.e. Adventure Education, Commercial Recreation, etc...).
- **Program Response 2:** One of the expressed goals of the HPHP department in hiring a Program Director for the Recreation program (July 2013) was to create a more focused minor in the field of Outdoor Recreation. To this end, efforts are currently underway to create a distinctive outdoor recreation program. To date, this has included the development of two new courses (Adventure Programming and Wilderness Nutrition and Backcountry Cooking), and changes to course titles and course assignments that reflect a more directed area of study.
 - a. **Action Plan:** To continue efforts to create a more cohesive area of study, a plan that maps out current and new courses that will meet professional competencies is needed. A minimum of two additional courses are also needed in the minor to adequately prepare students to meet entry-level professional competencies within the field of Outdoor Recreation.
 - b. **Assessment Objective:** By December 2014, the Recreation Program Director will develop a “minor map” that outlines and sequences current and new courses to create a cohesive and progressive academic area of study. Each course will then be mapped onto a professional competency grid for entry-level outdoor professionals. In addition, she will develop two new course proposals to be submitted for review.

3. **Resources**—
 - a. Equipment: the program needs to procure more of the standard equipment required for a recreation program (tents, compasses, cookware, harnesses, ropes, etc...)
 - b. Faculty: bring more faculty into the program. This could be through adjunct or partnerships with other programs on campus. Look for interdisciplinary collaborations on campus that will serve the needs of the recreation minors.
 - c. Transportation: determine a means to get students off campus regularly. Recreation programs consigned to campus are not going to be nearly as effective as recreation programs that integrate off campus “classroom” experiences. Many recreation programs have their own fleet vehicles or are provided a course fee that goes toward transportation costs.
 - **Program Response 3:** The program currently lacks the necessary equipment to effectively and safely teach outdoor recreation based courses. However, the recent addition of course fees will help to acquire equipment. The Recreation program also has an insufficient number of instructors to lead field-based courses that involve technical skills or are multi-day trips. At minimum, there should be two instructors for any extended or technical (i.e. rock climbing, watersport, canyoneering, mountain biking, backpacking) field based experience. Transportation is also another concern that has historically affected the program’s ability to effectively teach class material in an “outdoor classroom.” However, the recent addition of new course fees will help mitigate transportation concerns.
 - Action Plan (a): During the 2013-2014 academic year, several of the Recreation courses added course fees to classes, which will help the program purchase needed equipment. In addition, the program received a grant that will help acquire needed equipment.
 - Action Plan (b): The HPHP department is currently exploring options to hire an instructor to co-lead field based experiences.
 - Action Plan (c): The recent approval of course fees, will help offset some of the immediate transportation concerns outlined in recommendation 3; however, over time, these course fees may prove insufficient, necessitating exploring other options.
 - Assessment Objective (a): By December 2014, new equipment will be purchased, an inventorying system put in place, and equipment maintenance logs created to track equipment needs.
 - Assessment Objective (b): During summer 2014, the HPHP department will explore options to hire an instructor to help lead field-based courses. As new courses are added to the curriculum and enrollment numbers change, the Recreation Program Director will evaluate its instructional needs.
 - Assessment Objective (c): By April 2015, the Recreation Program Director will assess the effectiveness of using course fees to meet transportation needs. If found ineffective, other options will be explored and presented to the HPHP department chair.
4. **Risk Management**—develop a risk management committee or working team with the focus of preventing incidents in the field, as well as procedures for handling and communicating incidents that do occur. Risk Management for university recreation

programs is a highly developed field and heavily scrutinized. If found to be lacking in this area after an incident occurred, the program and the university could experience long lasting negative repercussions.

- **Program response 4:** One of the Recreation Program's most significant needs is a risk management and emergency action plan that reflects current industry standards and is compliant with WSU Risk Management.
 - a. **Action Plan:** The Recreation Program Director will meet with WSU Risk Management and explore opportunities to collaborate with other departments and programs on campus that provide field-based experiences to create a comprehensive risk management and emergency action plan.
 - b. **Assessment Objective:** By December 2014, the Recreation Program Director will develop a risk management and emergency action plan and will be submitted and reviewed by WSU's Risk Management to ensure effectiveness and compliance.
- 5. **Bachelor's Degree**—to provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor's degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University.
- **Program Response 5:** Before exploring opportunities to expand the minor into a 4-year degree, the Recreation Program Director is directing efforts to improve curricular quality and increase enrollment in the minor/emphasis area. At this time, the program lacks the adequate resources (i.e. faculty, equipment, courses) to offer a Bachelor's degree, but she will explore the potential for further program expansion.